
Alabama Commission on Higher Education
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COMMISSION MEETING
ACHE Commissioner Conference Room 779
RSA Union Building, 7th floor
100 North Union Street
Montgomery, AL 36104

March 14, 2025
10:00 a.m.

Public Zoom Option for Meeting:
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AGENDA

ALABAMA COMMISSION ON HIGHER EDUCATION

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

March 14, 2025
10:00 AM

- I. Call to Order / Prayer/ Pledge of Allegiance**
- II. Roll Call of Members and Determination of Quorum**
- III. Approval of Agenda**
- IV. Consideration of Minutes of December 13, 2024 1**
- V. Chairman’s Report**
Commissioner Amy Price
 - Introduction of New Commission Members
- VI. Executive Director’s Report**
Dr. Jim Purcell
 - Impact of Federal Policy Changes on Alabama Higher Education
- VII. Discussion Items**
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 - Dual Enrollment- Dr. Patrick Kelly and Dr. Stephanie Dolan
 - Legislative Update- Dr. Stephanie Dolan and Mr. Julian Rogers
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IX. Adjournment

ALABAMA COMMISSION ON HIGHER EDUCATION

**MINUTES OF MEETING
December 13, 2024**

I. Call to Order

The Alabama Commission on Higher Education met in regular session on Friday, December 13, 2024, in the Alabama Commission on Higher Education Commissioners Conference Room, RSA Union Building, Montgomery, Alabama. Commissioner Price called the meeting to order at 10:00 a.m. Commissioner Nelson opened the meeting with a prayer. Commissioner Price then led the audience in the Pledge of Allegiance.

II. Roll Call of Members and Determination of Quorum

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

Commission Members present: Amy Price, Stan Nelson, Larry Turner, Jody Singleton, Paul Kennedy, Rod Scott, Michael Spiller, Terence Welch, and Payne Meadows.

Commission Members absent: Ann Forbes and Miranda Bouldin.

III. Approval of Agenda

RESOLVED: Commissioner Singleton moved to adopt the published agenda for the December 13, 2024 meeting. Commissioner Spiller seconded. The agenda was approved.

IV. Consideration of Minutes of September 13, 2024.

RESOLVED: Commissioner Nelson moved for approval of the September 13, 2024 minutes. Commissioner Scott seconded. Motion carried.

V. Chairman's Report

Commissioner Price greeted and welcomed everyone present at the meeting.

Commissioner Price appointed the following Commissioners to the respective committees:

Academic Affairs – Commissioner Turner, Chair; Commissioner Spiller, Commissioner Welch, and Commissioner Forbes

Financial Affairs – Commissioner Singleton, Chair; Commissioner Kennedy, Commissioner Scott, and Commissioner Meadows

Executive Committee – Commissioner Price, Chair; Commissioner Nelson, Vice-Chair; Commissioner Turner, and Commissioner Singleton

VI. Executive Director's Report

Dr. Purcell reported on the following:

- Agency Outreach
- Advocacy Efforts

A copy of the PowerPoint presentation is available upon request.

VII. Discussion Items

- ALEPSCoR Graduate Research Scholars Program Presenter – Ms. Sarah Ortbal, University of Alabama

Mrs. Margaret Cabbie introduced Ms. Sarah Ortbal, a current ALEPSCoR student.

Ms. Sarah Ortbal gave a presentation on her research project, which focuses on water quality and accurately characterizing contaminants.

VIII. Decision Items

A. Executive Budget Request for FY 2025-2026

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

RESOLVED: Commissioner Scott moved to accept the recommendation for approval for the Executive Budget Request FY 2025-2026. Commissioner Singleton seconded. Commissioner Kennedy abstained. Motion carried.

B. Consolidated Budget Recommendation for FY 2025-2026

Dr. Jim Hood acknowledged and thanked the Financial Affairs Committee members for their great work on the consolidated budget recommendations. The committee members are Commissioner Nelson - Chair, Commissioner Singleton, Commissioner Kennedy, and Commissioner Scott.

Dr. Jim Hood presented the staff recommendation to the Commission with a recommendation for approval.

Commissioner Stan Nelson thanked Dr. Hood and Julian Rogers for their work on the consolidated budget. He briefly discussed the Finance Committee meeting held prior to the regular meeting, and the committee recommended approval of the Executive Budget Request and the Consolidated Budget Recommendation for FY 2025-2026.

RESOLVED: Commissioner Scott moved to accept the recommendation for approval for the Consolidated Budget Recommendation. Commissioner Spiller seconded. Motion carried.

C. Report on Facilities Master Plan and Capital Projects Requests for FY 2025-2026 – FY 2029-2030

Mr. Julian Rogers presented the staff recommendation to the Commission with a recommendation for approval.

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

D. Final Approval of Repeal and New Rule §300-2-1-.05 within Administrative Procedures for Academic Program Review

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

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

E. Final Approval of Repeal of Attachments to the Administrative Procedures for Academic Program Review §300-2-1-A

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

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

F. Academic Programs

1. Athens State University

Bachelor of Science in Applied Management (CIP 52.0201)

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

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

2. Troy University

a. Bachelor of Science in Business Administration in Management (CIP 52.0201)

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

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

b. Bachelor of Science in Business Administration in Risk Management and Insurance (CIP 52.0215)

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

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

3. University of South Alabama

Master of Science in Applied Statistics (CIP 27.0601)

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 Scott seconded. Motion carried.

4. University of West Alabama

Request to Amend Post-Implementation Conditions: Master of Athletic Training in Athletic Training (CIP 51.0913)

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

RESOLVED: Commissioner Nelson moved to accept the recommendation for approval of the request to amend. Commissioner Singleton seconded. The request to amend was approved. Motion carried.

5. Chattahoochee Valley Community College

Associate of Applied Science in Electrical Technology (CIP 47.0105)

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

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

6. Enterprise State Community College

Certificate in Cosmetology (CIP 12.0401)

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

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

7. Northeast Alabama Community College

a. Associate of Applied Science in Diagnostic Medical Sonography (CIP 51.0910)

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

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

b. Associate of Applied Science in Medical Laboratory Technology (CIP 51.1004)

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

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

G. Information Items

RESOLVED: Commissioner Scott moved that the Commission accept Information Items 1 through 7. Commissioner Spiller 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. New Exempt Off-Campus Sites
7. Summary of Post-Implementation Reports

H. Adjournment

The meeting was adjourned at 12:08 p.m. The next meeting of the Commission is scheduled for March 8, 2024.

Amy Price, Chairman

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

James E. Purcell, Executive Director

Notary Public

DECISION ITEM: A

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

Staff Presenter:

Dr. Robin McGill
Deputy Director for Academic Affairs

Staff Recommendation:

That the Commission give preliminary approval the proposed repeal of the existing rule §300-2-1-.01 ("Definitions Recognized by the Commission") and adoption of a new rule in its place, to be entitled, "Operating Definitions."

Background:

Last updated in 1998, the existing rule §300-2-1-.01 ("Definitions Recognized by the Commission") is based on definitions specified in the Code of Alabama §16-5-1 ("Definitions"). Over the last 25 years, there have been many changes to federal and state laws, regulations, and procedures, and the Commission's operating definitions need to be updated.

The proposed new rule is intended to address the following issues with existing rule §300-2-1-.01:

1. Obsolete terminology should be removed.
2. Outdated definitions should be updated to align with federal reporting requirements, accreditation policies, recent updates to the Commission's Administrative Procedures, and Commission practice.
3. New definitions should be added to reflect the full scope of the Commission's responsibilities regarding academic program review.
4. The definitions should be reorganized into alphabetical order for ease of use.

In developing the new rule, Commission staff solicited feedback from institutional stakeholders, along with representatives from the Alabama Community College System and the University of Alabama System. In November 2024 and January 2025, ACHE hosted open forum webinars and circulated drafts of the proposed definitions with the chief academic officers. There was consensus that it would benefit the institutions and the state to substantially revise the operating definitions in line with federal definitions and policies for the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

Should the Commission decide to give preliminary approval at its meeting on March 14, 2025, the new rule may proceed through the full regulatory review process, as managed by the Alabama Legislative Services Agency, which includes an additional public review period of at least 45 days. Depending on input received through that review process, the Commission may vote to give final approval at a later meeting.

Supporting Documentation:

1. Text of proposed new rule Administrative Procedures, §300-2-1-.01, attached. Language retained from the previous rule

appears in black, with language to be added in blue and language to be eliminated in red.

2. "Definitions Recognized by the Commission," Ala. Admin. Code (Commission on Higher Education), §300-2-1-.01. Available upon request.

Attachment 1

NOTE: Text in black indicates that language has been retained from the previous rule or from other rules that have been revised by the Commission within the last two years. Text in blue indicates language to be added, and text in red indicates language to be eliminated.

300-2-1-.01 Operating Definitions ~~Recognized by the~~
Commission PROPOSED NEW RULE

Unless the context clearly indicates otherwise, the definitions recognized by the Commission are as follows throughout these rules:

- (1) 25-Mile Rule: Provision previously included in Rule 300-2-1-.05, specifying that "No off-campus site may be located nearer than 25 miles to a main campus of another institution which offers similar courses without the written consent of that institution." The provision was eliminated in favor of service area as the main geographical consideration for off-campus sites, and this definition is given for historical purposes only.
- (2) Academic Program: See "instructional program."
- (3) Academic Program Inventory ("Inventory"): Maintained by the Commission's staff, a comprehensive list of instructional programs currently or previously offered by public postsecondary institutions in Alabama, with a record for each instructional program.
- (4) Academic Unit: Within an institution, an organizational structure that includes individuals with faculty appointments or has a reporting relationship to the institution's chief academic officer, usually the Provost. Academic units can be "instructional" or "non-instructional."
- (5) Academic Year: Annual period of instruction as defined by an institution of higher education, divided into "terms." ~~The period of an institution's regular session, generally extending from September to June, usually divided as semesters, trimesters, quarters or the 4-1-4 plan. These designations are sometimes referred to as "terms." (From Operational Definitions adopted by the Commission on 8/19/94.)~~
- (6) Accreditation: A formal process conducted by a non-governmental, independent accrediting agency recognized by

the US Department of Education or by the Council for Higher Education Accreditation to ensure the delivery of sound educational programs. Accreditation may pertain to an entire institution ("institutional accreditation") or to specific academic programs or divisions ("specialized accreditation" or "programmatic accreditation").

- (7) ACCS: The Alabama Community College System.
- (8) Active Status: In reference to an instructional program, a type of program status indicating that the program may enroll new students.
- (9) Administrative Consolidation: A type of institutional change whereby two or more institutions are placed under a single executive head without program interchange. All involved institutions maintain separate functional identities. This does not constitute a multicampus institution, but rather two or more separate institutions operating under a single executive head.
- (10) Alteration: A type of program change that modifies an existing instructional program ~~academic offering~~ within its previously defined scope. Such changes include modifications to program coursework, modifications to program requirements, including total number of hours, and updates to program titles or CIP codes.
- (11) Associate Degree: Designated as IPEDS Level 3, an award granted on completion of an ~~educational~~ instructional program that requires at least 60 semester hours of undergraduate coursework or the equivalent, with a general education component consisting of at least 15 semester hours or the equivalent.
- (12) Baccalaureate Degree: Designated as IPEDS Level 5, an undergraduate award granted on completion of an ~~educational~~ instructional program that requires at least 120 semester hours of undergraduate coursework or the equivalent, with a general education component consisting of at least 30 semester hours or the equivalent.
- (13) Branch Campus: A special type of off-campus instructional site that is geographically apart from an institution's main campus, where instruction is delivered, and is independent of the main campus of an institution. An off-campus instructional site is independent of the main campus

if it is permanent; offers courses in educational programs leading to a degree, diploma, certificate, or other for-credit credential; has its own faculty and administrative or supervisory organization; and has its own budgetary and hiring authority.

- (14) Certificate: A term primarily used in reference to "for-credit non-degree certificates," as defined below. Compare "long certificate (CER)," which the Commission considers a type of "degree."
~~A formal award certifying the satisfactory completion of a prescribed program of study. The certificate is less than a degree, and its curriculum in many instances is related to the student's employment or professional advancement. In the two-year college system of Alabama, a Certificate requires a minimum of 15-quarter hours and a maximum of 90-quarter hours.~~
- (15) CIP Code: A six-digit code in the form of xx.xxxx that identifies an instructional program specialty using the taxonomic coding scheme known as Classification of Instructional Programs (CIP), maintained by ~~the Institute of Education Sciences (IES) within~~ the US Department of Education. A program's CIP code should accurately reflect the content of instruction and allow for comparison of programs both within and between institutions.
- (16) ~~Clock Contact~~ Hour: A period of time consisting of (1) A 50- to 60-minute class, lecture, or recitation in a 60-minute period; (2) A 50- to 60-minute faculty-supervised laboratory, shop training, or internship in a 60-minute period; or (3) Sixty minutes of preparation in a correspondence course. ~~A unit of measure that represents a minimum of 50 minutes of scheduled instruction given to students. Also referred to as clock hour.~~
- (17) Combination Degrees: Overlapping courses of study within a single institution that result in awarding more than one degree. Examples include dual majors, accelerated bachelor's-master's programs, and other arrangements that allow for shorter time to completion of multiple awards.
- (18) Commission: The Alabama Commission on Higher Education (ACHE) created by Alabama Code Sections 16-5-1, et. seq.
- (19) Competency-Based Education: An educational program wherein student progress toward completion is measured through the

attainment of competencies, whether within course-based units or through direct assessment of learning.

- (20) **Concentration:** See "option."
- (21) **Consortium:** A formal federation or association of two or more separate institutions for one or more specific purposes, usually involving a statement of mutual obligations and resource-sharing.
- (22) **Cooperative Degree Program:** A formal arrangement whereby multiple institutions agree to share coursework or other resources to support degree completion for their respective students. In contrast with a joint program, a cooperative degree program results in a single program completion credential from the student's home institution. For program viability purposes, completers may be counted collectively across institutions under certain circumstances.
- ~~Cooperative Program of Instruction: A program which is under the sponsorship of a single institution (identified as the primary institution) but which contains elements of resource sharing agreed upon by one or more other institutions (the secondary institution(s)). The administrative control of such a program and commitment for maintaining the resources necessary to support it are the responsibility of the primary institution. The degree is granted under the seal of the primary institution and the program will be identified in the Commission's Academic Program Inventory for that institution only. The program is so structured that should the elements contributed by the secondary institution(s) be discontinued, the basic strength of the program will not be damaged seriously and the institution administering the program will be able to continue to do so with few or no additional resources.~~
- (23) **Credit Hour:** For purposes of the application of this policy and in accord with federal regulations, a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates one of the following:
- (a) Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the

equivalent amount of work over a different amount of time; or

- (b) At least an equivalent amount of work as required outlined in item (a) above for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

~~A unit of measure representing the time and activity required for one hour of credit. Usually, this involves the equivalent of 50 minutes of instruction each week for a semester, trimester, or quarter.~~

- (24) Curriculum: Body of coursework, assessments, or other requirements necessary to complete a program of instruction.
- (25) Degree: An academic program leading toward one of the following awards: long certificate (CER), associate degree, baccalaureate degree, master's degree, education specialist (EdS) degree, research doctorate, professional doctorate, or doctorate other.
- (26) Degree Level: Also referred to as "degree designation" or "award level," classification of for-credit postsecondary programs of instruction based on duration and depth of study, with graduate programs being at a higher level than undergraduate programs. Within the United States, institutions use IPEDS levels to report awards.
- (27) Deleted Status: In reference to a program of instruction, a type of program status indicating that an academic program has been or will soon be terminated. Once a program has been marked as deleted within the Academic Program Inventory, no new students may be admitted, though current enrollees may be taught out. Programs with deleted status remain in the Academic Program Inventory for archival purposes.
- (28) Delivery Modality: See "method of delivery."
- (29) Distance Education: A formal educational process using technological delivery in which instruction occurs where students and instructors are not in the same place. Instruction may be synchronous or asynchronous. Distance

education, distance learning, and e-learning are recognized by the Commission as being synonymous terms.

- (30) Distance Education Program: A for-credit postsecondary program for which all instructional requirements can be completed via distance education modalities. A distance education program may have in-person requirements that are non-instructional (e.g., orientation, practicum).
- (31) Doctorate Other: Designated as IPEDS Level 19, a doctor's degree that does not meet the definition of a doctor's degree-research/scholarship or a doctor's degree-professional practice.
- (32) Dual Degrees: An arrangement whereby students can earn two separate degrees from two separate institutions with a shorter time to completion than if the degrees were completed separately.
- (33) Dual Enrollment: Enrollment of secondary students in ~~college~~ postsecondary courses offered through an institution of higher education, for which the student earns college credit and also satisfies high school requirements. Instruction may occur at a dual enrollment site (at the high school), through distance education, or on the college campus or other instructional site.
- (34) Dual Enrollment Site: A type of exempt off-campus site located at a high school where one or more ~~college~~ postsecondary-level courses are taught exclusively to high school students.
- (35) Education Specialist Degree (EdS): Designated as IPEDS Level 8, within the field of Education, a degree that requires completion of an organized instructional program beyond the master's degree but does not meet the requirements of an academic degree at the doctorate level.
- (36) Educator Preparation Provider (EPP): An entity authorized by the Alabama State Board of Education to prepare candidates for professional certification as pre-kindergarten through 12th grade (P-12) teachers. An EPP offers one or more "programs leading to professional educator certification," as defined below.
- (37) Exemption from Licensure: Pertaining to an institution, a formal process for state authorization conducted by the

ACCS Private School Licensure Division to verify that a private postsecondary institution has met the criteria for exemption from [state](#) licensure, resulting in a Certificate of Exemption.

- (38) Existing Program of Instruction: An academic degree or certificate program listed in the Academic Program Inventory.
- (39) Extension: [Pertaining to an instructional program](#), a type of program change that expands an existing academic offering beyond its previously defined scope. Such changes include the addition of program options within a degree program, as well as the development of for-credit non-degree certificate programs that are related to an existing program or unit of instruction.
- (40) Face-to-Face Instruction: Also referred to as "in-person" instruction, occurs where students and instructors are in the same place at the same time.
- (41) For-Credit Non-Degree Certificate: An academic program that leads to one of the following award designations: mini-certificate, short-term certificate (STC), post-baccalaureate certificate, or post-master's certificate.
~~Certificate: A formal award certifying the satisfactory completion of a prescribed program of study. The certificate is less than a degree, and its curriculum in many instances is related to the student's employment or professional advancement. In the two-year college system of Alabama, a Certificate requires a minimum of 15-quarter hours and a maximum of 90-quarter hours.~~
- (42) Four-Year Institution: See "senior institution."
- (43) Graduate-Level Coursework: [Coursework designed for instructional programs beyond the bachelor's degree level, including courses that apply toward post-baccalaureate certificates \(IPEDS Level 6\), master's degrees \(IPEDS Level 7\), education specialist degrees and post-master's certificates \(IPEDS Level 8\), and doctoral degrees \(IPEDS Levels 17, 18, and 19\).](#)
- (44) Inactive Status: [In reference to an instructional program](#), a type of program status indicating that an institution intends to reinstate the program to active status within five years. While a program is on inactive status, no

students will be admitted, though current enrollees may be taught out.

- (45) Institution of Higher Education (IHE) ~~Higher Education/Postsecondary Education Institutions~~: Sometimes referred to as "postsecondary institution," an institution that provides formal programs of instruction with curricula designed primarily for students who have completed the requirements for a high school diploma or its equivalent. This ~~may include~~ ~~includes~~ academic, occupational, professional, and continuing professional education programs.
- (46) Institutional Consolidation: A type of institutional change whereby two or more institutions join to form a distinctly new unit, often with a new name. This results in a single multicampus institution operating under one chief executive officer and under one regional accreditation designation. Often involves program relocation or exchange.
- (47) Instructional Program: As defined in Code of Ala., Section 16-5-1, a series of courses at any one location which culminates in a degree, certificate, or other formal recognition of academic credit. This may also be referred to as "program of instruction" or "academic program."
- (48) Instructional Role: The degree levels for which an institution is approved to award degrees and does not automatically include approval to offer degrees at a lower degree level.
- (49) Instructional Unit: Also referred to as "unit of instruction," an organizational structure within an institution that offers instructional courses or other activities for academic credit and may be considered a "major instructional unit" or a "minor instructional unit."
- (50) IPEDS: The Integrated Postsecondary Education Data System (IPEDS) is the postsecondary education data collection program for the National Center for Education Statistics (NCES), a division of the Institute of Education Sciences within the US Department of Education. IPEDS is designed to collect standardized data from postsecondary institutions and educational organizations operating within the United States.
- (51) Joint Degree Program: An academic degree program whereby

students study at two or more institutions and are awarded a single program completion credential bearing the names, seals, and signatures of each of the participating institutions. For program viability purposes, completers are counted collectively.

~~A program which is mutually sponsored by two or more institutions leading to a single degree which is conferred by both or all participating institutions. A joint degree program is unique and distinguishable from any program offered independently at any one of the institutions.~~

- (52) Long Certificate (CER): Designated as IPEDS Level 2, an award granted on completion of a program consisting of at least 30 but no more than 59 semester hours of undergraduate coursework. Typically, CERs consist of technical coursework and are offered by two-year institutions ~~community and technical colleges~~.
- (53) Lower-Division Coursework: Undergraduate coursework designed for introductory- or intermediate-level study in a collegiate discipline, such as general education courses, major prerequisite courses, and program courses at the associate level.
- (54) Main Campus: The physical boundaries of the location of an institution's principal administrative offices. In the case of an institution eligible for Title IV funds, the campus designated by the US Department of Education's Office of Postsecondary Education Identification number (OPEID).
- (55) Major Course of Study: Often referred to as "major," that part of a degree program which consists of a specified group of courses in a particular discipline or field. While practices vary among institutions, a baccalaureate program major usually consists of 28 semester hours (42 quarter hours) or more.
- (56) Major Instructional Unit: Division, college, or school that comprises several minor units of instruction.
- (57) Master's Degree: Designated as IPEDS Level 7, a graduate award granted on completion of an instructional ~~educational~~ program that requires at least 30 semester hours of post-baccalaureate, graduate-level, or professional coursework.
- (58) Merger: A type of institutional change whereby one institution relinquishes its assets and degree-granting

authority and is dissolved into another, with the second institution remaining as the sole surviving entity. ~~Such a change may~~ ~~might~~ involve the closure of a campus or one institution becoming a branch of the other.

- (59) Method of Delivery: Synonymous with "delivery modality," the technology or method used to deliver instruction or assess student progress toward program completion, including face-to-face instruction, distance education, competency-based education, or a combination thereof. In addition, an academic program may be offered in multiple modalities.
- (60) Mini-Certificate (MINI): Designated as IPEDS Level 1a, a for-credit certificate program consisting of at least six (6) but less than nine (9) semester credit hours of undergraduate coursework or the equivalent.
- (61) Minor ~~Course of Study~~: Often referred to as "minor," that part of a degree program which consists of a specified group of courses in a particular discipline or field usually constituting a minimum of 18 semester hours (27 quarter hours). ~~The Commission does not require notification for additions of or changes to minor courses of study.~~
- (62) Minor Instructional Unit: ~~A~~ department or other unit offering degree programs, ~~or a~~ cross-disciplinary or multi-disciplinary consortium offering ~~for-credit~~ coursework but no degree programs.
- (63) Moved Status: ~~In reference to a program of instruction, a type of program status~~ assigned by ~~Commission~~ ~~ACHE~~ staff for archival reasons to keep track of programs that have changed CIP code or IPEDS level. The program at the new code or level retains active status. New students are enrolled in the active program, though existing students may be taught out from the moved program.
- (64) NC-SARA: The National Council for State Authorization Reciprocity Agreements (NC-SARA) is a national association of member institutions and states organized to provide a streamlined, reciprocity-based process for participating postsecondary institutions to become authorized to offer interstate distance education in other NC-SARA member states without individually applying to each state for such authorization, subject to certain limitations.

- (65) NISP: The Notification of Intent to Submit a Program (NISP) was previously required to be submitted to ACHE prior to review of new program proposal. The NISP was eliminated with revision of Rule 300-2-1-.03, and definition is given for historical purposes only.
- (66) Nomenclature: Also referred to as "degree nomenclature" or "award name," a designation for the specific type of award within a given level (e.g., Bachelor of Science, Master of Business Administration, or Doctor of Philosophy). In its official record of an award, an institution will identify the nomenclature followed by the program title using the following format: [Nomenclature] in [Program Title] (e.g., Bachelor of Science in Biology).
- (67) Non-Academic Unit: [Within an institution](#), an organizational structure that does not meet the definition of academic unit, including, but not limited to, student services, facilities/operations, financial affairs, information technology, advancement, and auxiliaries. Administrative changes to non-academic units do not have to be reported to the Commission.
- (68) Non-Alabama Institution: [Also referred to as "non-resident institution,"](#) a postsecondary educational institution, public or private, profit or nonprofit, whose main campus or headquarters is located outside the State of Alabama.
- (69) Non-Instructional Academic Unit: An academic unit that does not offer credit-bearing coursework or degree programs, including units of research, units of public service, and units of administration.
- (70) Off-Campus Course: A course provided to any group of students for academic credit at a particular off-campus site in an organized classroom setting. Courses offered on an individual study basis are excluded.
- (71) Off-Campus Instruction: A for-credit course or program taken by a student or students at a location other than a Commission-recognized main or branch campus of the sponsoring institution. The Commission's policy on off-campus instruction applies to traditional instructional settings, i.e., face-to-face classroom instruction that occurs at a location away from the Commission-recognized main or branch campus of the institution. Practicum,

clinical training, or other work-based learning activities are considered non-instructional and are excluded.

- (72) Off-Campus Offering: [As defined in Code of Ala., Section 16-5-1](#), any credit course, instructional unit, or instructional program conducted off the main campus of any [public](#) postsecondary institution.
- (73) Off-Campus Site: The specific location where one or more courses are offered for academic credit geographically distant from the sponsoring institution's main campus. [It does not include locations for in-person interactions that are non-instructional \(e.g., recruitment offices, research facilities, orientation sites, practicum sites\).](#)
- (74) Option: An extension of an [instructional program](#) offering that is closely related to the existing program and shares a common set of program coursework ("program core") with all other options of the same program. Options may be referred to as "concentrations," "tracks," "specializations," [or another institution-specific designation that appears on a student transcript. Options are not represented separately in the Academic Program Inventory, and institutions may not identify them as standalone degree programs.](#)
- (75) Physical Presence: Having a geographical site with an address and location within the physical boundaries of the State of Alabama.
- (76) Post-Baccalaureate Certificate (Post-Bacc): Designated as IPEDS Level 6, a for-credit program consisting of at least six (6) semester credit hours of [graduate-level](#) coursework, or the equivalent. Most graduate certificates fall into the post-baccalaureate classification.
- (77) [Post-Implementation Period: A seven-year monitoring period following the implementation of a new degree program during which the program must meet conditions set forth at its time of approval.](#)
- (78) Post-Master's Certificate (Post-Mast): Designated as IPEDS Level 8, though distinct from the Education Specialist (EdS) degree, a post-master's certificate is a for-credit program consisting of at least six (6) semester credit hours of [graduate-level](#) coursework designed specifically for those already holding master's degrees. Post-master's

certificates are typically offered in Nursing or other fields where it is common for master's degree holders to seek additional specialized training.

- (79) Postsecondary Institution: See "institution of higher education."
- (80) Practice-Focused Doctorate: Distinct from "research-focused doctorate," a Commission-specific classification that pertains primarily to instructional role and refers to a doctoral course of study whose primary emphasis is on the application of research. This includes those degrees categorized by IPEDS as Level 18 (Professional Doctorates), as well as the Doctor of Education (EdD), Doctor of Business Administration (DBA), and other similar offerings that may be designated as IPEDS Level 17 or 19.
- (81) Private Institution of Higher Education: An institution of higher education which is controlled by an individual or agency other than the state, a subdivision of the state, or the federal government and is usually supported primarily by other than public funds and operated by other than publicly elected or appointed officials.
- (82) Private School Licensure: Pertaining to an institution, a formal process for state authorization conducted by the ACCS Private School Licensure Division to certify viability and legal authority to offer postsecondary programs of instruction, resulting in a Private School License.
- (83) Professional Doctorate: Designated as IPEDS Level 18, a doctor's degree that is conferred upon completion of a program providing the knowledge and skills for the recognition, credential, or license required for professional practice. For the purposes of instructional role, all professional doctorates are considered "practice-focused doctorates."
- ~~First Professional Degree: An award that requires completion of a program that meets all the following criteria: completion of the academic requirements to begin practice in the profession; at least two years of college work prior to entering the program; and a total of at least six academic years of college work to complete the degree program, including prior required college work plus the length of the professional program itself. Among the degrees included are the following: Dentistry (D.D.S. or~~

~~D.M.D.), Law (J.D.), Medicine (M.D.), Optometry (O.D.) and
Veterinary Medicine (D.V.M.).~~

- (84) Professional Licensure Program: As defined in federal regulations, an instructional program that is designed to meet educational requirements for a specific professional license or certification that is required for employment in an occupation or is advertised as meeting such requirements.
- (85) Program Length: A measure of the amount of time required for a student to progress to program completion, typically represented in semester credit hours.
- (86) Program of Instruction: See "instructional program."
- (87) Program Status: An indication of whether a program of instruction is actively enrolling new students, including the following status types: active, deleted, inactive, and moved.
- (88) Program that Leads to Professional Educator Certification: A type of professional licensure program at the baccalaureate, master's, or education specialist level that receives authorization from the Alabama State Board of Education to lead to professional educator certification and is considered an "approved program," as defined under Alabama Administrative Code §290-3-3-.01.
- (89) Program Title: A name given by an institution to describe a program's specific field of study and which is used alongside nomenclature in official records of the award, such as in student transcripts. The program title should accurately reflect the content of instruction and therefore should closely correspond to the standardized CIP Code list.
- (90) Program Viability Standard: In keeping with Code of Ala., Section 16-5-8(a)(2), the minimum average annual number of graduates that an approved degree program must produce during its post-implementation period, differentiated by degree level.
- (91) Public Institutions of Higher Education: As defined in Code of Ala., Section 16-5-1, those public educational institutions in Alabama which have been authorized by the Legislature or by the Constitution to provide formal

education, including vocational, technical, collegiate, professional, or any other form of education above the secondary school level.

- (92) Research Doctorate: Designated as IPEDS Level 17, a Doctor of Philosophy (PhD) or other doctor's degree that requires advanced work beyond the master's level, including the preparation and defense of a dissertation based on original research, or the planning and execution of an original project demonstrating substantial artistic or scholarly achievement. To promote consistency within IPEDS reporting, the Doctor of Education (EdD) is included in this degree level.
- (93) Research-Focused Doctorate: Distinct from "practice-focused doctorate," a Commission-specific classification that pertains primarily to instructional role and refers to a doctoral course of study that incorporates substantial research preparation, including the production of original research. This includes the Doctor of Philosophy (PhD) and similar degrees, but it does not include all "research doctorates" ~~degrees~~ designated as IPEDS Level 17. Specifically, the Doctor of Education (EdD) is excluded from this classification.
- (94) Role Expansion: An institution's ability to develop and implement academic programs at a higher or lower degree level than previously awarded.
- (95) SACSCOC: The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) is the primary accrediting agency for public institutions of higher education in Alabama.
- (96) Semester: A type of academic term consisting of approximately 15 weeks of instruction. Typically, two semesters comprise one academic year, though there may be an additional summer session.
~~The semester calendar consists of two semesters of about 16-18 weeks each. There may be an additional summer session. (From Operational Definitions adopted by the Commission on 8/19/94.) IPEDS current def: A calendar system that consists of two sessions called semesters during the academic year with about 15 weeks for each semester of instruction. There may be an additional summer session.~~

- (97) **Senior Institution:** Often used synonymously with "university" or "four-year institution," an institution of higher education approved to grant degrees at the baccalaureate level or higher.
- (98) **Service Area:** The geographical area within the State of Alabama where an institution is recognized as a primary provider of for-credit postsecondary instruction and where new off-campus sites are considered exempt from Commission approval.
- (99) **Short-Term Certificate (STC):** Designated as IPEDS Level 1b, a for-credit certificate program consisting of at least nine (9) but no more than twenty-nine (29) semester credit hours of undergraduate coursework, or the equivalent.
- (100) **SOC Code:** A six-digit code in the form of xx-xxxx that identifies an occupational category using the Standard Occupational Classification (SOC) System, maintained by the US Bureau of Labor Statistics.
- (101) **Specialization:** See "option."
- (102) **State Authorization:** Formal approval to offer postsecondary programs of instruction to Alabama residents.
- (103) **State Authorization Reciprocity Agreements (SARA):** An interstate distance education compact coordinated through the National Council for State Authorization Reciprocity Agreements (NC-SARA). Institutional membership in SARA establishes recognition of comparable standards in the interstate delivery of postsecondary distance education courses and programs and streamlines authorization to enroll non-Alabama residents.
- (104) **Strategic Benefit:** A higher standard used for review of a new academic program that is outside an institution's instructional role. Strategic benefit entails a significant and meaningful overall benefit for the state of Alabama, with criteria defined in Rule 300-2-1-.03.
- (105) **System:** Two or more separately accredited colleges or universities under the governance of a single board and under the control or supervision of a single head.
- (106) **Term:** Division of an academic year that a

student must complete to earn academic credit. Most public institutions in Alabama organize their academic year by semesters, though trimesters, quarters, or other divisions may be used.

- (107) Two-Year Institution: An institution of higher education approved to grant associate degrees as its highest award level, including community, technical, and vocational colleges.
- (108) Unaccredited Institution: An institution not accredited by an agency recognized by the US Department of Education or Council on Higher Education Accreditation or by an entity determined to be comparable.
- (109) Unit: As defined in Code of Ala., Section 16-5-1, a school, college, division, or institute and includes the establishment of any new branch or campus. The term does not include reasonable extension or alterations of existing curricula or programs which have a direct relationship to existing programs previously approved by the Commission. The Commission may, under its rule-making authority, define the character of such reasonable extensions and alterations. Units may be considered "academic" or "non-academic."
- (110) Unit of Administration: An academic unit whose function is primarily administrative in nature, such as the Office of the Provost or Academic Success Center.
- (111) Unit of Instruction: See "instructional unit," "major instructional unit," and "minor instructional unit."
- (112) Unit of Public Service: An academic unit ~~organizational structure~~ established to make available to the public the various unique resources and capabilities of an institution for the specific purpose of responding to local, regional, or statewide needs or problems.
- (113) Unit of Research: An academic unit whose primary purpose is ~~organizational structure for those activities intended~~ to produce one or more research outcomes, including the creation of new knowledge, the organization of knowledge, and the application of knowledge. These may include such entities as research divisions, bureaus, institutes, centers, and experiment stations.

- (114) Upper-Division Coursework: Also known as “upper-level” coursework, undergraduate coursework designed for more advanced study and is required to complete a baccalaureate program of study.
- (115) Work-Based Learning (WBL): Instructional activities that include sustained interactions with industry or community professionals intended to foster in-depth, first-hand engagement with tasks required of a given career field, aligned to curriculum and instruction. Work-based learning includes apprenticeships, internships, practicums, and other activities and may be required or recommended for program completion.

EXISTING DEFINITIONS TO BE ELIMINATED

Existing Unit of Instruction (outdated)	A unit of instruction in place prior to August 19, 1994. Official documentation must be available to support the existence of a unit of instruction.
Proposed New Unit of Instruction (outdated)	A unit of instruction not in place prior to August 19, 1994. Several new units which offer academic credit are subject to Commission approval, including a new institution (including one formed by consolidation), branch, campus, school, college, division, or institute.
Private Non-Profit Institution (understood under "Private Institution of Higher Education")	A private institution in which the individual(s) or agency of control receives no compensation other than wages, rent, or other expenses for the assumption of risk. These include both independent not-for-profit institutions and those affiliated with a religious organization. (From Operational Definitions adopted by the Commission on 8/19/94.)
Private For-Profit (Profit-Making) Institution (understood under "Private Institution of Higher Education")	A private institution in which the individual(s) or agency of control receives compensation other than wages, rent, or other expenses for the assumption of risk. (From Operational Definitions adopted by the Commission on 8/19/94.)
Multicampus Institution (outdated)	A single institution which operates on two or more administratively equal campuses. (From Operational Definitions adopted by the Commission on 8/19/94.)
University (eliminated in favor of “Senior Institution.”)	An institution of higher education usually composed of several schools and colleges. The institution normally confers undergraduate degrees, primarily the baccalaureate. It also may confer graduate degrees, such as masters, doctorates, and specialist in education, as well as one or more first professional degrees in fields such as law and medicine. (From Operational Definitions adopted by the Commission on 8/19/94.)

Upper Division College or University (to be replaced by "Senior Institution")

An institution of higher education which does not enroll freshmen or sophomores and offers courses and programs only at the junior, senior, and possibly graduate level. The institution normally confers the baccalaureate degree and, in some instances, graduate degrees. Students matriculated in formal programs of study transfer the lower division (freshman-sophomore) component from other institutions. (From Operational Definitions adopted by the Commission on 8/19/94.)

Community College (understood under "Two-Year Institution")

A lower division institution which offers university parallel transfer programs which culminate in the award of Associate in Arts or Associate in Science degrees as well as "career" or "applied" programs to prepare students for occupational, technical, or paraprofessional employment. The applied programs, varying in length, culminate in certificates, diplomas, or Associate in Applied Science degrees. Considerable emphasis is placed on developmental/ remedial studies and continuing education. (From Operational Definitions adopted by the Commission on 8/19/94.)

Junior College (understood under "Two-Year Institution")

A lower division institution similar in role and mission to the Community College. The main distinction is in the scope of the curriculum, i.e. the junior college is generally less comprehensive than the community college in its "applied" programs and is primarily a transfer institution designed to offer the first two years of a baccalaureate degree. (From Operational Definitions adopted by the Commission on 8/19/94.)

Technical College (understood under "Two-Year Institution")

A lower division institution which offers occupational programs in trade and industrial, technical and applied science fields. These programs culminate in certificates, diplomas, and associate degrees. Technical Colleges accredited by the Commission on Occupational Education Institutions (COEI) may grant the Associate in Applied Technology degree (AAT), while those accredited by the Commission on Colleges (COC) may grant the Associate in Applied Science (AAS) degree. The technical college may not offer the transfer AA and AS degrees. (From Operational Definitions adopted by the Commission 8/19/94.)

Campus (outdated)

The grounds and buildings of an institution of higher education. (From Operational Definitions adopted by the Commission on 8/19/94.)

Off-Campus Facility (outdated)

The actual physical plant in which instruction is conducted at an off-campus site. (From Operational Definitions adopted by the Commission on 8/19/94.)

College (understood under "Major Instructional Unit")

An instructional unit within a university which usually includes several academic divisions and/or departments and is usually administered by a dean. Often, though not always, a college is a more prominent or inclusive unit than a school. As used here, the term "college" does not pertain to separate institutions known as colleges, such as junior college, community college, technical college, or Athens State College. (From Operational Definitions adopted by the Commission on 8/19/94.)

School (understood under "Major Instructional Unit")

An instructional unit within an institution of higher education which usually encompasses a professional discipline such as medicine, engineering, education, etc. and which often includes several academic divisions and/or departments. A school is usually under the

Division (understood under "Major Instructional Unit")

administration of a dean or director. Often, though not always, a school is less inclusive than a college. (From Operational Definitions adopted by the Commission on 8/19/94).

An instructional unit which usually includes two or more academic departments representing allied fields of study. (For example, a Division of Natural Sciences might include departments of biology, chemistry, physics and geology). Usually, but not always, a division is a more prominent entity than a department. (Some institutions identify the department as the more inclusive unit. In such cases, the department might include several divisions.) (From Operational Definitions adopted by the Commission on 8/19/94.)

Department (included under "Minor Instructional Unit")

An instructional unit encompassing a discrete branch of study; usually located within a division and/or a school or college. The department is usually a less inclusive unit than a division, although this is not always the case. (From Operational Definitions adopted by the Commission on 8/19/94.)

Center (understood under "Unit of Research")

A place, area, or concentration of resources marked significantly by an indicated activity, pursuit or interest. A center may involve instruction, research or service or some combination of the three. It may or may not offer courses or other activities for academic credit. (From Operational Definitions adopted by the Commission on 8/19/94.)

Institute (understood under "Unit of Research")

An association of persons or organizations that collectively constitute a technical or professional authority in a field of work, study, research, or service. An institute may or may not offer courses or other activities for academic credit. Sometimes the term is used interchangeably with a center or an entire special purpose institution. (From Operational Definitions adopted by the Commission on 8/19/94.)

Bureau (understood under "Unit of Administration" or "Unit of Research")

A specialized administrative unit of an institution that usually serves as a clearing house or intermediary for exchanging information, making contacts or coordinating related activities. (From Operational Definitions adopted by the Commission on 8/19/94.)

Shared Program (eliminated in favor of "Cooperative Program")

A program of instruction that is mutually sponsored by two or more institutions and leads to a single degree or other award of completion which is jointly conferred by all participating institutions. A shared program is very similar to a joint program. However, the withdrawal of one of more participating institutions from a shared program does not automatically preclude the continuation of the program by the remaining participants or the reversion to independent program status by institutions which offered independent programs prior to entering the shared program agreement. The purpose of a shared program is to allow institutions to pool their resources in order to offer a collaborative program of greater depth, breadth, academic quality, productivity, and economy than would generally be possible through independent single programs. It is also expected that shared programs will help reduce program duplication.

Diploma (outdated)

A formal award certifying the successful completion of a prescribed postsecondary education program. In Alabama, the diploma, which ranges from 48 to 90 quarter hours, is only awarded by the community and technical colleges. (From Operational Definitions adopted by the Commission on 8/19/94.)

Credit (see "Credit Hour")

Recognition of attendance and performance in an instructional activity (course or program) that can be applied by a recipient toward the requirements for a degree, diploma, certificate, or other formal award. (From Operational Definitions adopted by the Commission on 8/19/94.)

Quarter (see "Term")

The quarter calendar consists of three quarters of about 10-12 weeks each. There may be an additional summer quarter. (From Operational Definitions adopted by the Commission on 8/19/94.)

Trimester (see "Term")

The trimester calendar is composed of three terms of about 15 weeks each. (From Operational Definitions adopted by the Commission on 8/19/94.)

4-1-4 Plan (see "Academic Year")

The 4-1-4 calendar is composed of four courses taken for four months, one course taken for one month, and four courses taken for four months. There may be an additional summer session. (From Operational Definitions adopted by the Commission on 8/19/94.)

Full-Time Faculty (outdated)

Faculty employed full-time by a single institution (as defined by the institution). (From Operational Definitions adopted by the Commission on 8/19/94.)

Part-Time Faculty (outdated)

Faculty employed less than full-time (as defined by the institution). (From Operational Definitions adopted by the Commission on 8/19/94.)

Adjunct Faculty (outdated)

A faculty position where one has an occasional or temporary affiliation with an institution in performing a duty or service in an auxiliary capacity (as defined by the institution). (From Operational Definitions adopted by the Commission on 8/19/94.)

Faculty (outdated)

Faculty: Persons whose specific assignments customarily are made for the purpose of conducting instruction, research, or public service as a principal activity (or activities), and who hold academic rank titles of professor, associate professor, assistant professor, instructor, lecturer, or the equivalent of any of these academic ranks. If their principal activity is instructional, faculty may include deans, directors, or the equivalent, as well as associate or assistant deans and departmental or division heads. (From Operational Definitions adopted by the Commission on 8/19/94.)

DECISION ITEM: B-1

Auburn University, Doctor of Philosophy in Statistics and Data Science (CIP 30.7001)

Staff Presenter:

Dr. Robin McGill
Deputy Director for Academic Affairs

Staff Recommendation:

That the Commission approve the proposed Doctor of Philosophy (PhD) in Statistics and Data Science.

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

Implementation Date: The proposed program will be implemented in Fall 2025. Based on Commission policy, the proposed program must be implemented by September 1, 2027, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

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

Post-Implementation Conditions:

1. That the annual average new enrollment headcount beginning 2026-27 will be at least 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 2026-27 through 2031-32 (six-year average) will be 2.25, based on the adopted graduation requirements as stated in the Code of Alabama 16-5-8(a)(2).
3. That the existing PhD in Mathematics (CIP 27.0101) continue to maintain viability in keeping with the adopted graduation requirements as stated in the Code of Alabama 16-5-8(a)(2).
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives 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, 2032.

Background:

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

instruction for academic credit with state funds before submitting plans for the new unit or program to the Commission for its review, evaluation, and approval.

Staff recommendation for approval is based on the following rationale:

1. The program will prepare graduates for careers as statisticians and data scientists, fast-growing fields that continue to expand with Alabama's knowledge economy in industries including healthcare, technology, and finance.
2. The program will build on existing curriculum, faculty, and resources currently dedicated to the PhD in Mathematics with Concentration in Statistics, and as a result, the proposed degree will require minimal new funding to implement.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Auburn University proposal, dated December 10, 2024, with supplemental information. Available upon request.
5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.
6. Commission's "Operational Policy on the Approval of New Programs of Instruction and Requirements for Post-Implementation Monitoring" (Administrative Code 300-2-1-.04). Available upon request.

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY								
INSTITUTION: Auburn University								
PROGRAM: Doctor of Philosophy in Statistics and Data Science (CIP 30.7001)								
ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM								
	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	TOTAL
FACULTY	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS	\$0	\$104,766	\$279,376	\$523,830	\$453,986	\$733,362	\$943,086	\$3,038,406
OTHER	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$0	\$104,766	\$279,376	\$523,830	\$453,986	\$733,362	\$943,086	\$3,038,406
SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT								
	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	TOTAL
REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$0	\$104,766	\$279,376	\$523,830	\$453,986	\$733,362	\$943,086	\$3,038,406
TOTAL	\$0	\$104,766	\$279,376	\$523,830	\$453,986	\$733,362	\$943,086	\$3,038,406
ENROLLMENT PROJECTIONS								
<i>Note: "New Enrollment Headcount" is defined as unduplicated counts across years.</i>								
	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	6-YEAR AVERAGE
FULL-TIME HEADCOUNT	Year 1 - No data reporting required	3	8	15	13	21	27	14.5
PART-TIME HEADCOUNT	Year 1 - No data reporting required	0	0	0	0	0	0	0
TOTAL HEADCOUNT	Year 1 - No data reporting required	3	8	15	13	21	27	14.5
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	3	5	7	9	11	11	7.7
DEGREE COMPLETION PROJECTIONS								
<i>Note: Do not count Lead "0"s and Lead 0 years in computing the degree completions projections average.</i>								
	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	AVERAGE
DEGREE COMPLETION PROJECTIONS	Year 1 - No data reporting required	3	4	5	5	5	5	4.5

Attachment 2

Summary of Background Information

Doctor of Philosophy in Statistics and Data Science
Auburn University

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

Program Description: The PhD in Statistics and Data Science is designed to develop students' expertise in statistical theory, computational methods, and data analysis. The program will provide advanced training in areas such as machine learning, big data analytics, and statistical modeling. Graduates will be equipped to pursue research and teaching careers in academia, as well as advanced positions in industry and government. The program will emphasize hands-on research experience and interdisciplinary collaboration, preparing graduates to meet the growing demand for professionals in statistics and data science.

Student Learning Outcomes: Learning outcomes of the PhD in Statistics and Data Science include the following abilities:

1. Apply advanced statistical theories and methods, including probability theory, statistical inference, and modeling, demonstrating a deep understanding through successful completion of exams, projects, and comprehensive preliminary exams specific to statistical theory and methods.
2. Effectively utilize statistical computing tools such as R, Python, and other programming languages to analyze complex data sets and implement statistical models.
3. Apply advanced statistical techniques to solve practical problems in fields such as business, health sciences, and engineering.
4. Conduct independent research specifically in statistics and data science, contributing original findings to the scholarly community and submitting research for publication in peer-reviewed journals.
5. Communicate statistical findings effectively through oral, written, and visual formats, with an emphasis on presenting results to specialized and general audiences.
6. Engage in collaborative, interdisciplinary research efforts, developing statistical models tailored to specific applications in diverse fields.

Administration: The program will be administered by the College of Sciences and Mathematics, Dr. Edward Thomas, Jr., Dean; and the Department of Mathematics and Statistics, Dr. Ash Abebe, Chair.

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

Public Review: The program was posted on the Commission website from January 6, 2025, to January 25, 2025 (twenty days) for public review and comments. No comments were received.

Similar Programs: Currently, two universities in Alabama offer related PhD programs:

- University of Alabama, PhD in Applied Statistics (CIP 27.0601) – This program, within the Department of Information Systems, Statistics, and Management Science, focuses on statistical applications in business, information systems, and management science. In contrast, Auburn's program will offer a broader scope, applying data science methods like machine learning and big data analysis across fields such as environmental science, engineering, and social sciences, preparing students for diverse roles beyond business-centric applications.
- University of Alabama at Birmingham, PhD in Biostatistics (CIP 26.1102) – This program is situated within the health and biomedical sciences, focusing on statistical methods for biomedical

research. Auburn's PhD program will distinguish itself through its interdisciplinary application across various domains beyond healthcare, including engineering, environmental studies, and social sciences, and integrate advanced data science methodologies.

Relationship to Existing Coursework: Auburn University currently offers a PhD in Mathematics (CIP 27.0101), which includes a concentration in pure mathematics and a concentration in statistics. While the PhD concentration in statistics has been internally recognized at AU, it was never officially recognized by ACHE. The establishment of the PhD in Statistics and Data Science will formalize a distinct pathway for students whose research aligns with statistical and data-driven methodologies. AU will retain the existing PhD in Mathematics, and some courses and faculty will continue to be shared across both programs. While some students who previously pursued a statistics-focused track within the Mathematics PhD may now enroll in the new PhD program, AU has pledged that the existing PhD will continue to maintain viability.

Collaboration: AU has no plans to explore program collaboration with other institutions at this time.

Admissions: Admission will be competitive, and applicants must meet the following minimum requirements: bachelor's or master's degree in a relevant field (e.g., statistics, mathematics, computer science) with a GPA of 3.0 or higher; GRE scores are recommended but not required; three letters of recommendation; and a statement of purpose outlining research interests and career goals. Admission will be based on a holistic review, considering academic achievement, research experience, and potential for success. Students must maintain a GPA of 3.0 and pass two qualifying exams in statistical theory and methods by the end of their second year in the program. Regular meetings with an advisor to track research progress will be required. The program's requirements are designed to prepare students for its rigor and ensure high standards of success.

Mode of Delivery: The program will be delivered in-person, with all coursework and program activities taking place on-campus at Auburn University, where the Department of Mathematics and Statistics is housed. The program will not include any competency-based assessments at this time.

Curriculum: The intended duration for full-time students is 8 semesters (approximately 4 years), depending on the student's progress and completion of the dissertation. Part-time students should be able to complete in 12-14 semesters (approximately 6-7 years), depending on course load and progress, though students will only be admitted for full-time study. AU has created two new courses for the program.

Curriculum Overview of Proposed Program	
Credit hours required in general education	0
Credit hours required in program courses	20
Credit hours in program electives/concentrations/tracks	18
Credit hours in advisor-approved electives	12
Credit hours in required research/thesis	10
Total Credit Hours Required for Completion	60

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

- Statisticians (SOC 15-2041) - Statisticians develop and apply statistical theory and methods to collect, analyze, and interpret quantitative data. This role aligns well with graduates from this PhD program who enter both academia and industry, especially in fields like healthcare, pharmaceuticals, and finance.
- Data Scientists (SOC 15-2051) - Data scientists apply statistical analysis, machine learning, and computational methods to make sense of large data sets. This code captures graduates who work in data science roles across various sectors, including technology companies like Southern Power, Google and Amazon.

The PhD in Statistics and Data Science fulfills critical employment needs in Alabama and beyond by preparing graduates for high-demand roles in data analysis, statistical modeling, and research. This aligns with Alabama's Statewide In-Demand Occupations, particularly in emerging industries identified by Innovate Alabama and the Economic Development Partnership of Alabama (EDPA), such as healthcare, biotechnology, and technology sectors. The program supports economic growth by equipping professionals with the advanced skills needed to drive data-driven decision-making and innovation across industries.

Student Demand: Demand for the program is supported by historical enrollment trends and successful placement of graduates from the PhD in Mathematics with Concentration in Statistics. To date, at least 30 students have graduated with education and research focused on statistics, many of whom have secured positions as data scientists at major companies like Google and Amazon, statisticians at Bayer and AbbVie, and tenure-track faculty at institutions such as Ohio State University and the US Naval Academy. Currently, the program enrolls 30 students with a concentration in statistics, with an anticipated enrollment of 5-7 students in Fall 2025. AU projects the number to grow to 10-14 by Fall 2028, with an anticipated average of 3-4 graduates per year, demonstrating consistent interest and demand for advanced education in statistics and data science.

Personnel:

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

Assistantships: Students accepted into the proposed program will be offered tuition waivers and graduate teaching assistantships, both of which will offset any tuition/fee revenue for the 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 Auburn University Libraries are well-equipped to support the PhD in Statistics and Data Science program. The library collections include an extensive range of electronic and print resources covering key topics in statistics, data science, machine learning, and related fields. These resources provide access to essential academic journals, e-books, and databases such as JSTOR, IEEE Xplore, SpringerLink, and ScienceDirect, all of which offer cutting-edge research materials that are crucial for the program.

Program Budget: Since the proposed program builds off an existing concentration, minimal new funds will be required. Tuition revenue of just over \$3 million will be directly offset by costs of graduate assistantships and tuition waivers. Existing revenue from faculty external research related to Statistics will be shared with this program.

Attachment 3

Doctor of Philosophy in Statistics and Data Science
Auburn University

Course Number and Title	Number of Credit Hours	* If New Course
Program Courses	20	
STAT 7600 Statistical Theory and Methods I	3	
STAT 7610 Statistical Theory and Methods II	3	
STAT 7020 Regression Analysis	3	
STAT 7840 Applied Multivariate Statistical Analysis	3	
STAT 7650 Computational Statistics	3	
STAT 7950 Statistics Seminar	2	*
STAT 7930 Statistical Consulting Practicum	3	WBL
Program Electives/ Concentrations/ Tracks	18	
STAT 6210 R Programming in Data Science	3	
STAT 7630 Bayesian Statistics	3	
STAT 7850 Theory of Statistical Inference	3	
STAT 7030 Categorical Data Analysis	3	
STAT 7700 Generalized Linear Models	3	
STAT 7800 Linear Models	3	
Advisor-Approved Electives (select four)	12	
STAT 7860 Applied Time Series Analysis	3	
MATH 7800 Probability I	3	
MATH 7200 Real Analysis I	3	
MATH/STAT 7810 Modern Stochastic Processes I	3	
MATH/STAT 7820 Applied Stochastic Processes I	3	
MATH 7810 Probability II	3	
MATH 7210 Real Analysis II	3	
MATH/STAT 7830 Applied Stochastic Processes II	3	
Research/ Thesis	10	
STAT 8990 Research and Dissertation	10	*
Total Credit Hours for PhD Degree:	60	

DECISION ITEM: B-2a

Troy University, Bachelor of Science in Electrical and Electronics Engineering (CIP 14.1001)

Staff Presenter:

Dr. Robin McGill
Deputy Director for Academic Affairs

Staff Recommendation:

That the Commission approve the proposed Bachelor of Science (BS) in Electrical and Electronics Engineering.

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

Implementation Date: The proposed program will be implemented in Fall 2025. Based on Commission policy, the proposed program must be implemented by September 1, 2027, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

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

Post-Implementation Conditions:

1. That the annual average new enrollment headcount beginning in 2026-27 will be at least 9.4, based on the Commission's "Operational Policy on the Approval of New Programs of Instruction and Requirements for Post-Implementation Monitoring" (Administrative Code §300-2-1-.04).
2. That the annual average number of graduates for the period 2026-27 through 2031-32 (six-year average) will be 7.5, based on the adopted graduation requirements as stated in the Code of Alabama 16-5-8(a)(2).
3. That the program will achieve, or demonstrate substantial progress toward, specialized accreditation through the Engineering Accreditation Commission (EAC) of the Accreditation Board for Engineering and Technology (ABET).
4. That information regarding an overall assessment of the program will be provided, particularly as related to objectives and assessment measures stated in the proposal, including data on graduates' employment and acceptance into related graduate programs.

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

Background:

The Code of Alabama, 16-5-8 (c) states that the governing boards of public institutions of higher education in this state and

the campuses under their governance or supervision shall not undertake the establishment of a new unit or program of instruction for academic credit with state funds before submitting plans for the new unit or program to the Commission for its review, evaluation, and approval.

Staff recommendation for approval is based on the following rationale:

1. The proposed BS is designed to meet requirements for specialized accreditation through the Engineering Accreditation Commission (EAC) of the Accreditation Board for Engineering and Technology (ABET), and Troy intends to pursue accreditation as soon as the program is eligible.
2. The proposed BS will be supported, in part, by faculty and resources that are associated with TROY's current BS in Electronics Engineering Technology program (CIP 15.0399), which will significantly reduce start-up costs.
3. The proposed program will help meet industry demands for engineers across multiple sectors, including electrical engineers which appear on the 2024-25 Statewide Demand Occupations List.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Troy University proposal, dated November 20, 2024, with revised information. Available upon request.
5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.
6. "Operational Policy on the Approval of New Programs of Instruction and Requirements for Post-Implementation Monitoring" Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.04. Available upon request.

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY								
INSTITUTION: Troy University								
PROGRAM: Bachelor of Science in Electrical and Electronics Engineering (CIP 14.1001)								
ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM								
	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	TOTAL
FACULTY	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$7,835	\$0	\$0	\$7,835
TOTAL	\$0	\$0	\$0	\$0	\$7,835	\$0	\$0	\$7,835
SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT								
	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	TOTAL
REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$63,600	\$95,400	\$159,000	\$159,000	\$190,800	\$222,600	\$222,600	\$1,113,000
TOTAL	\$63,600	\$95,400	\$159,000	\$159,000	\$190,800	\$222,600	\$222,600	\$1,113,000
ENROLLMENT PROJECTIONS								
<i>Note: "New Enrollment Headcount" is defined as unduplicated counts across years.</i>								
	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	6-YEAR AVERAGE
FULL-TIME HEADCOUNT	Year 1 - No data reporting required	15	25	25	30	35	35	27.5
PART-TIME HEADCOUNT	Year 1 - No data reporting required	0	0	0	0	0	0	0
TOTAL HEADCOUNT	Year 1 - No data reporting required	15	25	25	30	35	35	27.5
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	10	10	10	15	15	15	12.5
DEGREE COMPLETION PROJECTIONS								
<i>Note: Do not count Lead "0"s and Lead 0 years in computing the degree completions projections average.</i>								
	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	AVERAGE
DEGREE COMPLETION PROJECTIONS	Year 1 - No data reporting required	0	5	10	10	12	13	10

Attachment 2

Summary of Background Information

Bachelor of Science in Electrical and Electronics Engineering
Troy University

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

Program Description: The proposed BS in Electrical and Electronics Engineering will offer a comprehensive foundation in electronics and electrical systems, with hands-on experimental learning to meet workforce needs. With an emphasis on acquiring industry standard skills and preparing students to become licensed Professional Engineers in the state, graduates will be well prepared to enter the workforce or continue their education in a related graduate degree program. The proposed 123-credit hour degree is designed to meet specialized accreditation requirements in the field of Engineering and will provide students with the opportunity to pursue internships and gain practical experience through two capstone courses.

Student Learning Outcomes: Learning outcomes of the BS in Electrical and Electronics Engineering include the following abilities:

1. Demonstrate the ability to apply fundamental engineering principles in electrical circuits, electromagnetics, and semiconductor electronics to solve real-world problems.
2. Ability to design, analyze, and optimize electrical and electronic systems, including digital control systems, microcontrollers, and automation solutions.
4. Gain hands-on experience with laboratory equipment and techniques, enabling them to perform experimental procedures, analyze data, and interpret results accurately.
3. Acquire knowledge in areas such as semiconductors, robotics and automation, photonics, and the Internet of smart Things (IoT), preparing them to innovate in these rapidly evolving fields.
4. Demonstrate the ability to integrate knowledge from mathematics, science, and technology to address complex engineering challenges.
5. Develop strong communication and teamwork skills, enabling them to collaborate effectively in multidisciplinary teams and convey technical information to diverse audiences.

Administration: The program will be administered by the College of Arts and Sciences, Dr. Govind Menon, Dean; and the Department of Chemistry and Physics, Dr. Zhiyong Wang, Chair.

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

Public Review: The program was posted on the Commission website from January 6, 2025, to January 25, 2025 (twenty days) for public review and comments. No comments were received.

Similar Programs: The following institutions offer similar electrical engineering programs at the same CIP 14.1001: Alabama A&M University (BSEE); Auburn University (BEE); The University of Alabama (BSEE); University of Alabama at Birmingham (BSEE); University of Alabama in Huntsville (BSEE); and University of South Alabama (BS). While there is some duplication, the service areas for the institutions are not the same. Offering this program in the Wiregrass region will make Electrical and Electronics Engineering studies more accessible to those in this region.

Relationship to Existing Programs: Once established, the proposed program will replace the existing BS in Electronics Engineering Technology (CIP 15.0399). TROY plans to transfer all faculty and resources from the existing program to the proposed program, which will minimize start-up costs.

Collaboration: TROY currently has articulation agreements in place for the existing Electronics Engineering Technology (EET) program with Enterprise State Community College (ENT) and Lurleen B. Wallace Community College (LBW). Students who have completed related AAS coursework may transfer 18 credit hours into EET major courses. The maximum number of credits that can be transferred is 60 from LBW and 64 from ENT. After the new program is established, Troy anticipates completing a similar articulation agreement with Wallace Community College- Dothan (WSD).

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

Admissions: There are no special requirements for the BS program other than the standard TROY admissions requirements and successful completion of prerequisite coursework.

Mode of Delivery: The proposed program will be delivered primarily through in-person instruction on TROY's main campus in Troy, AL, ensuring a hands-on, interactive learning environment. All program requirements must be fulfilled through traditional coursework, with no components available for completion via competency-based assessment. This approach will reinforce practical skills development and comprehensive learning through face-to-face instruction.

Curriculum: TROY plans to develop five new courses for the proposed program, which will replace existing Engineering Technology courses.

Curriculum Overview of Proposed Program	
Credit hours required in general education	30
Credit hours required in mathematics and basic sciences	34
Credit hours in program courses	53
Credit hours in free electives	0
Credit hours in required capstone/research/thesis	6
Total Credit Hours Required for Completion	123

Work-Based Learning: The program will integrate six credit hours of hands-on experimental learning experiences through laboratories and capstone projects, ensuring students develop practical skills that are directly applicable to industry needs. The focus on experiential learning will help bridge the gap between theoretical knowledge and practical application, making graduates more workforce ready.

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

- Electrical Engineers (SOC 17-2071, included on the 2024-25 Alabama Demand Occupations list)
- Electrical and Electronics Engineering Technologists and Technicians (SOC 17-3023)
- Engineers, General (SOC 17-2199)

Based on data from the Alabama Department of Labor's Labor Market Information Division, electrical engineers are projected to have an average of 225 annual job openings and offer a median annual salary of \$103,652. Notably, engineers also rank high on the ACCCP Top 40 Statewide In-Demand Occupations List. According to the Bureau of Labor Statistics, Engineering Occupations (National Employment Matrix

Code 17-2000) are predicted to experience a 5.1% rise between 2021-2031. In 2021, there were 1,699,600 engineering roles available. These figures indicate strong growth and demand for engineers, not only on a local level, but also at state and national levels.

The Alabama Wiregrass and Black Belt regions, historically underserved in terms of access to advanced STEM education and technology-focused workforce training, are uniquely positioned to benefit from this new program. These regions have been experiencing a shift in industrial growth, increasingly tied to the technology sector and the rise of semiconductor needs, aligning closely with the objectives of the CHIPS and Science Act. This federal initiative aims to strengthen America's semiconductor industry, creating opportunities for regions like Wiregrass and Black Belt to contribute to the development of a specialized workforce that supports semiconductor manufacturing and innovation.

Student Demand: TROY distributed a survey in Fall 2024 to the following students: EET students enrolled in Electrical Circuits I; high school participants of the Specialized Technology Day, a recruitment event organized by Troy University's enrollment and admissions team; and high school students from the Boy Scouts of America Robotics and Electricity Merit Badge program. Of the respondents, 77.6% indicated an interest in pursuing a baccalaureate degree in Electrical Engineering, reflecting a strong inclination toward STEM majors. When asked if they would consider attending Troy University for this program, 76% responded with "yes" or "likely." Lastly, 91% of students expressed a preference for programs with hands-on learning and internship opportunities, aligning with Troy University's plan to offer an industry-focused, practical curriculum.

Resources:

Personnel:

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

This program will eventually replace the Electronics Engineering Technology program. TROY anticipates adding a lecturer for the program using an existing faculty line. Courses from other departments are currently offered and have enough remaining seats to accommodate students from this program.

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

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

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

Library: The Troy University Library provides full indexing and selected full-text access to top-tier databases with coverage of electrical engineering content, including, Sage Journals, ScienceDirect, Scopus, Taylor & Francis Online, and Wiley Online. While the MathSciNet database is primarily

dedicated to pure mathematics, it offers valuable resources for electrical engineers, particularly those working in areas such as signal processing, control theory, optimization, applied mathematics in electrical engineering, and systems theory and analysis. Additional databases and the Discovery search platform offer access to a broad range of comprehensive resources with extensive full-text holdings and coverage of electrical engineering.

Other: Costs associated with EAC-ABET accreditation are estimated at \$7,835.

Program Budget: The proposal projects that \$7,835 in new funds will be required to support the proposed program over the first seven years. It is expected to generate \$1,113,000 through tuition and fees.

Attachment 3

Troy University
Bachelor of Science in Electrical and Electronics Engineering

Course Number and Title	Number of Credit Hours	*If New Course
General Education Courses	30	
EN 1101 Composition and Modern English I	3	
EN 1102 Composition and Modern English II	3	
Any 1000-2000 level course in Literature	3	
Any 1000-2000 level course with an expanded historical and cultural scope in the Fine Arts, including the disciplines of Art, Music, Theatre, Film, or other Fine Arts area	3	
Any two 1000-2000 level courses with an expanded historical and cultural scope in the Humanities/Fine Arts disciplines, including Classics, Communication, Dance, English, World Languages, Interdisciplinary Studies, Music, Nursing, Philosophy, Religion, Sign Language, Theatre, or other Humanities/ Fine Arts areas	6	
Any 1000-2000 level course with a primary focus in History	3	
Three 1000-2000 Level Course from the Following Social Science Disciplines: Anthropology, Business, Criminal Justice, Economics, Geography, History, Human Services, Leadership, Interdisciplinary Studies, Nursing, Political Science, Psychology, Religion, Social Work, Sociology, or Other Social Science Areas.	9	
Mathematics and Basic Sciences Courses <i>(7-8 credit hrs will be applied to Gen Ed Area III)</i>	34	
MTH 1125 Calculus I	4	
MTH 1126 Calculus II	4	
MTH 2227 Calculus III	4	
STAT 2210 Introductory Statistics	3	
Choose one of the following three courses:	3	
MTH 2215 Applied Discrete Mathematics		
MTH 2230 Applied Linear Algebra		
MTH 3311 Differential Equations		
PHY 2262 Physics I With Calculus	3	
PHY L252 Physics I Lab	1	
PHY 2263 Physics II with Calculus	3	
PHY L253 Physics II Lab	1	
CHM 1142 General Chemistry I	3	
CHM L142 General Chemistry I Lab	1	
CHM 1143 General Chemistry II	3	
CHM L143 General Chemistry II Lab	1	
Program Courses – Engineering	17	
EGI XXXX Introduction to Engineering	3	*
CS 2250 Computer Science I	3	*
CS 2220 Numerical Methods in Computing	3	
EET 2220 DC Circuit Analysis	3	

EET L220 DC Circuit Analysis Lab	1	
EET 3315 Digital Electronics and Logics Circuits	3	
EET L315 Digital Electronics and Logics Circuits Lab	1	
Program Courses – Electrical and Electronics	36	
EET 2221 AC Circuit Analysis	3	
EET L221 AC Circuit Analysis Lab	1	
EET 3311 Semiconductor Devices I	3	
EET L311 Semiconductor Devices I Lab	1	
EET 3312 Semiconductor Devices II	3	
EET L312 Semiconductor Devices II Lab	1	
EEE XXXX Electronic Properties of Materials	3	*
EEE XXXX Electronic Properties of Materials Lab	1	*
EET 4420 Fundamentals of Embedded Systems	3	
EET L420 Fundamentals of Embedded Systems Lab	1	
EET 4421 Intelligent Robotics and Automation	3	
EET L421 Intelligent Robotics and Automation Lab	1	
EET 4444 Fundamentals of Optics	3	
EET L444 Fundamentals of Optics Lab	1	
EET 4445 Optoelectronics	3	
EET L445 Optoelectronics	1	
EET XXXX Telecommunication Electronics	3	*
EET XXXX Telecommunication Electronics	1	*
Capstone/Research/Thesis	6	
EET 4480 Capstone Project I	3	WBL
EET 4481 Capstone Project II	3	WBL
Total Hours Required for BS Degree	123	

DECISION ITEM: B-2b

Troy University, Master of Science in Nursing in Nursing--
Accelerated (CIP 51.3801)

Staff Presenter:

Dr. Robin McGill
Deputy Director for Academic Affairs

Staff Recommendation:

That the Commission approve the proposed Master of Science in Nursing (MSN) in Nursing--Accelerated.

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

Implementation Date: The proposed program will be implemented in Fall 2025. Based on Commission policy, the proposed program must be implemented by September 1, 2027, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

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

Post-Implementation Conditions:

1. That the annual average new enrollment headcount beginning in 2026-27 will be at least 9.4, based on the Commission's "Operational Policy on the Approval of New Programs of Instruction and Requirements for Post-Implementation Monitoring" (Administrative Code §300-2-1-.04).
2. That the annual average number of graduates for the period 2026-27 through 2031-32 (six-year average) will be 7.5, based on the adopted graduation requirements as stated in the Code of Alabama 16-5-8(a)(2).
3. That the program will gain approval from the Alabama Board of Nursing as a pre-licensure program.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal, including also data on licensure pass rates and related employment.

Troy University (TROY) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 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 Accelerated MSN program is designed to prepare those with bachelor's degrees in any discipline outside of Nursing to become entry-level professional nurses (generalists) and will prepare them for licensure at a faster rate than traditional pre-licensure programs.
2. The proposed program will take advantage of significant existing faculty expertise at TROY's School of Nursing.
3. An accelerated program of this nature will provide an educational opportunity to residents in the east and southeast portion of Alabama to change careers and enter the nursing workforce.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. Troy University proposal, dated December 5, 2024, with supplemental information. Available upon request.
5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.
6. Operational Policy on the Approval of New Programs of Instruction and Requirements for Post-Implementation Monitoring" Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.04. Available upon request.

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY								
INSTITUTION: Troy University								
PROGRAM: MSN in Nursing--Accelerated (CIP 51.3801)								
ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM								
	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	TOTAL
FACULTY	\$265,200	\$265,200	\$265,200	\$265,200	\$265,200	\$265,200	\$265,200	\$1,856,400
STAFF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$265,200	\$265,200	\$265,200	\$265,200	\$265,200	\$265,200	\$265,200	\$1,856,400
SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT								
	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	TOTAL
REALLOCATIONS	\$224,825	\$39,100	\$0	\$0	\$0	\$0	\$0	\$263,925
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$40,375	\$226,100	\$371,450	\$403,750	\$452,200	\$484,500	\$484,500	\$2,462,875
TOTAL	\$265,200	\$265,200	\$371,450	\$403,750	\$452,200	\$484,500	\$484,500	\$2,726,800
ENROLLMENT PROJECTIONS								
Note: "New Enrollment Headcount" is defined as unduplicated counts across years.								
	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	6-YEAR AVERAGE
FULL-TIME HEADCOUNT	Year 1 - No data reporting required	14	23	25	28	30	30	25
PART-TIME HEADCOUNT	Year 1 - No data reporting required	0	0	0	0	0	0	0
TOTAL HEADCOUNT	Year 1 - No data reporting required	14	23	25	28	30	30	25
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	7	13	9	10	10	10	9.8
DEGREE COMPLETION PROJECTIONS								
Note: Do not count Lead "0"s and Lead 0 years in computing the degree completions projections average.								
	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	AVERAGE
DEGREE COMPLETION PROJECTIONS	Year 1 - No data reporting required	4	6	7	8	8	8	6.8

Attachment 2

Summary of Background Information

Troy University
Master of Science in Nursing in Nursing--Accelerated

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

Program Description: The proposed Accelerated Master of Science in Nursing (MSN) program will prepare students with bachelor's degrees in disciplines outside of Nursing to become entry-level professional nurses (generalists) and will enable them to complete educational requirements for licensure at a faster rate than the traditional pre-licensure programs (e.g., BSN). Graduates will be eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN). The program will require full-time enrollment over a four-semester period, with a mix of both in-person and online courses. Students will complete 33 credit hours of clinical learning experiences across each of the four consecutive semesters.

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

1. Incorporate advanced knowledge in nursing and related disciplines as the basis for decisions and innovation in advanced nursing practice.
2. Integrate and apply leadership, management and education principles into advanced nursing care that utilize ethical and critical decision making forming the basis for an innovative nursing practice framework.
3. Integrate established and emerging principles of quality and safety for advanced nursing within diverse settings and populations.
4. Appraise research outcomes and current evidence for integration into practice to improve professional nursing practice and health care.
5. Manage informatics, communication and healthcare technologies to enhance, integrate, and coordinate patient care to improve delivery of nursing care and outcomes in accordance with best practice and standards.
6. Develop inter-disciplinary advocacy strategies to impact healthcare policy within complex systems of healthcare.
7. Translate clinical judgement interventions for the provision of person- and population-centered care that is culturally responsive to promote positive health outcomes.

Administration: The program will be administered by the College of Health Sciences, Dr. LaGary Carter, Dean; and the School of Nursing, Dr. Wade Forehand, 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 January 6, 2025, to January 25, 2025 (twenty days) for public review and comments. No comments were received.

Similar Programs: There are a total of eight MSN programs within the Academic Program Inventory at CIP Code 51.3801. Five institutions offer a variety of master's degree tracks for Nursing, but they do not provide an accelerated pre-licensure option: Auburn University, Auburn University at Montgomery, Jacksonville State University, University of Alabama in Huntsville, and University of North Alabama. Three offer a master's degree in an accelerated format for individuals that have earned a bachelor's degree in a non-nursing field: University of Alabama at Birmingham (Accelerated Master's in Nursing Pathway), the

University of Alabama (Masters Entry into the Profession of Nursing), and the University of South Alabama (Accelerated MSN). Troy University's addition of an Accelerated MSN degree would provide residents in the Wiregrass and Central Alabama with another option to pursue their nursing education.

Relationship to Existing Coursework: Troy University currently offers a pre-licensure ASN, a pre-licensure BSN, and a traditional MSN in Nursing (CIP 51.3801), which is designed for individuals who are already licensed nurses and have completed a BSN. The proposed Accelerated MSN will utilize existing faculty and resources from these existing programs to develop pre-licensure coursework at the graduate-level.

Collaboration: No collaboration is currently planned with other higher education institutions at this time.

Specialized Accreditation: TROY's School of Nursing maintains specialized accreditation by the Accreditation Commission for Education in Nursing (ACEN). The MSN program will seek accreditation through ACEN.

Professional Licensure: TROY's existing ASN and BSN programs have been approved by the Alabama Board of Nursing to lead to professional licensure. The proposed Accelerated MSN program will seek approval from the Alabama Board of Nursing as a pre-licensure program that fulfills educational requirements for registered nurses in Alabama. Graduates will then be eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN). This licensure is required for graduates of the MSN program to work as registered nurses in the United States.

Admissions: Applicants to the MSN program must hold a baccalaureate degree in a non-nursing field from a regionally accredited university. Candidates must have an overall undergraduate GPA of 3.0 on a 4.0 scale and have completed the following courses within the past seven years: Anatomy and Physiology I & II with laboratory components, Human Growth and Development and/or Developmental Psychology, Microbiology with laboratory, Nutrition, and Statistics. Candidates must also submit an online application along with a written essay and participate in a live or virtual interview.

Mode of Delivery: The proposed program will be delivered in a mixed format, including in-person on the Dothan campus and online. Currently 24 credit hours of the 66 total credit-hour program are scheduled to be taught online, as they are currently offered online for TROY's existing MSN program. The remaining 42 credit hours will be delivered in an in-person format on the Dothan campus.

Curriculum: Troy plans to develop 12 new courses for this program.

Curriculum Overview of Proposed Program	
Credit hours required in general education	0
Credit hours required in program courses	63
Credit hours in program electives/concentrations/tracks	0
Credit hours in free electives	0
Credit hours in required research/thesis	3
Total Credit Hours Required for Completion	66

The Accelerated MSN is designed to be a compressed format that will provide individuals working in non-nursing fields a quicker path into the nursing profession. The program will be offered only full-time and will require 4 consecutive semesters to complete (17 credit hours in Fall, 17 credit hours in Spring, 16 credit hours in Summer, and 16 credit hours in Fall).

Work-Based Learning: Students in the Accelerated MSN program will complete required clinical learning experiences (seven courses totaling 33 credit hours) in each of the four semesters.

Industry Need: The proposed program is designed to prepare graduates for employment as Registered Nurses (29-1141) as classified within the Standard Occupational Code (SOC) system. The impact of the

COVID-19 pandemic has exacerbated the shortage of nurses in Alabama and throughout the country. The 2024-2025 Alabama Statewide Demand Occupations List indicates that in 2022, 52,030 individuals were employed as Registered Nurses in Alabama and that there were 3,225 average annual openings. The Alabama Hospital Association reports that the state could face a significant shortage of registered nurses by 2030 if current trends continue. In addition, the Health Resources and Services Administration projects that by 2025, Alabama could have a shortage of nearly 12,000 nurses. Rural areas in Alabama are particularly hard hit by the nursing shortage, with some regions experiencing vacancy rates for nursing positions exceeding 20%, while the national average is at 15%.

Student Demand: Demand for a program of this nature is strong across the nation. The typical applicant pool for successful master's-entry nursing programs includes individuals who intended to complete pre-licensure BSN programs but were not promoted due to lack of space. TROY distributed an interest survey to current students and graduates within the last three years that may have interest in an Accelerated MSN program. The following undergraduate majors were targeted for the survey: social work, biology, biomedical sciences, psychology, human services, interdisciplinary studies, rehabilitation, exercise science, applied health sciences, and nutrition. Of the respondents, 43% indicated they would be extremely interested and 22% were very interested in the Accelerated MSN program

Resources:

Personnel:

Employment Status of Program Personnel		Personnel Information	
		Count from Proposed Program Department	Count from Other Departments
Current	Full-Time Faculty	37	
	Part-Time Faculty		
	Administration	1	
	Support Staff	3	
New to be Hired	Full-Time Faculty	3	
	Part-Time Faculty		
	Administration		
	Support Staff		

TROY plans to hire 3 new full-time faculty members to support this program at a cost of \$1,856,400.

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 Troy University Library has developed its collection to meet the Research Level standards set by the Research Libraries Group for the field of Nursing, ensuring access to essential published materials for research purposes. This includes a subscription to CINAHL Ultimate from EBSCO, which offers 1,329 active full-text, peer-reviewed journals with no embargo periods. Additionally, MEDLINE is available through both EBSCO and OVID, while OVID Journals provides a core collection of Nursing titles. Faculty-selected journal subscriptions from Wiley and Elsevier further enhance the resources available through aggregator databases. The library also offers access to nearly 800 Nursing titles through the OVID eBooks database, alongside a variety of print and electronic books in its general collection. Other valuable resources supporting Nursing programs include AccessMedicine, AccessPediatrics, Evidence-Based Medicine, Evidence-Based Nursing, and Lippincott Advisor.

TROY's collections are sufficient to support its existing graduate-level offerings, including the MSN and DNP.

Program Budget: TROY projects that the proposed program will require \$1,856,400 in new funds. In order to support start-up, the program will require \$263,925 in reallocations in the first two years and is expected to generate \$2,462,875 through tuition over the first seven years.

Attachment 3
Troy University
Accelerated MSN in Nursing

Course Number and Title	Number of Credit Hours	* If New Course
Program Core	63	
NSG 55xx Accelerated Pathophysiology	3	*
NSG 55xx Foundations of Nursing Practice	3	*
NSG 55xx Clinical Management I: Common Health Alterations	4	* WBL
NSG 55xx Accelerated Mental Health Nursing	4	* WBL
NSG 55xx Accelerated Pharmacology	3	*
NSG 55xx Clinical Management II: Chronic Health Alterations	4	* WBL
NSG 55xx Clinical Management III: Complex Health Alterations	4	* WBL
NSG 6633 Healthcare Systems	3	
NSG 55xx Leadership	3	*
NSG 55xx Clinical Management IV: Children and Women's Health	7	* WBL
NSG 6645 Diversity and Global Health Perspectives	3	
NSG 6605 Economics	3	
NSG 6660 Foundations	3	
NSG 55xx Population Health	4	* WBL
NSG 55xx Clinical Management V: Transition to Clinical Practice	6	* WBL
NSG 6631 Concepts of Healthcare Informatics and Leadership	3	
NSG 66xx Scholarly Course (Title TBD)	3	*
Program Core	3	
NSG 6691 Research	3	
Total hours for MSN Degree	66	

DECISION ITEM: B-3a

University of Alabama at Birmingham, Bachelor of Science in
eSports Performance Management and Coaching (CIP 31.0599)

Staff Presenter:

Dr. Robin McGill
Deputy Director for Academic Affairs

Staff Recommendation:

That the Commission approve the proposed Bachelor of Science (BS) in eSports Performance Management and Coaching, with reservations.

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

Implementation Date: The proposed program will be implemented in Fall 2025. Based on Commission policy, the proposed program must be implemented by September 1, 2027, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

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

Post-Implementation Conditions:

1. That the annual average new enrollment headcount beginning in 2026-27 will be at least 9.4, based on the Commission's "Operational Policy on the Approval of New Programs of Instruction and Requirements for Post-Implementation Monitoring" (Administrative Code §300-2-1-.04).
2. That the annual average number of graduates for the period 2026-27 through 2031-32 (six-year average) will be 7.5, based on the adopted graduation requirements as stated in the Code of Alabama 16-5-8(a)(2).
3. That an interim monitoring report be submitted by November 1, 2027 demonstrating that the program has generated sufficient student demand over Fall 2025, Fall 2026, and Fall 2027 and is on track to meet its post-implementation conditions for new enrollments and graduates at the end of its post-implementation period in 2032.
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives stated in the proposal, including also data on related employment and/or progress into a graduate program.

The University of Alabama at Birmingham (UAB) will be required to phase out the program if any of the post-implementation conditions are not met. As noted in condition 3 above, UAB has agreed to submit an interim monitoring report by September 1, 2027. If the program is deemed not on track, ACHE will request that UAB submit a teach-out plan. At the end of the full post-implementation monitoring period, the institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 2032.

Background:

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

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

1. UAB has demonstrated that its faculty have sufficient expertise to design and deliver the proposed program with minimal investment over the first two academic years.
2. The proposal has not provided sufficient evidence of student demand for a program as narrowly focused as this one. Therefore, ACHE staff has recommended that an interim monitoring report be submitted in Fall 2027 that will provide updated evidence of demand based on student enrollment.
3. The proposal includes letters of support from the following stakeholders who recognize the need for eSports-related educational offerings: Chief Learning Officer for Hoover City Schools, Executive Director of the Alabama High School Athletic Association; and the CFO/President of Education for Generation eSports.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. University of Alabama at Birmingham proposal, dated November 11, 2024, with revised information. Available upon request.
5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.
6. "Operational Policy on the Approval of New Programs of Instruction and Requirements for Post-Implementation Monitoring" Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.04. Available upon request.

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY								
INSTITUTION: University of Alabama at Birmingham								
PROGRAM: Bachelor of Science in eSports Performance Management and Coaching (CIP 31.0599)								
ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM								
	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	TOTAL
FACULTY	\$21,899	\$21,899	\$114,899	\$114,899	\$114,899	\$114,899	\$207,899	\$711,293
STAFF	\$4,500	\$4,500	\$4,500	\$4,500	\$4,500	\$4,500	\$4,500	\$31,500
EQUIPMENT	\$16,500	\$16,500	\$26,500	\$36,500	\$46,500	\$56,500	\$56,500	\$255,500
FACILITIES	\$0	\$0	\$40,000	\$40,000	\$40,000	\$40,000	\$40,000	\$200,000
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$42,899	\$42,899	\$185,899	\$195,899	\$205,899	\$215,899	\$308,899	\$1,198,293
SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT								
	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	TOTAL
REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
EXTERNAL FUNDING	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TUITION + FEES	\$127,350	\$191,025	\$353,775	\$509,400	\$669,300	\$700,425	\$732,975	\$3,284,250
TOTAL	\$127,350	\$191,025	\$353,775	\$509,400	\$669,300	\$700,425	\$732,975	\$3,284,250
ENROLLMENT PROJECTIONS								
<i>Note: "New Enrollment Headcount" is defined as unduplicated counts across years.</i>								
	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	6-YEAR AVERAGE
FULL-TIME HEADCOUNT	Year 1 - No data reporting required	30	55	80	105	110	115	82.5
PART-TIME HEADCOUNT	Year 1 - No data reporting required	0	0	0	0	0	0	0
TOTAL HEADCOUNT	Year 1 - No data reporting required	30	55	80	105	110	115	82.5
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	30	25	25	25	25	25	25.8
DEGREE COMPLETION PROJECTIONS								
<i>Note: Do not count Lead "0"s and Lead 0 years in computing the degree completions projections average.</i>								
	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	AVERAGE
DEGREE COMPLETION PROJECTIONS	Year 1 - No data reporting required	0	0	0	20	20	20	20

Attachment 2

Summary of Background Information

University of Alabama at Birmingham
Bachelor of Science in eSports Performance Management and Coaching

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

Program Description: The proposed BS in eSports Performance Management and Coaching is designed to prepare students for the mental and physical aspects of eSports performance, equipping graduates to meet the specialized challenges of coaching and managing eSports athletes. ESports, also known as electronic sports, is a form of competitive video gaming where professional gamers and teams compete in organized tournaments. The curriculum will blend kinesiology, psychology, business and technology courses. Graduates will be well-equipped to serve as eSports coaches for high school and collegiate teams. Additionally, they will possess the knowledge and skills to promote the health, well-being, and performance of eSports athletes, including in program planning and development, business and financial management principles, sales, marketing, recruitment, event promotion and scheduling, and applicable health and safety standards.

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

1. Analyze gameplay mechanics, develop effective strategies and apply them in competitive situations.
2. Demonstrate proficiency in managing eSports teams and organizing events.
3. Apply sports and media relations and marketing strategies for eSports promotion and events.
4. Demonstrate proficiency in the psychological and physical factors that affect performance in eSports.
5. Articulate informed perspectives on the potential of video games as an expressive medium and educational tool.

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

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

Public Review: The program was posted on the Commission website from January 6, 2025, to January 25, 2025 (twenty days) for public review and comments. No comments were received.

Similar Programs: No institutions in Alabama offer degree programs related to eSports. There are currently only six institutions across the country with a BS degree in eSports. The closest is offered at Shenandoah University in Virginia.

Relationship to Existing Coursework: The proposed BS program will share lower-division and major courses with existing programs in Kinesiology (CIP 13.1314), Community Health and Human Services (CIP 51.0001), and Educational Psychology (CIP 42.2805). In addition, UAB offers a related Post-Baccalaureate Certificate in eSports Organization and Management (CIP 31.0504), which was launched ahead of the 2024-25 academic year.

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

Admissions: Students must meet all requirements for undergraduate admission to UAB.

Mode of Delivery: The proposed program will be delivered in multiple formats, including in-person (on-campus in Birmingham, AL), online, and hybrid. The program cannot be completed 100% online.

Curriculum: Full-time students should complete the program in 8 semesters and part-time students in 16 semesters. UAB plans to develop seven new courses for the program. Much of the coursework will come from existing courses offered in Kinesiology, Community Health and Human Services, Educational Psychology, and Business.

Curriculum Overview of Proposed Program	
Credit hours required in general education	41
Credit hours required in program courses	58
Credit hours in program electives/concentrations/tracks	0
Credit hours in free electives	21
Credit hours in required research/thesis	0
Total Credit Hours Required for Completion	120

Specialized Accreditation: UAB does not plan to seek specialized accreditation for the proposed program. There is no specific professional licensure or industry certification required for entry-level employment in eSport fields.

Industry Need: Graduates will be prepared for employment in the following occupations: Entertainers and Performers, Sport and Related Workers (SOC 27-2099); Umpires, Referees, and Other Sports Officials (SOC 27-2023); and Entertainment and Recreation Managers, Except Gambling (SOC 11-9072). According to the report generated by the Hanover research group in 2023, “the Southeast region demonstrated a 2.4 percent annualized growth rate in eSports-related fields over the 2017-2022 period.” Based upon their research regarding a BS degree program in eSports, Hanover also reported that the “demand for esports-related occupations is expected to expand over the 2022-2032 period. Demand for these occupations is projected to outperform the average demand for all other occupations at all geographic levels. Demand in the Southeast region is expected to be particularly impressive at 23.5 percent while demand for all occupations is expected to be at 11.2 percent”.

Student Demand: UAB reports that student enrollments for KIN 231: Introduction to Digital Gaming surpassed initial projections, necessitating an increase in course capacity. This demand reflects considerable interest in eSports among undergraduate students, underscoring the potential success of both the proposed degree and the certificate programs. Nonetheless, ACHE staff note that enrollment in related lower-division coursework is not sufficient to demonstrate demand for a full undergraduate program, especially in such a specialized discipline. For this reason, ACHE staff have recommended that UAB submit an interim report by November 1, 2027 to include updated information on student enrollment over the first three years of implementation (Fall 2025, Fall 2026, and Fall 2027).

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	6	
	Administration		
	Support Staff		
New to be Hired	Full-Time Faculty	2	
	Part-Time Faculty	2	
	Administration		
	Support Staff		

The coursework for the program overlaps with several courses in the Human Studies Department in the School of Education and Human Sciences; therefore, current faculty will teach in the program. During the first two years of the program, UAB will hire two additional adjuncts to address eSports-specific coursework. An additional faculty member will be added in year three and a second full-time faculty member in year seven. A program coordinator from the current full-time faculty members will serve as an administrator for the program.

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

Equipment: UAB has budgeted \$255,500 in equipment costs over the first seven years of the program including gaming PCs, monitors, and chairs.

Facilities: UAB has budgeted \$200,000 for the cost of renting campus space to house equipment for coursework and events for the program.

Library: The UAB Library collections will support the proposed BS in eSports Performance Management and Coaching through an extensive collection of print monograph and serials, eBook and eJournals, and databases in eSports Management's various related fields, including Kinesiology, Marketing, Communications, Business, and Economics. A wide range of journal subscriptions are also available, which provide access to over 1,000 journals related to Business Management, Finance, Marketing, Health and Human Development, and Media Relations. Full text articles, citations, and abstracts are made available through relevant databases, such as SPORTDiscus, AccessPhysiotherapy, AccessMedicine: Clinical Sports Medicine Collection, Nexis Uni, ABI, PsychINFO, PsychARTICLES, PubMed, CINAHL Plus, Ovid, Scopus, Omnifile (Education full text), and Dissertations and Theses Global. UAB faculty and students also have reciprocal access to materials at member institutions of the Network of Alabama Academic Libraries (NAAL), and a robust and responsive InterLibrary Loan program to meet any additional needs.

Program Budget: The proposal projects that \$1,198,293 in new funds will be required to support the program over the first seven years, with the majority of costs associated with hiring new full-time faculty members beginning in Year 3. Over the same period, the program is expected to generate \$3,284,250 in tuition and fees.

Attachment 3

University of Alabama at Birmingham
BS in eSports Performance Management and Coaching

Course Number and Title	Number of Credit Hours	* If New Course
Program Courses	41	
EDU 100 Local Beginnings (FYE): Touch the Future	3	
EH 101 English Composition I OR EH 106 Introduction to Freshman Writing I	3	
EH 102 English Composition II OR EH 107 Introduction to Freshman Writing II	3	
MA 106 Pre-calculus Trigonometry	3	
Choice Academic Foundations: Reasonings	3	
CMST 101 Public Speaking	3	
Choice Thinking Broadly: History & Meaning	3	
Choice Thinking Broadly: Creative Arts	3	
BY 101/102 Topics in Contemporary Biology & Lab	4	
Choice Thinking Broadly: Scientific Inquiry	4	
PY 101 Introduction to Psychology	3	
Choice Thinking Broadly: choose a course from History & Meaning, Creative Arts, OR Humans & their Societies	3	
Choice City as a Classroom	3	
Program Courses	58	
CHHS 140 First Aid	3	
CHHS 141 Personal Health & Wellness OR KIN 222 Concepts of Health & Fitness	3	
Choose four: KIN Activities: 101, 102, 103, 105, 112, 114, 115, 116, 117, 118, 124, 126, 130, 131, 132	4	
KIN 136 Introduction to Physical Education, Fitness and Sport	3	
EPR 214 Introduction to Educational Statistics	3	
KIN 231 Introduction to Digital Gaming	3	*
KIN 300 Organization in Physical Education and Coaching	3	
KIN 305 Motor Development	3	
KIN 330 Introduction to eSports	3	*
KIN 331 eSports in Action	3	*
KIN 340 Planning/Management of Fitness Facilities	3	
KIN 406 Sports Law	3	*
KIN 407 Coaching Young Athletes	3	
KIN 431 eSports in the Mass Media	3	*

KIN 455 eSports Management	3	*
KIN 456 Mental Performance in Exercise, Fitness and Sport	3	*
EPR 414 Lifespan Human Development	3	
CHHS 402 Mental Health, Stress Management and Wellness Promotion	3	
KIN 499 Kinesiology Internship	3	WBL
Free Electives (choose 21 credit hours)	21	
EC 210 Principles of Macroeconomics	3	
EC 415 Sports Economics	3	
BUS 310 Accounting and Finance	3	
MG 430 Management & Leadership in Sports & Entertainment Organization	3	
MK 333 Sports Marketing	3	
CMST 283 Visual Media Production I	3	
CMST 326 Sports in the Mass Media	3	
CMST 335 Communication and Sports	3	
CMST 353 Sports and Media Relations	3	
CMST 365 Social Media Strategy and Management	3	
CMST 366 Digital Design and Animation	3	
CMST 383 Visual Media Production II	3	
KIN 492 Special Topics in Kinesiology	3	
KIN 493 Problems in Kinesiology	3	
PY 330 Sport Psychology	3	
Total Hours for BS Degree	120	

DECISION ITEM: B-3b

University of Alabama at Birmingham, Substantive Change to Academic Unit: Department of Biomedical Informatics and Data Science

Staff Presenter:

Dr. Robin McGill
Deputy Director for Academic Affairs

Staff Recommendation:

That the Commission approve the substantive change to the Department of Biomedical Informatics and Data Science (DBIDS) within the Marnix E. Heersink School of Medicine at the University of Alabama at Birmingham (UAB).

Previously recognized as an academic unit of research, DBIDS will become designated a unit of instruction, while maintaining substantial research activities. This change entails substantial investments of over \$7 million per year, primarily to support new faculty hires. Details of the Department's funding appear in the attached document. Additionally, the March 2025 Commission meeting agenda includes a new program proposal for a PhD in Biomedical and Health Informatics (CIP 51.2706), which will be housed within DBIDS.

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." The same section goes on to define a "new unit of instruction" to include "the establishment of a college, school, division, or institute." The Commission requires that changes to units of instruction be approved in cases where additional expenditures are required (Alabama Administrative Code, Chapter 300-2-1-.11[10]).

At its meeting in December 2023, the Commission received notification that UAB would reorganize its existing Informatics Institute to form the Department of Biomedical Informatics and Data Science, but that the Department would remain primarily a unit of research as the Informatics Institute had been. As non-instructional academic units, units of research do not require Commission approval for changes, only prior notification (Alabama Administrative Code, Chapter 300-2-1-.11[10]). Since UAB is proposing a research doctoral degree to be housed within DBIDS, the academic unit must be reclassified as an instructional unit. Given the investments needed to support DBIDS, Commission approval is required as a substantive change.

Staff recommendation for approval of the substantive change to the Department of Biomedical Informatics and Data Science is based on the following rationale:

1. UAB's Heersink School of Medicine has established the Department of Biomedical Informatics and Data Science as a leading research entity in Bioinformatics and related fields.

2. The University has invested substantial resources in laying the foundations for delivering academic programs within DBIDS, both through partnerships with other academic units, including the College of Arts and Sciences (Bioinformatics), the Graduate School (General Biomedical Sciences), the School of Engineering (Biomedical Engineering), the School of Health Professions (Health Informatics), and the School of Nursing (Nursing Informatics), and through the development of the PhD in Biomedical and Health Informatics.
3. UAB has communicated a detailed plan for funding the instructional and research activities of DBIDS through a combination of external research funding, indirect revenues, tuition revenues, and internal reallocations.

Supporting Documentation:

1. Statement of Projected Revenues and Expenses for the Department of Biomedical Informatics and Data Science as a Unit of Instruction, attached.
2. Written unpublished documentation provided by the University of Alabama at Birmingham. Available upon request.
3. "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

**Statement of Projected Revenues and Expenses
for the Department of Biomedical Informatics and Data Science**

USE OF FUNDS REQUIRED TO SUPPORT PROGRAM						
	2023-24	2024-25	2025-26	2026-27	2027-28	Total
Faculty Salary, Benefits, & Packages	\$3,200,000	\$3,200,000	\$3,450,000	\$3,750,000	\$4,000,000	\$17,600,000
Staff Salary & Benefits	\$2,500,000	\$2,500,000	\$2,450,000	\$2,600,000	\$2,800,000	\$12,850,000
Other*	\$150,000	\$150,000	\$200,000	\$250,000	\$300,000	\$1,050,000
TOTAL	\$5,850,000	\$5,850,000	\$6,100,000	\$6,600,000	\$7,100,000	\$31,500,000
SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT						
	2023-24	2024-25	2025-26	2026-27	2027-28	Total
Faculty Recruitment (Dean)	\$4,600,000	\$4,100,000	\$4,100,000	\$3,600,000	\$3,600,000	\$20,000,000
Operations (Dean)	\$1,700,000	\$1,900,000	\$2,100,000	\$2,300,000	\$2,500,000	\$10,500,000
Grants	\$1,000,000	\$1,500,000	\$2,000,000	\$3,000,000	\$3,500,000	\$11,000,000
TOTAL	\$7,300,000	\$7,500,000	\$8,200,000	\$8,900,000	\$9,600,000	\$41,500,000

*Computer equipment, software, travel, publication, etc.

Summary of Additional Information Provided by UAB:

The initial funding for the Department of Biomedical Informatics and Data Science (DBIDS) was derived from a transfer of resources following the closure of the UAB Informatics Institute in 2023. As outlined in the 2023 notification to the Commission, all funding, faculty, and resources were subsequently transferred to the Department. Additionally, the Department will receive significant financial resources from the Heersink School of Medicine, in the form of start-up funding, annual operating funds via allocation methodologies based of rigorous productivity measures, and direct support made via research funding awarded to faculty members.

Faculty, including those who transitioned from the Institute and any new faculty recruited to support emerging programs, are expected to secure a percentage of their salary through extramural funding, typically ranging from 50% to 60%, depending on their academic rank. The remaining portion of their compensation is provided by the Department, which utilizes a mix of indirect funds, tuition revenues, and central funds, which are allocated annually by the Dean of the School of Medicine. The UAB Informatics Institute had 6.5 faculty at the time of transition to DBIDS. The Department is in the process of adding three additional faculty members with funds from the Dean's office for recruitment. Teaching responsibilities are considered part of their regular duties, and faculty are financially supported through the Department's allocation of the remaining 40% to 50% of their salary. This structure is typical for Heersink School of Medicine Departments.

DECISION ITEM: B-3c

University of Alabama at Birmingham, Doctor of Philosophy in
Biomedical and Health Informatics (CIP 51.2706)

Staff Presenter:

Dr. Robin McGill
Deputy Director for Academic Affairs

Staff Recommendation:

That the Commission approve the proposed Doctor of
Philosophy (PhD) in Biomedical and Health Informatics.

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

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

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

Post-Implementation Conditions:

1. That the annual average new enrollment headcount beginning
2027-28 will be at least 2.8, based on the Commission's
"Operational Policy on the Approval of New Programs of
Instruction and Requirements for Post-Implementation
Monitoring" (Administrative Code §300-2-1-.04).
2. That the annual average number of graduates for the period
2027-28 through 2032-33 (six-year average) will be 2.25,
based on the adopted graduation requirements as stated in
the Code of Alabama 16-5-8(a)(2).
3. That information regarding an overall assessment of the
program be provided, particularly as related to objectives
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. Based on the need to develop a workforce capable of innovating at the intersection of health and technology, the proposed PhD in Biomedical and Health Informatics will aim to produce leaders in research, academia, and industry who can drive the future of healthcare innovation.
2. The global AI in healthcare market size is expected to rise to \$12.2 billion by 2030, and health science practitioners are increasingly working with AI and must be prepared to have data proficiency and work with rapid advances of this technology. The proposed program will position UAB as a leader in this industry.
3. UAB's Heersink School of Medicine has invested substantial resources in building the capacity of the Department of Biomedical Informatics and Data Science, both for teaching and research, culminating in this degree proposal.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. University of Alabama at Birmingham proposal, dated November 12, 2024, with supplemental information. Available upon request.
5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.
6. "Operational Policy on the Approval of New Programs of Instruction and Requirements for Post-Implementation Monitoring" Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.04. Available upon request.

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY								
INSTITUTION: University of Alabama at Birmingham								
PROGRAM: Doctor of Philosophy in Biomedical and Health Informatics (CIP 51.2706)								
ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM								
	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	TOTAL
FACULTY	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000	\$700,000
STAFF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000	\$700,000
SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT								
	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	TOTAL
REALLOCATIONS	\$100,000	\$79,436	\$58,872	\$38,308	\$7,462	\$0	\$0	\$284,078
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TUITION + FEES	\$0	\$20,564	\$41,128	\$61,692	\$92,538	\$102,820	\$102,820	\$421,562
TOTAL	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000	\$102,820	\$102,820	\$705,640
ENROLLMENT PROJECTIONS								
<i>Note: "New Enrollment Headcount" is defined as unduplicated counts across years.</i>								
	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	6-YEAR AVERAGE
FULL-TIME HEADCOUNT	Year 1 - No data reporting required	2	4	6	8	8	8	6
PART-TIME HEADCOUNT	Year 1 - No data reporting required	0	0	0	1	2	2	1.7
TOTAL HEADCOUNT	Year 1 - No data reporting required	2	4	6	9	10	10	6.8
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	2	2	3	3	4	4	3
DEGREE COMPLETION PROJECTIONS								
<i>Note: Do not count Lead "0"s and Lead 0 years in computing the degree completions projections average.</i>								
	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	AVERAGE
DEGREE COMPLETION PROJECTIONS	Year 1 - No data reporting required	0	0	0	1	3	3	2.3

Attachment 2

Summary of Background Information

University of Alabama at Birmingham
Doctor of Philosophy in Biomedical and Health Informatics

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

Program Description: The proposed PhD in Biomedical and Health Informatics (BHI-PhD) is designed to prepare individuals for the development and application of informatics theories and tools to solve problems across the life sciences and health ecosystem. This interdisciplinary field blends elements from computer science, statistics, clinical, and bioinformatics. It emphasizes analyzing and interpreting complex data and developing and disseminating solutions, infrastructure, and algorithms to address human health and disease problems. Graduates will be prepared to design and implement novel data- and science-driven solutions and capable, real-world information infrastructure, by conducting rigorous research, and contributing significantly to the understanding of complex biological systems and health-related challenges with the goal of advancing healthcare and patient outcomes.

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

1. Develop innovative computational algorithms specific to biomedical and healthcare challenges.
2. Apply knowledge, AI algorithms, and informatics solutions to address tangible challenges in healthcare and biological research in diverse professional settings.
3. Integrate knowledge, methods, and tools from statistics, biology, medicine, AI, and health informatics.
4. Engage in collaborative research projects that span multiple disciplines, promoting comprehensive problem-solving across the healthcare ecosystem.

Administration: The program will be administered by the UAB Marnix E. Heersink School of Medicine, Dr. Anupam Agarwal, Dean; and the Department of Biomedical Informatics and Data Science (DBIDS), Dr. James Cimino, Chair.

Peer Review: The program proposal was reviewed by the Alabama Council of Graduate Deans (ACGD). One response was received, indicating support for the proposed program.

Public Review: The program was posted on the Commission website from January 6, 2025, to January 25, 2025 (twenty days) for public review and comments. No comments were received.

Similar Programs: There are currently no existing doctorate level programs at the same CIP 52.2706 in the state of Alabama. The following programs are offered in the SREB Region:

- Biomedical Informatics, PhD, Vanderbilt University
- Genomics and Bioinformatics, PhD, Johns Hopkins University
- Health Informatics, PhD, University of North Carolina Chapel Hill
- Medical Sciences with a Concentration in Biomedical Informatics, PhD, University of Florida
- Biomedical Informatics, PhD, University of Texas Health Science Center at Houston

Relationship to Existing Coursework: The PhD in Biomedical and Health Informatics has been developed through extensive collaboration with relevant programs across UAB, including the following:

- School of Health Professions: The proposed program will have some overlap with UAB's existing MSHI in Health Informatics (CIP 11.0104) and the PhD in Health Services (CIP 51.0701). However, the BHI-PhD will be more focused on the application of knowledge and skills to answer questions around bioinformatics, AI, and clinical and health informatics, such as those centered around genomics, the use of AI in new knowledge discovery, and how those concepts impact clinical care. Students in the PhD in Health Services program historically come from public health

or health administration backgrounds, whereas BHI-PhD students will likely come from computer science, bio/health informatics, and engineering backgrounds.

- **School of Engineering:** The School of Engineering offers a PhD degree in Biomedical Engineering (BME), and one of its tracks is bioinformatics. BME will continue to house the Bioinformatics track until the launch of the proposed doctoral program (projected 2026) to be housed in DBIDS. The courses would be essential to provide key concepts and advanced training in developing bioinformatics algorithms and tools. The PhD program will collaborate with the School of Engineering and the Department of Biomedical Engineering to offer these as curriculum electives.
- **School of Medicine:** The School of Medicine offers the Graduate Biomedical Science (GBS) Doctoral Program. The Genetics, Genomics & Bioinformatics (GGB) theme provides flexible, didactic, and integrated interdisciplinary training opportunities across the broad disciplines of genetics, genomics, and bioinformatics. The proposed program will work with the School of Medicine to include the GGB courses as electives for BHI-PhD students.
- **College of Arts and Sciences:** The College of Arts and Sciences Department of Computer Science offers PhD in Computer Science that prepares students for a professional career in the field of advanced computing, with areas of strength in advanced cyberinfrastructure, big data analytics, and cyber security. This program provides a full spectrum of training to equip students with fundamental AI knowledge and skill sets in machine learning, data mining, and data science, etc. This program is domain agnostic, while the proposed BHI-PhD focuses on the domain of biomedical informatics. The proposed program will work with the department to include their course offerings as electives in the proposed BHI-PhD.

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

Admissions: Applicants must have the US equivalent of a BS/BE degree (4-year) in a STEM field; and an IELTS score (higher or equal to 6.5) / TOEFL score (higher or equal to 80) for international students. Previously earned graduate credit with a grade of B or above while enrolled at another regionally accredited graduate school may be eligible for transfer if it has not been applied toward another degree (either at UAB or elsewhere). In addition, credit may be awarded for non-collegiate courses in accordance with American Council on Education recommendations and approval of the appropriate department chair and dean. All transfer credit requests must be initiated by the student and require the approval of the graduate program director and the Graduate School. No more than 12 semester hours of graduate credit can be transferred to UAB.

Mode of Delivery: The proposed program will be delivered in both in-person (on-campus in Birmingham, AL) and hybrid formats. Program requirements cannot be completed via competency-based assessments.

Curriculum: Full-time students should complete the program in 14 semesters, including non-dissertation research during the summer semesters. Part-time students should complete in 20 semesters, including non-dissertation research during the summer semesters. UAB plans to develop eight new courses for the program. Most of the new courses will be developed from existing content already being taught and will be repackaged to be more specific and relevant the proposed degree.

Curriculum Overview of Proposed Program	
Credit hours required in general education	0
Credit hours required in program courses	20
Credit hours in program electives/concentrations/tracks	18
Credit hours in free electives	12
Credit hours in required research/thesis	24
Total Credit Hours Required for Completion	74

Students will take a variety of elective courses offered by other programs that may include engineering, computer science, health services administration, public health, etc. Students will also select one of three tracks:

- Translational Bioinformatics - Designed for students to gain comprehensive knowledge and practical skills in leveraging computational methods and infrastructure to analyze biological data and bridge the gap between bench research and clinical applications.
- Clinical Informatics - Designed for students to develop advanced competencies in translating and applying health informatics concepts to enhance patient care, clinical decision-making, and healthcare delivery systems science.
- AI in Medicine – Designed to empower students with expertise in harnessing informatics and artificial intelligence for transformative applications in healthcare.

Specialized Accreditation: UAB does not plan to seek specialized accreditation for the proposed program, as there is no specific professional licensure or industry certification required for entry-level employment in bioinformatics or health informatics.

Industry Need: Graduates will be prepared for employment in the following occupations: Bioinformatics Scientists (SOC 19-1029.01); Health Informatics Specialists (SOC 15-1211.01); and Data Scientists (SOC 15-2051). Compared to many cities in the US, Birmingham is experiencing significant socioeconomic growth that is fueling a burgeoning healthcare entrepreneurial ecosystem. According to comprehensive research conducted by Market Research Future (MRFR), Artificial Intelligence (AI) in the healthcare market size is expected to hit \$12.22 billion from 2022-2030. The demand for improved patient outcomes is expected to be a significant factor towards the development of AI-assisted solutions enabling accurate patient diagnoses, treatment plans, and monitoring of disease trajectories. It has been cited that the high cost of implementing AI in healthcare, the lack of skilled professionals, and data privacy concerns are most anticipated restraints for the AI in healthcare market growth.

Student Demand: UAB has established demand for the program informally through bioinformatics and clinical informatics conferences nationally and internationally and through surveys of current students. Currently, there are five graduates from the existing MS in Health Informatics program that have gone on to PhD programs at other schools because UAB does not offer an appropriate Biomedical and Health Informatics PhD program. Graduate students in the AI in Medicine and Data Science programs could serve as a potential candidate pool for the BHI-PhD by 2026. Equally as relevant is the recent surge in the application of AI across the multitude of biomedical and health environments in the healthcare ecosystem.

Resources:

Personnel:

Employment Status of Program Personnel		Personnel Information	
		Count from Proposed Program Department	Count from Other Departments
Current	Full-Time Faculty	7	7
	Part-Time Faculty		
	Administration	0.5	
	Support Staff	0.5	
New to be Hired	Full-Time Faculty	3	
	Part-Time Faculty		
	Administration		
	Support Staff		

The UAB Informatics Institute had 6.5 faculty at the time of transition to DBIDS. The Department is in the process of adding three additional faculty members with funds from the Dean's office for recruitment. Teaching responsibilities are considered part of their regular duties, and faculty are financially supported through the Department's allocation of the remaining 40% to 50% of their salary. This structure is typical for Heersink School of Medicine Departments.

Funding for the three new faculty lines is included in the previous agenda item related to substantive change to academic unit for the Department of Biomedical Informatics and Data Science. Funding of approximately \$100,000 per year is included in this degree proposal, which will cover any additional start-up costs or adjunct costs.

Assistantships: Graduate assistantships will likely be available through external research funding secured by faculty.

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

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

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

Program Budget: The proposal projects that \$700,000 in new funds will be required over the first seven years. Over the same period, the program is expected to generate \$421,562 in tuition and require reallocations of \$284,078 beyond what is detailed in the projected expenses for DBIDS.

Attachment 3

University of Alabama at Birmingham
PHD in Biomedical and Health Informatics

Course Number and Title	Number of Credit Hours	* If New Course
Program Core Courses	20	
TBD Foundations in Informatics (core course)	3	*
TBD Statistical Learning Models (core course)	3	*
TBD Artificial Intelligence Models (core course)	3	*
AH 707 Research Methods and Design (core course)	3	
HI 620 Privacy, Security, and Ethics (core course)	3	
GRD 717 Principles of Scientific Integrity	3	
GBS 716M GBS 725, GBSC 726, OR GRD 709 Grant writing / scientific writing (core course)	2	
Program Track	18	
<i>Students will select one from the following track options: Translational Bioinformatics, Clinical and Health Informatics, AI in Medicine (see recommended coursework below)</i>		
Program Electives (select 12 credit hours)	12	
AIM 747 Explainable AI in Medicine	3	
INFO 712 Visual Analytics for Biomedical Research	3	
INFO 751 Systems Biomedicine of Human Microbiota	3	
INFO 762/ CS 762 Biomedical Applications of Natural Language Processing	3	
CS 716 Big Data Programming	3	
CS 760 Artificial Intelligence	3	
CS 763 Data Mining	3	
CS 765 Deep Learning	3	
CS 767 Machine Learning	3	
CS 773 Computer Vision and Convolutional Neural Networks	3	
BY 633 Advanced Molecular Genetics and Medicine	3	
GBS 707 Basic Biochemistry and Metabolism	2	
GBS 708 Basic Genetics and Molecular Biology	2	
GBS 709 Basic Biological Organization	2	
GBS 701 Core Concepts in Research: Critical Thinking/Error Analysis	1	
BME 617 Engineering Analysis	3	
BST 622 Statistical Methods II	3	
BST 621 Statistical Methods I	3	

INFO 710 Programming with Biological Data	3	
Research/Thesis	24	
GRD 799 Dissertation Research	24	
Total Hours for PhD Degree	74	

Translational Bioinformatics Track

Program Track	18	
TBD Biomedical and Health Informatics Seminar (one each in two semesters)	2x2	
INFO 793 Bioinformatics Journal Club (2nd year to graduation)	2	
INFO 701 Introduction to Bioinformatics	3	
INFO 703 Biological Data Management	3	
INFO 704 Next-Generation Sequencing Data Analysis	3	
INFO 702 Algorithm in Bioinformatics	3	

Clinical Informatics Track

Program Track	18	
TBD Biomedical and Health Informatics Seminar (one each in two semesters)	2x2	
INFO 773 Clinical Informatics Journal Club (2nd year to graduation)	2	
TBD Clinical Operations and Decision-Making	3	*
TBD Learning/Knowledge Health Systems	3	*
TBD Technology and Society	3	*
TBD Health Information Systems	3	*

AI in Medicine Track

Program Track	18	
TBD Biomedical and Health Informatics Seminar (one each in two semesters)	2x2	
TBD AI in Medicine Journal Club (2nd year to graduation)	2	*
AIM 742 AI in Medical Imaging	3	
AIM 743 AI for Biomedical Signals and Critical Systems	3	
AIM 745 Large Language Model Development for Medicine	3	
HCI 714 Integration of AI Systems in Healthcare	3	

DECISION ITEM: B-4

University of Alabama in Huntsville, Bachelor of Arts in
Interdisciplinary Studies (CIP 30.0000)

Staff Presenter:

Dr. Robin McGill
Deputy Director for Academic Affairs

Staff Recommendation:

That the Commission approve the proposed Bachelor of Arts (BA) in Interdisciplinary Studies.

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

Implementation Date: The proposed program will be implemented in Fall 2025. Based on Commission policy, the proposed program must be implemented by September 1, 2027, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

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

Post-Implementation Conditions:

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

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

Background:

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

Staff recommendation for approval is based on the following rationale:

1. The proposed BA in Interdisciplinary Studies is designed for traditional college students with diverse interests and/or career goals that do not align with existing disciplinary programs and will provide a structure for growing new, innovative interdisciplinary tracks that are responsive to workforce needs and emerging disciplines.
2. This program will not compete with existing programs and will require no new resources to implement.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. University of Alabama in Huntsville proposal, dated November 11, 2024. Available upon request.
5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.
6. "Operational Policy on the Approval of New Programs of Instruction and Requirements for Post-Implementation Monitoring" Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.04. Available upon request.

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY								
INSTITUTION: <i>University of Alabama in Huntsville</i>								
PROGRAM: <i>Bachelor of Arts in Interdisciplinary Studies (CIP 30.0000)</i>								
ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM								
	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	TOTAL
FACULTY	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT								
	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	TOTAL
REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
EXTERNAL FUNDING	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$0	\$62,244	\$93,366	\$134,862	\$155,610	\$186,732	\$248,976	\$881,790
TOTAL	\$0	\$62,244	\$93,366	\$134,862	\$155,610	\$186,732	\$248,976	\$881,790
ENROLLMENT PROJECTIONS								
<i>Note: "New Enrollment Headcount" is defined as unduplicated counts across years.</i>								
	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	6-YEAR AVERAGE
FULL-TIME HEADCOUNT	Year 1 - No data reporting required	5	8	12	14	16	22	12.8
PART-TIME HEADCOUNT	Year 1 - No data reporting required	1	1	1	1	2	2	1.3
TOTAL HEADCOUNT	Year 1 - No data reporting required	6	9	13	15	18	24	14.2
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	5	6	8	11	13	18	10.2
DEGREE COMPLETION PROJECTIONS								
<i>Note: Do not count Lead "0"s and Lead 0 years in computing the degree completions projections average.</i>								
	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	AVERAGE
DEGREE COMPLETION PROJECTIONS	Year 1 - No data reporting required	2	4	5	10	12	15	8

Attachment 2

Summary of Background Information

University of Alabama in Huntsville
Bachelor of Arts in Interdisciplinary Studies

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

Program Description: The BA in Interdisciplinary Studies (IDS) is designed for traditional college students with diverse interests and/or career goals that do not align with existing disciplinary programs. The program's core curriculum, thematic tracks, and electives will provide students with depth of knowledge, practical skills, and critical thinking to address the major problems of the modern world using tools from different disciplines. This skills-focused, rather than subject-focused, education provides both flexibility and structure for students and a cohesive intellectual experience. Students will select one of three tracks (Science/Technology in Human Context, Interdisciplinary, or Individually Designed) and complete a required minor and capstone experience that will involve a research project, internship, or service-learning opportunity.

Student Learning Outcomes: Learning outcomes of the BA in Interdisciplinary Studies include the following:

1. Identify interdisciplinary approaches to problem solving.
2. Communicate clearly through speaking and writing.
3. Display critical thinking skills.
4. Demonstrate the ability to conduct interdisciplinary research (scholarly, experiential, or creative).

Administration: The program will be administered by the College of Arts, Humanities, and Social Sciences (CAHS), Dr. Sean Lane, Dean; and the Department of Interdisciplinary Studies, Dr. Nicole Pacino, Chair.

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

Public Review: The program was posted on the Commission website from January 6, 2025, to January 25, 2025 (twenty days) for public review and comments. No comments were received.

Similar Programs: The proposed program is similar to other existing programs in the state, though UAH has indicated that the proposed program provides a different foundational core and proposed tracks than existing offerings at the following institutions, some of which are designed primarily as degree-completion programs for non-traditional students:

- Alabama State University, BA/BS in Interdisciplinary Studies (CIP 30.9999)
- Auburn University, BS in Interdisciplinary University Studies (CIP 30.0000)
- Auburn University at Montgomery, BIS in Interdisciplinary Studies (CIP 30.0000)
- Troy University, BS in Interdisciplinary Studies (CIP 30.9999)
- University of Alabama, BA in Interdisciplinary Studies (CIP 30.0000)
- University of North Alabama, BA in Interdisciplinary Studies (CIP 30.0000)
- University of South Alabama, BA/BS in Interdisciplinary Studies (CIP 30.0000)
- University of West Alabama, BA/BS in Interdisciplinary Studies (CIP 30.9999)

Relationship to Existing Coursework: The proposed program will share coursework with the following existing BA programs: Art, Art History, and Design; Communication Arts; English; History; Music; Philosophy; Political Science; Psychology; Sociology; Theater; and World Languages and Cultures (WLC). The IDS major will support already existing interdisciplinary minor programs in the College by supplying a core framework of interdisciplinary classes from which one can build a track or minor. Electives will be pulled from a variety of CAHS major programs as well. The proposed BA in Interdisciplinary Studies should be distinguished from the BA in Professional Studies (CIP 30.9999), which UAH also offers through CAHS as a degree-completion program for non-traditional and returning students.

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

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

Mode of Delivery: The proposed delivery format will be a mix of in-person, online, and hybrid options. In-person meetings will take place on the UAH campus.

Curriculum: The Interdisciplinary Studies major requires students to complete a required minor, capstone course, and one of three tracks detailed below. The IDS program director, working with the IDS Program Advisory Committee and the Dean's office, will ensure curriculum and program quality and will complete program review and assessment.

Curriculum Overview of Proposed Program	
Credit hours required in general education and pre-prof	57
Credit hours required in program courses	12
Credit hours in program track	21
Credit hours in required minor	18
Credit hours in free electives	9
Credit hours in required research/thesis	3
Total Credit Hours Required for Completion	120

Science/Technology in Human Context Track: This track will combine broad training in the humanities and social sciences with an emphasis on the role of science and technology in human society, past, present, and future. Students will draw classes from a range of disciplines, including Art, Communication, English, History, Philosophy, Political Science, Psychology, and Sociology, and have the possibility to include classes from the Colleges of Science and Engineering. Students may choose to focus on topics such as AI creation and usage, human impacts on natural and built environments, and the ethical impacts of science, technology, and/or medicine.

Interdisciplinary Track: This track is designed for students that already have an established curriculum and want to draw from multiple disciplines. For example, a student may combine: minors in history and political science to create a pre-law style curriculum; minors in user experience and web communications to specialize in web/product/service design; or minors in art and theater to graduate with a creative/performance degree.

Individually Designed Track: This track is designed for students that have specific objectives for their education that are not met by traditional majors/minors or existing tracks. Students will submit a proposal in which they identify a unifying theme, relevant courses, and a faculty advisor (with their consent) to be approved by a faculty committee.

Required Minor: Students will select a minor that complements, rather than overlaps with, their selected major track. For example, a student completing the Interdisciplinary Track will not be able to minor in one of the two disciplines/programs chosen for the major. A student completing an Individually Designed Track in History and Political Science will need an additional minor, such as in Philosophy or Global Studies.

Work-Based Learning: The program will require the completion of a capstone experience that will involve either a research/creative project, an internship, or a service-learning opportunity.

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

Industry Need: Completion of the BA in Interdisciplinary Studies will prepare students for a wide range of careers that require baccalaureate degrees, such as Social and Community Service Managers (SOC 11-9151); Business Intelligence Analysts/Data Scientists (SOC 15-2051); Management Analysts (SOC 13-1111); Media and Communication Workers (SOC 27-3099); Web Developers (SOC 15-1254); and Web and Digital Interface Designers (SOC 15-1255). Students will graduate with skills that are flexible and in-demand, specifically related to information technology and data literacy (important emerging industries according to the Innovate Alabama and the Economic Development Partnership of Alabama websites), arts and communications (on the list of Alabama's Statewide List of In-Demand Occupations for 2023-2024), and data analysis. Students will gain experience with public speaking, writing, research methods, and critical reading skills. Other skills gained will be tailored to each student's subject of study, and through advising and mentoring, the CAHS can pair a student's education to the emerging industry and employment opportunities available in Alabama. Furthermore, the IDS program director will work closely with the CAHS internship director, who also teaches classes on Career Preparation and Training (AHS 300) and workshops on resume preparation and interviewing, to ensure that our graduates can effectively present their skills to potential employers.

Student Demand: To assess student demand, UAH conducted a survey of over 60 current students (mostly from the College of Arts, Humanities and Social Sciences). Of the respondents, 87% indicated a high or moderately high interest in the new program. Half of respondents indicated a high or moderately high likelihood of pursuing an interdisciplinary program if one existed. Additionally, 87% of respondents indicated that they thought interdisciplinary studies would add value to UAH.

Resources:

Personnel:

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

UAH currently has one designated administrative head for IDS (the program director), along with one designated support staff. Classes taught by faculty in a variety of existing disciplines will constitute the

core and electives of the program. Since the program builds on already existing courses, the program has sufficient faculty resources to support the program.

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: Existing UAH Library collections are sufficient to support students' areas of focus that make up the constituent disciplines for the program. However, the library director can apply for library grants through the UAH Humanities Center to expand the collection as needed.

Program Budget: The proposal projects that no new funds will be required to support the program over the first seven years. The program is expected to generate \$881,790 through tuition and fees.

Attachment 3

University of Alabama in Huntsville
Bachelor of Arts in Interdisciplinary Studies

Course Number and Title	Number of Credit Hours	* If New Course
General Education Courses	57	
Area I Freshman Composition	6	
Area II Fine Arts	3	
Area II Humanities (literature)	3	
Area II Humanities (non-literature)	3	
Area II Humanities (fine arts)	3	
Area III Mathematics	3	
Area III Natural Sciences (lab)	8	
Area IV History	3	
Area IV Social and Behavioral Sciences (non-history)	6	
Area IV History/ Social and Behavioral Sciences	3	
Area V Charger Success AHS	1	
Area V Required Language	3	
Area V: Literature, Humanities, Fine Arts, Mathematics, Lab Science, and Social and Behavioral Sciences. AHS 250 & AHS 300 may also count as pre-professional electives	12	
Program Courses	12	
IDS/PRO 200 Introduction to Interdisciplinary Studies	3	*
EH 340 Academic Writing	3	
CM 113 Public Speaking	3	
Research and Methodology – Can be filled by course options such as: PRO 498 Research Methods and Applications; CM 370 Communication Research Methods; HY 300 Craft of History; SOC 301 Research Methods; SOC 303 Statistics/ Social Sciences with Lab; PY 300 Psychological Statistics with Lab; or PY 302 Research Methods for Psych with Lab	3	
Program Tracks (Select one track)	21	
Science/ Technology and Human Context Track - Students will draw classes from a range of disciplines, including Art, Communication, English, History, Philosophy, Political Science, Psychology, and Sociology, and have the possibility to include classes from the Colleges of Science and Engineering. Other courses can be approved by the Director of Interdisciplinary Studies.	21	
Interdisciplinary Track - Students will choose 21 credits in a discipline that complements their official minor, in consultation with the Director of Interdisciplinary Studies.	21	
Individually Designed Track - Student will select from classes based around a unifying theme, as approved by faculty committee and Director of Interdisciplinary Studies.	21	
Required Minor	18	
CAHS requires that students have an academic minor. To complete this requirement, the student will select a minor that complements, rather than overlaps with, their IDS major track. A student completing the Interdisciplinary Track (option 2) will not be able to minor in one of the two disciplines/programs chosen for the major track. For example, a student completing an IDS degree in History and Political Science will identify an additional minor, such as in Philosophy or Global Studies.	18	
Free Electives	9	
Required Research/ Thesis	3	
IDS/PRO 499 Capstone Experience	3	*
Total Required Hours for BA Degree:	120	

DECISION ITEM: B-5

University of Montevallo, Bachelor of Business Administration in Data Analytics (CIP 52.1301)

Staff Presenter:

Dr. Robin McGill
Deputy Director for Academic Affairs

Staff Recommendation:

That the Commission approve the proposed Bachelor of Business Administration (BBA) in Data Analytics.

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

Implementation Date: The proposed program will be implemented in Fall 2025. Based on Commission policy, the proposed program must be implemented by September 1, 2027, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

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

Post-Implementation Conditions:

1. That the annual average new enrollment headcount beginning 2026-27 will be at least 9.4, based on the Commission's "Operational Policy on the Approval of New Programs of Instruction and Requirements for Post-Implementation Monitoring" (Administrative Code 300-2-1-.04).
2. That the annual average number of graduates for the period 2026-27 through 2031-32 (six-year average) will be 7.5, based on the adopted graduation requirements as stated in the Code of Alabama 16-5-8(a)(2).
3. That 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, 2032.

Background:

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

Staff recommendation for approval is based on the following rationale:

1. The proposed BBA in Data Analytics will restructure the existing BS in Data Analytics to form a more appealing and accessible program that will not require any additional resources to implement.
2. This program will support emerging industries identified by Innovate Alabama and the EDPA, such as technology, logistics, and advanced manufacturing, where data analytics plays a critical role in optimizing operations, improving efficiencies, and fostering innovation.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.
2. Summary of Background Information, attached.
3. Curriculum for Proposed Program, attached.
4. University of Montevallo proposal, dated December 11, 2024. Available upon request.
5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.
6. Commission's "Operational Policy on the Approval of New Programs of Instruction and Requirements for Post-Implementation Monitoring" (Administrative Code 300-2-1-.04). Available upon request.

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY								
INSTITUTION: University of Montevallo								
PROGRAM: BBA in Data Analytics (CIP 52.1301)								
ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM								
	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	TOTAL
FACULTY	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT								
	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	TOTAL
REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$0	\$86,478	\$115,304	\$172,956	\$144,130	\$172,956	\$201,782	\$893,606
TOTAL	\$0	\$86,478	\$115,304	\$172,956	\$144,130	\$172,956	\$201,782	\$893,606
ENROLLMENT PROJECTIONS								
<i>Note: "New Enrollment Headcount" is defined as unduplicated counts across years.</i>								
	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	6-YEAR AVERAGE
FULL-TIME HEADCOUNT	Year 1 - No data reporting required	20	20	18	16	14	14	17
PART-TIME HEADCOUNT	Year 1 - No data reporting required	3	5	5	5	5	5	4.7
TOTAL HEADCOUNT	Year 1 - No data reporting required	23	25	23	21	19	19	21.7
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	6	8	10	10	10	12	9.3
DEGREE COMPLETION PROJECTIONS								
<i>Note: Do not count Lead "0"s and Lead 0 years in computing the degree completions projections average.</i>								
	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	AVERAGE
DEGREE COMPLETION PROJECTIONS	Year 1 - No data reporting required	6	8	10	10	10	12	9.3

Attachment 2

Summary of Background Information

Bachelor of Business Administration in Data Analytics
University of Montevallo

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

Program Description: Offered by the College of Business, the proposed BBA in Data Analytics will blend core business principles with data analytics techniques and equip students with the ability to analyze large datasets, generate business insights, and support data-driven decision-making within a business context. The curriculum will include business core courses in accounting, finance, marketing, management, and business strategy, combined with specialized courses in data analytics, such as statistics, data mining, machine learning, and data visualization using software like Python, R, SQL, and Excel, as well as visualization tools like Tableau or Power BI. Graduates will be prepared for careers as data analysts, business intelligence specialists, or consultants across various industries. The College of Business works closely with employers in the Birmingham Metropolitan area to provide internship opportunities where students can gain hands-on experience in real-world business environments.

Student Learning Outcomes: Graduates of the BBA in Data Analytics will demonstrate the following abilities:

1. Become effective communicators.
2. Apply critical thinking and problem-solving to today's business challenges through the utilization of large datasets.
3. Work collaboratively to achieve common goals.
4. Obtain a strong foundation of common business knowledge in accounting, finance, management, marketing, economics, and data analysis etc.
5. Design systems necessary to store, and access repositories of data.
6. Be fluent in at least one object-oriented programming language.

Administration: The program will be administered by the Michael E. Stephens College of Business, Dr. Lynne Richardson, Interim Dean; and the Department of Marketing, Dr. Carolyn Garrity, Chair.

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

Public Review: The program was posted on the Commission website from January 6, 2025, to January 25, 2025 (twenty days) for public review and comments. No comments were received.

Similar Programs: The following institutions offer related programs at the same CIP 52.1301:

- Auburn University, BS in Business Analytics
- Troy University, BS/BA in Data Analytics
- University of Alabama, BS in Operations Management
- University of Alabama in Huntsville, BS/BA in Analytics
- University of North Alabama, BBA in Data Analytics

Relationship to Existing Coursework: The proposed BBA in Data Analytics will restructure the existing BS in Data Analytics (CIP 52.1301) and will replace it before Fall 2027. The proposed program will have

the same business core and use coursework developed for UM's existing BBA programs in Accounting (CIP 52.0301), Finance (CIP 52.0801), Management (CIP 52.0201), and Marketing (CIP 52.1401).

Collaboration: No collaborations with institutions outside the University of Montevallo are currently planned.

Accreditation: The proposed BBA will fall under existing accreditation for UM's College of Business through the Association to Advance Collegiate Schools of Business (AACSB), and the new program will be added to the annual survey of programs but will not require further review or notification.

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

Mode of Delivery: Courses for the program will be delivered face-to-face on the main campus and through hybrid and asynchronous online courses. Students will not be able to complete program requirements through competency-based assessment.

Curriculum: This program will consist mainly of courses that have already been developed to serve existing offerings in the College of Business. Two new data analytics courses will be created: DATA 200 Data Visualization and DATA 400 Applied Machine Learning and AI.

Curriculum Overview of Proposed Program	
Credit hours required in general education	50
Credit hours required in business core	36
Credit hours in program courses	30
Credit hours in free electives	4
Credit hours in required research/thesis	0
Total Credit Hours Required for Completion	120

The program is intended to be completed in eight semesters for full-time students and 13 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.

Industry Need: The proposed program is designed to prepare graduates for employment as Data Scientists/Business Intelligence Analysts (SOC 15-2051) as classified within the Standard Occupational Code (SOC) system. This program will support emerging industries identified by Innovate Alabama and the EDPA, such as technology, logistics, and advanced manufacturing, where data analytics plays a critical role in optimizing operations, improving efficiencies, and fostering innovation. By providing specialized training, this program would help fill gaps in the local workforce, promoting economic development and positioning Alabama as a competitive player in the tech-driven economy.

Student Demand: UM distributed a student interest survey among current data analytics majors and students taking MIS 161 Introduction to Computers to gauge interest in a BBA in Data Analytics. Of the respondents, 76% of the data analytics majors and 15% of the non-data analytics majors expressed strong or moderate interest in the BBA. Based on the survey response, projected enrollments for the proposed BBA are expected to see a steady increase compared to the current BS degree. UM anticipates up to a 10% growth in enrollment as the new BBA aligns with the standard business degree offerings, providing students with a broader support system and a more integrated business education. This structure is likely to attract more students interested in both business and data analytics, making the program more appealing and accessible.

Resources:

Personnel:

Employment Status of Program Personnel		Personnel Information	
		Count from Proposed Program Department	Count from Other Departments
Current	Full-Time Faculty	16	
	Part-Time Faculty	2	
	Administration	2	
	Support Staff	1	
New to be Hired	Full-Time Faculty		
	Part-Time Faculty		
	Administration		
	Support Staff		

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

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

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

Library: UM's Carmichael Library has adequate resources to continue supporting the Data Analytics program as it transitions from a BS to a BBA Degree. 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. This program change would introduce two new subjects into their curriculum: Artificial Intelligence and Data Visualization. Business faculty are encouraged to request resources in these areas to supplement current offerings.

Program Budget: The proposal projects that no new funds will be required to support the program over the first seven years. The program is expected to generate \$893,606 through tuition and fees.

Attachment 3

University of Montevallo
Bachelor of Business Administration in Data Analytics

Course Number and Title	Number of Credit Hours	* If New Course
General Education Courses	50	
ENG 101 Composition I or ENG 102 Composition II	6	
ENG 231 Global Literature: Perspectives Across Periods and Locations or ENG 232 Global Literature: Perspectives Within a Period or Location	3	
COMS 101 Foundations of Oral Communications	3	
Fine Arts (one course)	3	
Humanities (one course)	3	
Additional Humanities or Fine Arts (two courses)	6	
Natural Science with lab (two courses)	8	
Mathematics (one course)	3	
HIST 101 History of World Civilizations I or HIST 102 History of World Civilizations II	3	
Social and Behavioral Sciences (three courses)	9	
MIS 161 Introduction to Computers	3	
Business Core	36	
GB 101 Survey of Business	3	
AC 221 Principles of Accounting I	3	
AC 222 Principles of Accounting II	3	
BL 283 Legal Environment of Business	3	
FI 372 Business Finance	3	
MG 305 Business Professional Development	3	
MG 361 Principles of Management and Organizational Theory	3	
MG 469 Business Policy	3	
MK 351 Principles of Marketing	3	
QM 237 Data Analytics in Business I	3	
QM 238 Data Analytics in Business II	3	
QM 363 Operations Management	3	
Program Courses	30	
DATA 161 Data Analytics and Society	3	
DATA 200 Data Visualization	3	*
DATA 241 Programming Foundations for Analytics I	3	
DATA 245 Programming Foundations for Analytics II	3	
DATA 348 Database I	3	
DATA 350 Database II	3	
DATA 400 Applied Machine Learning and AI	3	*
DATA 451 Data Analysis and Mining I	3	
DATA 451 Data Analysis and Mining II	3	
DATA 455 Data Analytics Practicum or DATA 409 Internship in Data Analytics I	3	
Free Electives	4	
General Electives 300/400 Level Electives	4	
Total Required Hours for BBA Degree:	120	

DECISION ITEM: B-6a

University of South Alabama, Bachelor of Science in Business Administration in Entrepreneurship (CIP 52.0701)

Staff Presenter:

Dr. Robin McGill
Deputy Director for Academic Affairs

Staff Recommendation:

That the Commission approve the proposed Bachelor of Science in Business Administration (BSBA) in Entrepreneurship.

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

Implementation Date: The proposed program will be implemented in Fall 2025. Based on Commission policy, the proposed program must be implemented by September 1, 2027, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

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

Post-Implementation Conditions:

1. That the annual average new enrollment headcount beginning 2026-27 will be at least 9.4, based on the Commission's "Operational Policy on the Approval of New Programs of Instruction and Requirements for Post-Implementation Monitoring" (Administrative Code 300-2-1-.04).
2. That the annual average number of graduates for the period 2026-27 through 2031-32 (six-year average) will be 7.5, based on the adopted graduation requirements as stated in the Code of Alabama 16-5-8(a)(2).
3. That the existing BSBA in Management (CIP 52.0201) will continue to meet program viability standards as established in the Code of Alabama 16-5-8(a)(2).
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal, including also data on related employment and pursuit of related graduate study.

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

Background:

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

instruction for academic credit with state funds before submitting plans for the new unit or program to the Commission for its review, evaluation, and approval.

Staff recommendation for approval is based on the following rationale:

1. The proposed program will use coursework developed for an Entrepreneurship concentration within USA's existing bachelor's degree offerings in Business and as a result will require minimal resources to implement.
2. The program will prepare graduates for positions included on the 2024-2025 Alabama Demand Occupations List, such as general and operations managers and management analysts.

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 South Alabama proposal, dated December 13, 2024, with supplemental information. Available upon request.
5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.
6. Commission's "Operational Policy on the Approval of New Programs of Instruction and Requirements for Post-Implementation Monitoring" (Administrative Code 300-2-1-.04). Available upon request.

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY								
INSTITUTION: University of South Alabama								
PROGRAM: BSBA in Entrepreneurship (CIP 52.0701)								
ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM								
	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	TOTAL
FACULTY	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT								
	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	TOTAL
REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$91,200	\$191,520	\$229,824	\$256,272	\$274,512	\$291,840	\$309,168	\$1,644,336
TOTAL	\$91,200	\$191,520	\$229,824	\$256,272	\$274,512	\$291,840	\$309,168	\$1,644,336
ENROLLMENT PROJECTIONS								
<i>Note: "New Enrollment Headcount" is defined as unduplicated counts across years.</i>								
	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	6-YEAR AVERAGE
FULL-TIME HEADCOUNT	Year 1 - No data reporting required	21	25	28	30	32	34	28.3
PART-TIME HEADCOUNT	Year 1 - No data reporting required	0	0	0	0	0	0	0
TOTAL HEADCOUNT	Year 1 - No data reporting required	21	25	28	30	32	34	28.3
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	12	14	15	16	17	18	15.3
DEGREE COMPLETION PROJECTIONS								
<i>Note: Do not count "0"s and Lead 0 years in computing the degree completions projections average.</i>								
	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	AVERAGE
DEGREE COMPLETION PROJECTIONS	Year 1 - No data reporting required	9	11	12	13	14	15	12.3

Attachment 2

Summary of Background Information

Bachelor of Science in Business Administration in Entrepreneurship
University of South Alabama

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

Program Description: Offered by the College of Business, the proposed BSBA in Entrepreneurship will prepare students to start their own businesses, work in entrepreneurial organizations, and participate entrepreneurially in social causes. Students will develop the foundational skills, innovative thinking, and practical experience necessary to launch and manage successful business and social enterprises that positively impact society.

Student Learning Outcomes: Graduates of the BSBA in Entrepreneurship will demonstrate the following abilities:

1. Identify market gaps and generate innovative business ideas. Learn to use creative thinking techniques to develop solutions that meet market needs, fostering an entrepreneurial mindset.
2. Create detailed financial plans, including projections, budgets, and funding strategies; and understand the essentials of financial management, including cash flow analysis, capital structure, and financial decision-making.
3. Explore various sources of entrepreneurial financing, including venture capital, angel investment, crowdfunding, and grants; and understand the processes and criteria used by investors to evaluate startups.
4. Examine the ethical challenges in entrepreneurship and learn to make decisions that are profitable as well as ethical and socially responsible.
5. Learn the comprehensive steps involved in launching and scaling or growing a new venture; and gain skills in business scaling, uncertainty management, and strategic pivoting, essential for navigating the challenges of a dynamic business environment.
6. Develop and implement effective strategies for customer acquisition, retention, and growth.
7. Understand and demonstrate proficiency in planning and executing business exit strategies. Learn how to assess the right time and methods for exiting a business, including selling, merging, passing it on to a successor, or closing.

Administration: The program will be administered by the Mitchell College of Business, Dr. Michael L. Capella, Dean; and the Department of Management, Dr. William E. Gillis, Chair.

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

Public Review: The program was posted on the Commission website from January 6, 2025, to January 25, 2025 (twenty days) for public review and comments. No comments were received.

Similar Programs: The following universities offer similar programs:

- Troy University, BSBA Global Business – Entrepreneurship (CIP 52.0201)
- University of Alabama at Birmingham, BS in Entrepreneurship (CIP 52.0701)
- University of North Alabama, BBA in Innovation and Entrepreneurship (CIP 52.0701)

Almost 70% of USA students come from Mobile and Baldwin Counties, many of whom are first generation that typically stay close to home. This program will offer them an opportunity to earn a degree in high-demand field, given the current and anticipated growth in the Gulf Coast regional economy.

Relationship to Existing Coursework: This program will elevate and replace USA's existing Concentration in Entrepreneurship, which is offered within the BSBA in Management (CIP 52.0201). While the creation of a standalone major in Entrepreneurship will reduce completions in the BSBA in Management, that major is very productive and is not expected to fall below viability standards.

Collaboration: USA's Melton Center for Entrepreneurship and Innovation offers funding opportunities for student startups, which will allow students to launch business enterprises while completing their degrees. No collaborations with institutions outside USA are currently planned.

Accreditation: The proposed BSBA will fall under existing accreditation for USA's College of Business through the Association to Advance Collegiate Schools of Business (AACSB), and the new program will be added to the annual survey of programs but will not require further review or notification.

Professional Licensure: No specific licensure is required to start a business as an entrepreneur. Graduates may go into business related careers that require licensure (financial planning, insurance, etc.) or may start business where licensure is required (cosmetology, pest control, etc.), but such licensure is ancillary to the core educational and employment goals of the entrepreneurship major.

Admissions: Students must meet all requirements for undergraduate admission to USA's Business programs.

Mode of Delivery: Courses for the program will be delivered primarily face-to-face on the main campus (day and evening), and online course options will be available at certain times. During the summer, over ninety percent of courses in the College of Business are offered online, so students can pursue and complete their internship requirements. As the program grows, a hybrid course delivery may be included depending on the changing needs of students.

Curriculum: No new courses will be developed for the proposed program.

Curriculum Overview of Proposed Program	
Credit hours required in general education	35
Credit hours required in business core	48
Credit hours in program courses	27
Credit hours in program electives	6
Credit hours in free electives	6
Credit hours in required research/thesis	0
Total Credit Hours Required for Completion	122

Work-Based Learning (WBL): Students will be required to complete one internship course (MGT 496 Management Internship), which will require 112.5 contact hours in a business, a detailed log for completed activities, two evaluations (mid-point and final eval) from the employer, and a 6–8-page paper with references detailing what was learned over the course of the internship. Students will also complete shorter professional projects in BUS 101, 201, 301 (Professional Experience) courses.

Industry Need: The proposed program is designed to prepare graduates for employment in the following occupations as classified within the Standard Occupational Code (SOC) system, all of which are included on the 2024-2025 Alabama Demand Occupations list:

- 1) General and Operations Managers (SOC 11-1021) – In 2022, 41,580 were employed in the state. There are 3,690 average annual openings for this position highlighting the critical need for leadership and operational expertise in Alabama’s industries.
- 2) Management Analysts (SOC 13-1111) – In 2022, 6,690 were employed in the state. There are over six hundred average annual openings for this position. The program will equip students with the ability to analyze and improve business processes.
- 3) Market Research Analysts and Marketing Specialists (SOC 13-1161) - In 2022, 10,150 were employed in the state. There are over one thousand average annual openings for this position. The program’s focus on market analysis and strategic marketing skills will support the state’s economic development with professionals capable of driving data-driven business strategies.

Student Demand: Student demand on campus is shown by enrollments in the current Entrepreneurship Concentration within the BSBA in Management and by participation in entrepreneurship related activities, such as the Coastal Pitch Competition, Coastal Venture Competition, and the upcoming Launch USA program. Community outreach to potential business owners and high school students has also been successful. USA’s business development programs fill whenever offered, and the College’s high school outreach program, Build A Bridge, draws over 100 students annually, many of whom have verbally committed to coming to USA if the Entrepreneurship major is offered.

Resources:

Personnel:

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

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

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

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

Library: The Mitchell College of Business has a business library with a full-time librarian and technician, who currently provide significant support for programs, including the current Entrepreneurship Concentration in Management. The librarians assist by developing individual course guides to help students conduct research and complete projects. Students have access to databases with information pertaining to markets, consumers, industries, businesses, etc., which are critical to entrepreneurial education, such as developing and testing business theses and value propositions.

Program Budget: The proposal projects that no new funds will be required to support the program over the first seven years. The program is expected to generate \$1,644,336 through tuition and fees.

Attachment 3

University of South Alabama
Bachelor of Science in Business Administration in Entrepreneurship

Course Number and Title	Number of Credit Hours	* If New Course
General Education Courses	35	
ENG 101 Composition and Modern English I	3	
ENG 102 Composition and Modern English II	3	
EH 215 Brit Lit before 1785	3	
EH 216 Brit Lit after 1785	3	
Humanities Course	3	
ARS 101 Art Appreciation	3	
MA 120 Calculus and Applications	3	
NATURAL SCIENCE W/ LAB (choose one): Biological Anthropology and Biological Anthropology Lab; Life Science I and Life Science I Laboratory OR General Biology I and General Biology I Lab; Life Science II and Life Science II Lab OR General Biology II and General Biology II Laboratory; Survey of Inorg and Org Chem and Survey Inorg-Org Chem Lab; General Chemistry I and General Chemistry I Lab; General Chemistry II and General Chemistry II Lab; Environmental Geography and Environmental Geography Lab; Earth and the Environment and Earth and the Environment Lab; Physical Geology and Physical Geology Lab; Earth History and Earth History Lab; Ocean Science and Ocean Science Lab; Introduction to Astronomy and Introduction to Astronomy Lab; Concepts of Physics and Concepts of Physics Laboratory; Physics with Algebra-Trig I and Alg-Trig Based Physics I Lab; Physics with Algebra -Trig II and Alg-Trig Based Physics II Lab; Calculus-Based Physics I and Calculus-Based Physics I Lab; Calculus-Based Physics II and Calculus-Based Physics II Lab	8	
HY 101 History of Western Civilization I	3	
PSY 120 Intro to Psychology	3	
Business Core (includes 6 hrs that apply to Gen Ed)	48	
BUS 150 Intro to Business	3	
ACC 211 Financial Accounting	3	
ACC 212 Managerial Accounting	3	
BUS 245 Data Analytics I	3	
BUS 255 Data Analytics II	3	
BUS 265 Legal Environment of Business	3	
CIS 250 Advanced Computer Applications	3	
ECO 215 Principles of Microeconomics	3	
ECO 216 Principles of Macroeconomics	3	
FIN 315 BUSINESS FINANCE	3	
MGT 300 MANAGEMENT THEORY & PRACTICE	3	
MGT 305 ORGANIZATIONAL COMMUNICATION	3	
MGT 325 OPERATIONS MANAGEMENT	3	
MKT 320 PRINCIPLES OF MARKETING	3	
BUS 101 PROFESSIONAL EXPERIENCE I	1	WBL
BUS 201 PROFESSIONAL EXPERIENCE II	1	WBL
BUS 301 PROFESSIONAL EXPERIENCE III	1	WBL
BUS 305 DATA ANALYTICS III or ECO 453 INTRO TO ECONOMETRICS	3	

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Program Courses	27	
MGT 334 INTERNATIONAL MANAGEMENT	3	
MGT 351 HUMAN RESOURCE MANAGEMENT	3	
MGT 340 ORGANIZATIONAL BEHAVIOR	3	
MGT 345 CREATIVITY AND INNOVATION	3	
MGT 355 LEGAL & FINANCIAL ASPECTS OF ENTREPRENEURSHIP	3	
MGT 465 NEW VENTURE CREATION	3	
MGT 483 SOCIAL ENTREPRENEURSHIP	3	
MGT 485 BUSINESS POLICY IN A GLOBAL ECONOMY	3	
MGT 496 REQUIRED INTERNSHIP	3	WB L
Program Electives (<i>Select two</i>)	6	
MGT 347 FRANCHISING	3	
MGT 356 STRATEGIC ISSUES IN FAMILY BUSINESS	3	
MGT 462 NEGOTIATION/ DISPUTE RESOLUTION IN BUSINESS	3	
MKT 350 DIGITAL MARKETING	3	
MKT 381 PROF SELLING AND SALES MGT	3	
MKT 384 MARKET RESEARCH	3	
Free Electives	6	
TWO (2) 300-400 LEVEL MCOB COURSES OTHER THAN COURSES USED ABOVE AS MAJOR, 300-CORE OR EXPERIENTIAL		
Total Required Hours for BSBA Degree:	122	

DECISION ITEM: B-6b

University of South Alabama, Bachelor of Science in Real Estate (CIP 52.1501)

Staff Presenter:

Dr. Robin McGill
Deputy Director for Academic Affairs

Staff Recommendation:

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

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

Implementation Date: The proposed program will be implemented in Fall 2025. Based on Commission policy, the proposed program must be implemented by September 1, 2027, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

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

Post-Implementation Conditions:

1. That the annual average new enrollment headcount beginning in 2026-27 will be at least 9.4, based on the Commission's "Operational Policy on the Approval of New Programs of Instruction and Requirements for Post-Implementation Monitoring" (Administrative Code §300-2-1-.04).
2. That the annual average number of graduates for the period 2026-27 through 2031-32 (six-year average) will be 7.5, based on the adopted graduation requirements as stated in the Code of Alabama 16-5-8(a)(2).
3. That the existing BSBA in Economics and Finance (CIP 52.0801) will continue to meet program viability standards as established in the Code of Alabama 16-5-8(a)(2).
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives stated in the proposal, including also data on related employment, licensure pass rates, and/or acceptance into graduate study.

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

Background:

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

instruction for academic credit with state funds before submitting plans for the new unit or program to the Commission for its review, evaluation, and approval.

Staff recommendation for approval is based on the following rationale:

1. The proposed program will prepare graduates for positions as Real Estate Sales Agents and Property, Real Estate, and Community Association Managers, both of which are included on the 2024-25 Alabama Demand Occupations List.
2. This program will build on and replace the existing undergraduate coursework developed for the Concentration in Real Estate under the existing BSBA in Economics and Finance and will require no new resources to implement.
3. The proposal includes three letters of support from local business and industry attesting to the need for this program: Mobile Area Association of Realtors, The Mitchell Company, LLC, and LLB&B, Inc. Real Estate.

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 South Alabama proposal, dated December 13, 2024, with supplemental information. Available upon request.
5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.
6. "Operational Policy on the Approval of New Programs of Instruction and Requirements for Post-Implementation Monitoring" Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.04. Available upon request.

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY								
INSTITUTION: University of South Alabama								
PROGRAM: Bachelor of Science in Real Estate (CIP 52.1501)								
ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM								
	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	TOTAL
FACULTY	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
STAFF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT								
	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	TOTAL
REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TUITION	\$126,882	\$222,642	\$234,612	\$246,582	\$246,582	\$270,522	\$306,432	\$1,654,254
TOTAL	\$126,882	\$222,642	\$234,612	\$246,582	\$246,582	\$270,522	\$306,432	\$1,654,254
ENROLLMENT PROJECTIONS								
<i>Note: "New Enrollment Headcount" is defined as unduplicated counts across years.</i>								
	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	6-YEAR AVERAGE
FULL-TIME HEADCOUNT	Year 1 - No data reporting required	18	19	20	20	22	25	20.7
PART-TIME HEADCOUNT	Year 1 - No data reporting required	1	1	1	1	1	1	1
TOTAL HEADCOUNT	Year 1 - No data reporting required	19	20	21	21	23	26	21.7
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	7	10	10	10	12	14	10.5
DEGREE COMPLETION PROJECTIONS								
<i>Note: Do not count Lead "0"s and Lead 0 years in computing the degree completions projections average.</i>								
	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	AVERAGE
DEGREE COMPLETION PROJECTIONS	Year 1 - No data reporting required	9	9	10	10	11	13	10.3

Attachment 2

Summary of Background Information

Bachelor of Science in Real Estate
University of South Alabama

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

Program Description: Offered by the Department of Economics, Finance, and Real Estate in the College of Business, the BS in Real Estate is designed to help prepare business students to move into post-graduation roles focused on real estate decision-making. This degree program is designed to allow students to move into multi-disciplinary entry-level roles, such as property and facility management, brokerage and leasing, appraisal and advisory, real estate finance, and investments, corporate real estate advisory services, and development and project management. The program will include instruction in land use policy, real estate law, real estate marketing procedures, agency management, brokerage, property inspection and appraisal, real estate investing, leased and rental properties, commercial real estate, and property management. The program will offer a path to state licensure as a real estate broker and salesperson and will provide experiential learning opportunities through the existing Jaguar Realty Internship Program.

Student Learning Outcomes: Learning outcomes of the BS in Real Estate include the following:

1. Evaluate how the legal environment impacts real estate ownership and the built environment; and explain the distinguishing physical and economic characteristics of real estate that influence values.
2. Develop an understanding of real estate finance, including mortgage loan options, and be able to apply time value of money concepts to evaluate underwriting decisions.
3. Understand real estate market analysis, including supply and demand, market trends, and property appraisal methods.
4. Apply appropriate techniques for real estate investment analysis considering risk and return, including the treatment of taxes and debt service.
5. Explain the dynamics of urban growth and sustainability, as well as the real estate development process, and assess the risks and returns that a project may experience.

Administration: The program will be administered by the Mitchell College of Business, Dr. Michael L. Capella, Dean; and the Department of Economics, Finance, and Real Estate, Dr. Kenneth J. Hunsader, Chair.

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

Public Review: The program was posted on the Commission website from January 6, 2025, to January 25, 2025 (twenty days) for public review and comments. No comments were received.

Similar Programs: The following institutions have related for-credit offerings:

- Auburn University, Minor in Real Estate Development
- The University of Alabama, BS in Real Estate (CIP 52.1501), beginning in Fall 2025
- University of Alabama at Birmingham, Real Estate Certificate (15 credit hours) (CIP 52.1501)
- University of North Alabama, Minor in Real Estate and Insurance

The following institutions in the SREB Region offer a degree with the same CIP 52.1501: University of Central Florida (BSBA); Florida State University (BS); Florida International University (BBA); Georgia State University (BBA); University of Georgia (BBA); University of West Georgia (BBA); and University of South Carolina (BSBA). USA fills a critical educational need, serving as the Gulf Coast's leading four-year higher education institution. Many students choose South Alabama because they cannot afford to leave home to attend another university or because they have family circumstances that dictate that they attend college locally. This new program will enable students to locally obtain an Alabama real estate salesperson's license while in college and pursue real estate internships at regional real estate firms.

Relationship to Existing Coursework: The proposed program will build upon coursework developed for USA's existing Real Estate minor and BSBA in Economics and Finance with Concentration in Real Estate (CIP 52.0801). Once established, the proposed Real Estate major will replace the current concentration within the BSBA in Economics and Finance. Enrollments in the existing degree will likely drop as students interested in Real Estate may enroll in the new program. As a result, ACHE staff is recommending an additional post-implementation condition that the existing program maintain its viability.

Collaboration: Students in this proposed program will benefit from continued collaborations with the South Alabama Center for Business Analytics, Real Estate, and Economic Development (SABRE) and the university-based real estate enterprise known as USA Jaguar Realty. There are no external collaborations planned at this time.

Admissions: A candidate for graduation must complete a minimum of 25 percent of the credit hours required for the degree through instruction offered by the USA in upper-division course work (300 and 400 levels). For community college transfers, transfer credit applied to a degree program may not exceed 50% of the total number of hours in the program (up to a maximum of 64 hours).

Mode of Delivery: Coursework for the program will be delivered in-person and hybrid with one online course offered in the summer.

Curriculum: UAH will develop one new course for the program (MGT 485: Business Policy in a Global Economy).

Curriculum Overview of Proposed Program	
Credit hours required in general education	35
Credit hours required in business core	48
Credit hours in program courses	27
Credit hours in program electives	6
Credit hours in free electives	6
Credit hours in required research/thesis	0
Total Credit Hours Required for Completion	122

Work-Based Learning: All Mitchell College of Business undergraduates must complete a 3-credit-hour internship to graduate. Students must complete 112.5 hours over a semester in their respective internship and complete a paper at the end describing their experience, what they did, what they learned, and how their experience helped them learn more about their intended career. Students can work no more than 20 hours per week in their internship. The College of Business has a designated internship coordinator who works with area companies to develop internships and place students, and the Jaguar Realty Internship program which is specifically designed for real estate students. Once students have earned their real estate salesperson licensure, they can be placed with area real estate companies to complete their internship requirements. For Jaguar Realty Interns, there is also an endowed Jaguar Realty Internship Scholarship that pays students \$1,000, which they can use to help pay for the required 3-semester hour internship course.

Accreditation: USA's Mitchell College of Business is accredited through the Association to Advance Collegiate Schools of Business (AACSB). The proposed Real Estate program will receive accreditation as part of the college's next accreditation reaffirmation.

Professional Licensure: Graduates of the program will have earned dual educational credit toward professional designations with industry organizations such as the Certified Commercial Investment Member Institute (CCIM) and Institute of Real Estate Management (IREM). Students will be eligible to take the Alabama Real Estate Salesperson Exam exempting the 60-hour pre-licensing course after completing Principles of Real Estate (3 credit hrs/45 classroom hrs) and Alabama Real Estate License Law (1 credit hr/15 classroom hrs). Additionally, a Real Estate major qualifies graduates for the fast-track program in the Institute of Real Estate Management's Certified Property Manager (CPM) credential.

Industry Need: The proposed program is designed to prepare graduates for employment in some of the following occupations all of which are included on the 2024-25 Statewide Demand List:

- Property, Real Estate, and Community Association Managers (SOC 11-9141)
- Real Estate Sales Agents (SOC 41-9022)
- Property Appraisers and Assessors (SOC 13-2020)

According to the Alabama Department of Labor, projections for Alabama employment growth from 2018 to 2028 are expected to be 5.2% for Real Estate Brokers and Sales Agents, 5.2% for Property, Real Estate, and Community Association Managers, 4.7% for Property Appraisers and Assessors, and 8.5% for Loan Officers. The Gulf Coast is one of the fastest-growing areas in Alabama, and real estate markets continue to grow year over year. Along the Gulf Coast, the need to target, educate, and promote the next generation of real estate professionals is critical. Many of South Alabama's students will choose to work along the Gulf Coast after graduation. Offering these students the opportunity to study real estate at USA, obtain an Alabama real estate salesperson's license while in college, and pursue real estate internships at regional real estate firms before graduation will fill a critical higher education need along the Gulf Coast, and provide support and justification for elevating the existing concentration to a stand-alone degree program.

Student Demand: USA added the Concentration in Real Estate in 2006, and it has grown to an average of 14-15 students in each of the last three academic years.

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

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

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

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

Library: The Mitchell College of Business has a business library with a full-time librarian and technician who provide significant support for courses. The Library offers access to top-tier real estate journals, including *Real Estate Economics*, *Journal of Real Estate Research*, *Journal of Housing Research*, *Journal of Real Estate Literature*, *Journal of Real Estate Portfolio Management*, *Journal of Sustainable Real Estate*, *Journal of Real Estate Finance and Economics*, and the *Journal of Real Estate Practice and Education*. These journals will provide more than sufficient support necessary for any assigned undergraduate research for this program. In addition, students have access to databases with information pertaining to real estate markets, demand, real estate development, and local/regional changes in demand which are critical to real estate education, such as developing and testing different value propositions.

Program Budget: The proposal projected 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 \$1,654,254 through tuition and fees.

Attachment 3

Bachelor of Science in Real Estate
University of South Alabama

Course Number and Title	Number of Credit Hours	* If New Course
General Education Courses	35	
ENG 101 Composition and Modern English I	3	
ENG 102 Composition and Modern English II	3	
Humanities & Fine Arts Requirement (A) (Choose One): Brit Lit before 1785; Brit Lit after 1785; Am Lit before 1865; Am Lit after 1865; World Lit before 1650; or World Lit after 1650	3	
Humanities & Fine Arts Requirement (B) (Choose One): Survey of Art; Art History I; Art History II; Art Appreciation; Introduction to Theatre; or Introduction to Music	3	
Humanities & Fine Arts Requirement (C) (Choose Two): Intro to African Amer Studies, Survey of Art, Art History I, Art History II, Survey of Non-Western Art, Art Appreciation; Intro Ancient Greek Roman Culture; Public Speaking; Introduction to Theatre; Brit Lit before 1785, Brit Lit after 1785, Am Lit before 1865, Am Lit after 1865, World Lit before 1650, World Lit after 1650; Introductory Latin I, Introductory Latin II, Introductory French I, Introductory French II, Introductory Chinese I, Introductory Chinese II, Introductory Spanish I, Introductory Spanish II, Intro Classical Greek I, Intro Classical Greek II, Introductory German I, Introductory German II, Accelerated Intro German, Introductory Russian I, Introductory Russian II, Accelerated Intro Russian, Intermediate Latin I, Intermediate Latin II, Intermediate French I, Intermediate French II, Accelerated Inter French – H, Intermediate Chinese I, Intermediate Chinese II, Intermediate Spanish I, Intermediate Spanish II, Inter Spanish Accel – H, Intermediate Classical Greek I, Intermediate Classical Greek II, Intermediate German I, Intermediate German II, Intermediate Russian I, Intermediate Russian II, Intensive Second Year Russian, Introductory Japanese I, Introductory Japanese II, Introductory Arabic I, Introductory Arabic II, Intro American Sign Language, Intro American Sign Lang II, Introductory Korean I, Introductory Korean II, Intermediate Japanese I, Intermediate Japanese II, Intermediate Arabic I, Intermediate Arabic II, Intermediate ASL I, Intermediate ASL II; Introduction to Music; Introduction to Philosophy; Critical Thinking, Introduction to Logic, Introduction to Ethics, Social Ethics, Western Philosophy: Classical; Intro to the Study of Religion, Old Testament/Hebrew Bible, Survey of the New Testament	6	
Natural Sciences & Mathematics (A) MA 120 Natural Sciences and Mathematics- Calculus and its Applications; or MA 125 Calculus I	3	
Natural Sciences & Mathematics (B) (Choose 8-10 hours): Biological Anthropology and Biological Anthropology Lab; Life Science I and Life Science I Laboratory OR General Biology I and General Biology I Lab; Life Science II and Life Science II Lab OR General Biology II and General Biology II Laboratory; Survey of Inorg and Org Chem and Survey Inorg-Org Chem Lab; General Chemistry I and General Chemistry I Lab; General Chemistry II and General Chemistry II Lab; Environmental Geography and Environmental Geography Lab; Earth and the Environment and Earth and the Environment Lab; Physical Geology and Physical Geology Lab; Earth History and Earth History Lab; Ocean Science and Ocean Science Lab; Introduction to Astronomy and Introduction to Astronomy Lab; Concepts of Physics and Concepts of Physics Laboratory; Physics with Algebra-Trig I and Alg-Trig Based Physics I Lab; Physics with Algebra -Trig II and Alg-Trig Based Physics II Lab; Calculus-Based Physics I and Calculus-Based Physics I Lab; Calculus-Based Physics II and Calculus-Based Physics II Lab	8	
History, Social, & Behavioral Sciences (A) (Choose One): History of Western Civilization I, History of Western Civilization II, US History to 1877, US History since 1877	3	
History, Social, & Behavioral Sciences (B) (Choose One): Intro to Cultural Anthropology; Intro Archaeology-Bio Anthro; Intro to Communication; Interpersonal Communication; Introduction to Criminal Justice; People, Places, Environment; World Regional Geography; Intro to Gender Studies; History of Western Civilization I; History of Western Civilization II; US History to 1877; US History since 1877; Global Issues; Seasons of Life; Intro Native American Studies; Intro to US Government; Introduction to Psychology; Life Span Development; Introductory Sociology; Social Problems	3	

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Business Core (includes 6 hrs that apply to Gen Ed)	48	
BUS 150 Introduction to Business Management	3	
History, Social, & Behavioral Sciences (C): ECO 215 Principles of Microeconomics; & ECO 216 Principles of Macroeconomics	6	
200-Level Business Core (A): ACC 211 Financial Accounting; & ACC 212 Managerial Accounting	6	
200-Level Business Core (B): BUS 245 Data Analytics I; & BUS 255 Data Analytics II	6	
200-Level Business Core (C): BUS 265 Legal Environment of Business	3	
200-Level Business Core (D): CIS 250 Advanced Computer Applications	3	
ECO 453 INTRO TO ECONOMETRICS	3	
FIN 315 BUSINESS FINANCE	3	
MGT 300 MANAGEMENT THEORY & PRACTICE	3	
MGT 305 ORGANIZATIONAL COMMUNICATION	3	
MGT 325 OPERATIONS MANAGEMENT	3	
MKT 320 PRINCIPLES OF MARKETING	3	
EXPERIENTIAL LEARNING (CHOOSE 3 OF THE FOLLOWING 1-HR COURSES): BUS 101 Professional Experience I; BUS 102 Professional Experience II; BUS 301 Professional Experience III; BUS 302 Professional Preparation	3	
Program Courses	27	
ECO 315 INTERMEDIATE MICROECONOMICS	3	
FIN 343 MONEY MARKETS AND FINANCIAL INSTITUTIONS	3	
FIN 344 REAL ESTATE PRINCIPLES	3	
FIN 442 REAL ESTATE DEVELOPMENT & PROPERTY MANAGEMENT	3	
FIN 443 REAL ESTATE FINANCE AND INVESTMENT	3	
FIN 444 REAL ESTATE VALUATION	3	
FIN 448 REAL ESTATE LAW	3	
MGT 485 BUSINESS POLICY IN A GLOBAL ECONOMY	3	
FIN 496 REAL ESTATE INTERNSHIP	3	WBL
Program Electives (Select two courses)	6	
ECO 316 INTERMEDIATE MACROECONOMICS	3	
ECO 371 ECONOMIC DEVELOPMENT	3	
ECO 372 ECONOMICS OF URBAN DEVELOPMENT	3	
FIN 345 PRINCIPLES OF INSURANCE	3	
FIN 420 INVESTMENTS	3	
MGT 345 CREATIVITY AND INNOVATION	3	
MGT 347 FRANCHISING	3	
MGT 462 NEGOTIATION/ DISPUTE RESOLUTION IN BUSINESS	3	
MKT 310 INTRO INTERNATIONAL BUSINESS	3	
MKT 350 DIGITAL MARKETING	3	
MKT 374 CONSUMER BEHAVIOR	3	

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MKT 381 PROF SELLING AND SALES MGT	3	
MKT 384 MARKET RESEARCH	3	
MKT 385 SERVICES MARKETING	3	
Free Electives (<i>Select two courses</i>)	6	
SELECT TWO 300-400 LEVEL MCOB COURSES OTHER THAN COURSES USED ABOVE AS MAJOR, 300-CORE OR EXPERIENTIAL	6	
Total Required Hours for BS Degree:	122	

DECISION ITEM: B-7

Calhoun Community College, Associate of Applied Science in Radiologic Technology (CIP 51.0911)

Staff Presenter:

Mrs. 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 2025. Based on Commission policy, the proposed program must be implemented by September 1, 2027, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount beginning 2026-27 will be at least 9.4, based on the Commission's "Operational Policy on the Approval of New Programs of Instruction and Requirements for Post-Implementation Monitoring" (Administrative Code 300-2-1-.04).
2. That the annual average number of graduates for the period 2026-27 through 2031-32 (six-year average) will be 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.

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

Background:

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

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

Staff recommendation for approval is based on the following rationale:

1. The proposed program 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. Calhoun Community College proposal, dated October 29, 2024, with supplemental information. Available upon request.
5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.
6. Commission's "Operational Policy on the Approval of New Programs of Instruction and Requirements for Post-Implementation Monitoring" (Administrative Code 300-2-1-.04). Available upon request.

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY								
INSTITUTION: Calhoun Community College								
PROGRAM: Associate of Applied Science in Radiologic Technology (CIP 51.0911)								
ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM								
	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	TOTAL
FACULTY	\$192,413	\$192,413	\$192,413	\$192,413	\$192,413	\$192,413	\$192,413	\$1,346,891
STAFF	\$0	\$27,000	\$27,000	\$27,000	\$27,000	\$27,000	\$27,000	\$162,000
EQUIPMENT	\$20,000	\$0	\$5,000	\$0	\$50,000	\$0	\$50,000	\$125,000
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$1,200	\$0	\$0	\$0	\$0	\$0	\$0	\$1,200
ASSISTANTSHIPS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$6,600	\$2,450	\$2,450	\$2,450	\$3,600	\$3,600	\$3,600	\$24,750
TOTAL	\$220,213	\$221,863	\$226,863	\$221,863	\$273,013	\$223,013	\$273,013	\$1,659,841
SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT								
	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	TOTAL
REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
EXTRAMURAL	\$150,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$450,000
TUITION	\$162,000	\$364,500	\$364,500	\$364,500	\$364,500	\$364,500	\$364,500	\$2,349,000
TOTAL	\$312,000	\$414,500	\$414,500	\$414,500	\$414,500	\$414,500	\$414,500	\$2,799,000
ENROLLMENT PROJECTIONS								
Note: "New Enrollment Headcount" is defined as unduplicated counts across years.								
	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	6-YEAR AVERAGE
FULL-TIME HEADCOUNT	Year 1 - No data reporting required	27	27	27	27	27	27	27
PART-TIME HEADCOUNT	Year 1 - No data reporting required	0	0	0	0	0	0	0
TOTAL HEADCOUNT	Year 1 - No data reporting required	27	27	27	27	27	27	27
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	15	15	15	15	15	15	15
DEGREE COMPLETION PROJECTIONS								
Note: Do not count Lead "0"s and Lead 0 years in computing the degree completions projections average.								
	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	AVERAGE
DEGREE COMPLETION PROJECTIONS	Year 1 - No data reporting required	10	12	12	15	15	18	13.7

Attachment 2 **Summary of Background Information**

Calhoun Community College
Associate of Applied Science in Radiologic Technology

Role: The proposed program is within the instructional role for Calhoun Community College (CAL).

Program Description/Objectives: 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.

Mode of Delivery: Course content will be delivered in-person and be supplemented with the college-wide learning management system Canvas. Syllabi, schedules, presentations, assignments and written and video course content may be posted in individualized Radiology (RAD) course shells as deemed appropriate; however, no content will be taught as distance education. The program will be housed at Decatur-Morgan Hospital's Parkway Medical Center Campus in Decatur, Alabama. This will reduce the need to modify existing infrastructure or build new facilities to house the program.

Work-Based Learning: The program will incorporate five clinical courses, totaling approximately 1,100 hours of experiential learning supervised by program faculty and qualified preceptors and provide students with experience in mobile, surgical, and trauma examinations and learning opportunities in advanced imaging and/or therapeutic technologies.

Similar Programs: The following community colleges offer similar AAS programs in Radiology Technology: Gadsden State Community College, Lawson State Community College, Jefferson State Community College, Northwest-Shoals Community College, Southern Union Community College, Trenholm State Community College, Wallace Community College - Dothan, Wallace State Community College - Hanceville. The two programs in Alabama Workforce Region 1 (Wallace- Hanceville and Northwest-Shoals) are both 50 miles from the Calhoun's main campus in Decatur and 75 miles from the Huntsville campus. Approximately 60% of Calhoun's students are employed at least part-time and 50% provide care for dependents living in the same home. As the RT curriculum includes 18-26 weekly contact hours of on-campus classroom, laboratory and clinical experiences, close proximity to the program is an accessibility factor for students juggling school, job, and family responsibilities.

Relationship to Existing Offerings: Calhoun currently offers seven accredited healthcare programs, including: Dental Assisting (CIP 51.0601), Emergency Medical Services (CIP 51.0904), Respiratory Therapy (CIP 51.0908), Surgical Technology (CIP 51.0909), and Nursing-ADN (CIP 51.3801). The experience of the health sciences division will serve as a foundation for new program development and provide radiologic faculty support in the preparation of in-demand skilled health professionals. Because enrollment in the healthcare programs is limited, the RT program will provide another opportunity for students to acquire a degree in a healthcare field.

Admissions: Students must meet the admission requirements of the College and complete a separate application process because RT annual enrollment will be limited based on clinical learning opportunities with healthcare providers in north Alabama. Applicants will be selected for enrollment based on a published application scoring system which awards points for the completion of the general education coursework in the RT AAS degree plan and for ACT or ACCUPLACER Next-Gen scores. 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.

Specialized Accreditation: The proposed program will seek accreditation from the Joint Review Committee on Education in Radiographic Technology (JRCERT). Once accreditation is achieved, graduates will be eligible to sit for the American Registry of Radiologic Technologists (ARRT) national certification exam.

Professional Certification: Graduates of CAL's Radiologic Technology 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 certification is not required. 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.

Public Review: The program was posted on the Commission website from January 6, 2025, to January 25, 2025 (twenty days) for public review and comments. No comments were received.

Industry Need: The proposed program is designed to prepare graduates for employment in the following occupations: Radiologic Technologists and Technicians (SOC 29-2034, included on the 2024-25 Alabama Demand Occupations List); and Magnetic Resonance Imaging Technologists (SOC 29-2035). A secondary labor market information report for Radiologic Technologists and Technicians noted that regional employment was higher than the national average with 106 job postings in AL Region 1 during the first 3 months of 2024. The report predicted an employment growth rate of 5.9% in the next ten years. The proposal includes letters of support from the following regional healthcare providers, indicating their commitment to provide clinical placements and hire program graduates: Crestwood Medical Center, Decatur-Morgan Hospital, Lincoln Health, and Athens-Limestone Hospital.

Student Demand: A survey to explore student interest in the proposed program was distributed to 5,461 individuals by the College's Office of Institutional Effectiveness and Research in April 2024. The survey targeted students majoring in general studies or pre-nursing, and dual enrollment students who were currently enrolled in BIO 201, and 202 Human Anatomy and Physiology, courses required by all health programs. Of the respondents, 43% indicated they would strongly consider Radiologic Technologist as a career path, and 26% indicated they would consider RT as a career path should a program be available.

Program Budget: The proposal projects that \$1,659,841 in new funds will be required to support the program over the first seven years. The program is expected to generate \$2,349,000 through tuition over the seven-year period and will require \$450,000 in supplemental start-up funding through a combination of state and federal workforce grants (e.g., Appalachian Regional Commission), Industry Certification Initiative grants through ACCS, and Perkins allocations.

The proposal projects the following expenses:

- \$1,346,891 to hire one full-time program director/faculty member, and one full-time clinical coordinator/faculty member to support the program in years 1-7.
- \$20,000 in Year 1 equipment costs, \$5,000 in Year 3, and \$50,000 in Years 5 and 7. The program will require use of a portable x-ray machine, radiographic manikins, and various forms of non-capitalized equipment (e.g., intravenous practice arms) and consumable supplies (e.g., gloves, intravenous start kits).
- \$1,200 in year one to add additional library resources for the program.
- \$162,000 over Years 2-7 for one part-time lab assistant to meet the necessary student-to-lab equipment ratios required by programmatic accreditation.
- \$6,600 in Year 1 to cover initial accreditation fee (\$3,700), site visits (\$1,200 per visit), and SACSCOC prospectus for \$500 for the total of \$6,600. Accreditation fees in Years 2-7 will start at \$2,450 and increase to \$3,600 in Year 5.

Attachment 3

Calhoun Community College
Associate of Applied Science in Radiologic Technology

Course Number and Title	Number of Credit Hours	*If New Course
General Education	23	
ENG101: English Composition I	3	
BIO 201: Human Anatomy and Physiology I	4	
BIO 202: Human Anatomy and Physiology II	4	
SPH 106 Fundamentals of Oral Communication	3	
MTH 100: Intermediate College Algebra (or higher)	3	
PSY 200: General Psychology	3	
Humanities/Fine Arts (Art, Music, Theatre, Religion, Philosophy, or Literature)	3	
Program Courses	52	
RAD 111: Introduction to Radiography	2	*
RAD 112: Radiographic Procedures I	4	*
RAD 113: Patient Care	2	*
RAD 114: Clinical Education I	2	* WBL
RAD 122: Radiographic Procedures II	4	*
RAD 124: Clinical Education II	5	* WBL
RAD 125: Imaging Equipment	3	*
RAD 134: Clinical Education III	5	* WBL
RAD 135: Exposure Principles	3	*
RAD 136: Radiation Protection and Biology	2	*
RAD 212: Image Evaluation and Pathology	2	*
RAD 214: Clinical Education IV	8	* WBL
RAD 224: Clinical Education V	8	* WBL
RAD 227: Review Seminar	2	*
Total Hours Required for AAS in Radiologic Technology	75	

WBL indicates work-based learning coursework.

DECISION ITEM: B-8

Snead State Community College, Associate of Applied Science and Certificate in Additive Manufacturing and Drafting Design (CIP 15.0613)

Staff Presenter:

Mrs. Kristan White
Academic Program Analyst

Staff Recommendation:

That the Commission approve the proposed Associate of Applied Science (AAS) and Certificate (CER) in Additive Manufacturing and Drafting Design.

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

Implementation Date: The proposed program will be implemented in Fall 2025. Based on Commission policy, the proposed program must be implemented by September 1, 2027, or Commission approval will expire. The institution must notify the Commission in writing when the program is implemented or if there is any delay in implementation.

Post-Implementation Conditions:

1. That the annual average new enrollment headcount beginning 2026-27 will be at least 9.4, based on the Commission's "Operational Policy on the Approval of New Programs of Instruction and Requirements for Post-Implementation Monitoring" (Administrative Code 300-2-1-.04).
2. That the annual average number of graduates for the period 2026-27 through 2031-32 (six-year average) will be 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.

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

Background:

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

Staff recommendation for approval is based on the following rationale:

1. The proposed program is designed to prepare graduates for entry-level employment as mechanical engineering technologists and technicians, which are included on the 2024-25 Regional Demand Occupations List for Regions 1 and 4, parts of which are included in SND's service area.
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 apprenticeship 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. Snead State Community College proposal, dated December 13, 2024, with supplemental information. Available upon request.
5. "Evaluation and Review of New Instructional Program Proposals of Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.03. Available upon request.
6. Commission's "Operational Policy on the Approval of New Programs of Instruction and Requirements for Post-Implementation Monitoring" (Administrative Code 300-2-1-.04). Available upon request.

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY								
INSTITUTION: Snead State Community College								
PROGRAM: Associate of Applied Science & Certificate in Additive Manufacturing and Drafting Design (CIP 15.0613)								
ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM								
	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	TOTAL
FACULTY	\$80,058	\$80,058	\$80,058	\$80,058	\$80,058	\$80,058	\$80,058	\$560,406
STAFF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$915,120	\$0	\$0	\$0	\$0	\$0	\$0	\$915,120
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
OTHER	\$2,000	\$500	\$500	\$1,000	\$0	\$0	\$0	\$4,000
TOTAL	\$997,178	\$80,558	\$80,558	\$81,058	\$80,058	\$80,058	\$80,058	\$1,479,526
SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT								
	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	TOTAL
REALLOCATIONS	\$10,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$28,000
EXTRAMURAL	\$1,000,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$1,030,000
TUITION	\$24,231	\$128,838	\$105,789	\$129,429	\$151,887	\$172,572	\$177,300	\$890,046
TOTAL	\$1,034,231	\$136,838	\$113,789	\$137,429	\$159,887	\$180,572	\$185,300	\$1,948,046
ENROLLMENT PROJECTIONS								
Note: "New Enrollment Headcount" is defined as unduplicated counts across years.								
	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	6-YEAR AVERAGE
FULL-TIME HEADCOUNT	Year 1 - No data reporting required	13	14	13	13	15	17	14.2
PART-TIME HEADCOUNT	Year 1 - No data reporting required	2	2	3	3	4	5	3.2
TOTAL HEADCOUNT	Year 1 - No data reporting required	15	16	16	16	19	22	17.3
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	8	7	8	9	11	12	9.2
DEGREE COMPLETION PROJECTIONS								
Note: Do not count Lead "0"s and Lead 0 years in computing the degree completions projections average.								
	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	AVERAGE
DEGREE COMPLETION PROJECTIONS	Year 1 - No data reporting required	6	7	8	7	9	8	7.5

Attachment 2
Summary of Background Information

Snead State Community College
Associate of Applied Science and Certificate in Additive Manufacturing
and Drafting Design

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

Program Description/Objectives: The proposed AAS and CER in Additive Manufacturing and Drafting Design will prepare individuals to apply basic engineering skills, 2D and 3D design principles, and technical skills that include prototyping, post-process and finishing of 3D printed parts, operating 3D printers, thermoforming and machining equipment, and performing basic inspection and assembly tasks in a manufacturing environment. The skills acquired through a degree in additive manufacturing are highly transferable across various in-demand careers and sectors such as Aerospace and Defense, Healthcare and Medical Devices and Automotive. Graduates will be prepared to pursue careers such as product designer, CAD technician, additive manufacturing specialist and mechanical drafter.

Mode of Delivery: Course content will be delivered via a variety of methods, including in-person, hybrid and online formats. Program courses will be taught primarily in-person with laboratory and clinical requirements being met via hands-on learning activities. Less than 2% of the core courses will be delivered in a hybrid and online format.

Work-Based Learning: Students will be required to take one capstone course, with the option to take a cooperative course as a substitute elective during their enrollment in the program. It is expected that students will also be afforded the opportunity to engage in a registered apprenticeship with local business and industry.

Similar Programs: The following community colleges offer similar AAS programs at the same CIP 15.0613: Calhoun Community College, Additive Design Technology; Northeast Alabama Community College, Advanced Design and Manufacturing; and Bishop State Community College, Drafting and Design. The proposed program will be the only one to serve Marshall County and meet the needs of local students and service providers.

Relationship to Existing Offerings: The proposed program will share some coursework with Snead's existing AAS in Machine Tool Technology, possibly to include precision measurement and blueprint reading. The AAS and CER will also include two embedded and stackable Short-Term Certificates (STCs): Additive Design Technician and Drafting Technician.

Specialized Accreditation/Professional Licensure: While accreditation for the Additive Manufacturing and Drafting Design program is not required, SND may pursue membership in the Society of Manufacturing Engineers (SME). Graduates are not required to seek professional licensure for entry-level employment, but students will be prepared to continue their education at the bachelor's degree level in materials science or computer integrated manufacturing.

Public Review: The program was posted on the Commission website from January 6, 2025, to January 25, 2025 (twenty days) for public review and comments. No comments were received.

Industry Need: The proposed program is designed to prepare graduates for employment in the following occupations: Mechanical Engineering Technologists and Technicians (SOC 17-3027, included on the 2024-25 Regional Demand Occupations List for Regions 1 and 4); and Drafters, All Others (SOC 17-3019). The Region 1 Demand Occupation List reports that 380 individuals were employed as mechanical engineering technologists and technicians in 2022 and projects average annual openings of 35. The Economic Development Partnership of Alabama (EDPA) has defined additive manufacturing as an emerging technological process that will reshape how businesses operate. The proposal included letters

of support from the following regional industries and businesses, indicating their commitment to provide registered apprenticeships and hire program graduates:

- FS Group
- Dixie Grinders Inc.
- BK Aerospace
- Sundown Aerospace, LLC
- Southern Metal Fabricators, Inc.
- Marshall County Manufacturers Association
- Marshall County Economic Development Council
- Lowery Manufacturing

Student Demand: To determine the need for a new degree program, the College conducted a survey of local high school students. When asked if they would consider pursuing a career in additive manufacturing if a program were offered at Snead, 56% of the student respondents indicated “Yes, definitely interested” or “Possibly, I’d like more information.” An additional survey was distributed to local business and industry. This survey included five questions directly related to current and future employment demands for additive and drafting design and the results are reflected in the eight letters of support included with the proposal.

Program Budget: The proposal projects that \$1,479,526 in new funds will be required to support the program over the first seven years. The program is expected to generate \$890,046 through tuition over the seven-year period and will require \$1,030,000 in supplemental start-up funding, along with modest institutional reallocations of \$28,000 over the seven-year period. In 2023, SND was awarded \$1 million in federal funding for CTE equipment improvements through a request from Congressman Robert Aderholt. The College also received an alumni donation in the amount of \$2 million that was earmarked for the CTE programs as part of the new facility. Perkins funding in the amount of \$5,000 each year will be provided to support the program. Workforce Development grants will be submitted as the need arises in the effort to supplement any shortfalls in equipment needs.

The proposal projects the following expenses:

- \$560,406 in Years 1-7 to hire at least one adjunct instructor to manage evening courses. This will be in addition to an existing full-time instructor who teaches in the Machine Tool Technology program that is also qualified to teach various courses in Additive Manufacturing.
- \$915,120 to cover start-up equipment costs.
- \$4,000 over Years 1-4 is estimated to cover program membership fees and social media outreach for the new program.

Attachment 3

Snead State Community College
Associate of Applied Science and Certificate in Additive Manufacturing
and Drafting Design

Associate Degree (AAS) Course Number and Title	Number of Credit Hours	*If New Course
General Education	16	
ENG101 English Composition I	3	
CHM 101 Intro to Chemistry	4	
MTH 116: Mathematical Applications	3	
HUM 101 Intro to Humanities	3	
HIS 101 Western Civilization	3	
Program Courses	53	
DDT 111 Fundamentals of Drafting and Design Technology	3	*
DDT 113 Blueprint Reading or MTT 121 Basic Print Reading for Machinists	3	*
DDT 117 Manufacturing Processes	3	*
ADM 111 Manufacturing Safety Practices	3	*
DDT 127 Intermediate CAD	3	*
ADM 101 Precision Measurement or MTT 127 Metrology	3	*
ADM 106 Quality Control Concepts	3	*
ADM 112 Orientation to Additive Manufacturing	1	*
ADM 114 Design Innovation	3	*
ADM 130 Introduction to Materials and Finishes	3	*
ADM 162 Additive Manufacturing Processes - Polymers	3	*
DDT 144 Basic 3D Modeling	3	*
ADM 128 Plastic Material Processes	3	*
ADM 160 Additive Manufacturing Production Techniques	3	*
ADM 164 Additive Manufacturing Processes - Metals	3	*
ADM 261 Reverse Engineering or ADM 283 Co-Op	3	*
ADM 161 3D Specialized Software Techniques (2T, 3M)	3	*
ADM 255 Application of Design (Capstone)	3	* WBL
WKO 101 Workplace Skills	1	*
Program Electives (Select one of the following)	3	
MTT 128 Geometric Dimensioning and Tolerancing I	3	
ADM 283 Co-Op (If not substituted for ADM 261 Reverse Engineering)	3	* WBL
Total Hours Required for AAS Degree	72	

Certificate (CER) Course Number and Title	Number of Credit Hours	*If New Course
General Education	6	
ENG101 English Composition I	3	
MTH 116: Mathematical Applications	3	
Program Courses	34	
DDT 111 Fundamentals of Drafting and Design Technology	3	*
DDT 113 Blueprint Reading or MTT 121 Basic Print Reading for Machinists	3	*
DDT 117 Manufacturing Processes	3	*
ADM 111 Manufacturing Safety Practices	3	*
DDT 127 Intermediate CAD	3	*
ADM 101 Precision Measurement or MTT 127 Metrology	3	*
ADM 106 Quality Control Concepts	3	*
ADM 112 Orientation to Additive Manufacturing	1	*
ADM 114 Design Innovation	3	*
ADM 130 Introduction to Materials and Finishes	3	*
ADM 162 Additive Manufacturing Processes - Polymers	3	*
DDT 144 Basic 3D Modeling	3	*
Free Electives	3	
ADM 283 Co-Op (Can be substituted for any 200-level course)	3	* WBL
Total Hours Required for Certificate	40	

WBL indicates work-based learning coursework.

Additive Design Technician STC Program Courses	22	
DDT 111 Fundamentals of Drafting and Design Technology	3	*
DDT 113 Blueprint Reading or MTT 121 Basic Print Reading for Machinists	3	*
DDT 117 Manufacturing Processes	3	*
ADM 111 Manufacturing Safety Practices	3	*
DDT 127 Intermediate CAD	3	*
ADM 101 Precision Measurement or MTT 127 Metrology	3	*
ADM 106 Quality Control Concepts	3	*
ADM 112 Orientation to Additive Manufacturing	1	*
Total Hours Required for Additive Design Technician STC	22	

Drafting Technician STC Program Courses	12	
DDT 111 Fundamentals of Drafting and Design Technology	3	*
DDT 113 Blueprint Reading or MTT 121 Basic Print Reading for Machinists	3	*
DDT 117 Manufacturing Processes	3	*
ADM 111 Manufacturing Safety Practices	3	*
Total Hours Required for Drafting Technician STC	12	

DECISION ITEM: B-9

Substantive Modification to Academic Program Inventory:
Coastal Alabama Community College

Staff Presenter:

Dr. Robin McGill
Deputy Director for Academic Affairs

Staff Recommendation:

That the Commission approve Coastal Alabama 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 2024-25.
- 2) By Academic Year 2026-27, 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

Coastal Alabama Community College (Coastal) is proposing to make several modifications to its inventory that require Commission approval, including the following:

- Separating the existing AAS in Computer Science (CIP 11.0101) into two distinct programs: Computer Information Specialist and Cybersecurity.
- Separating the existing AAS/CER in Industrial Engineering Technology (CIP 15.0612) into five distinct programs: Industrial Engineering Technology, Electrical and Instrumentation Technology, Heating and Air

Conditioning, Machine Technology, and Welding Technology.

- Separating the existing AAS in Business (CIP 52.0201) into three distinct programs: Business Management and Supervision, Business Management and Entrepreneurship, and Accounting Specialist.
- Separating the existing AAS/CER in Office Administration (CIP 52.0401) into three distinct programs: Administrative Office Specialist, Administrative Medical Office Specialist, and Administrative Legal Office Specialist.
- Separating the existing AAS/CER in Hospitality Services Management into three distinct programs: Hospitality Services Management, Pastry Baking, and Culinary Arts.

In addition, the proposed changes include several items that require notification only, primarily because they affect Short-Term Certificates (STCs), rather than full degree programs. It seemed expedient to process these at the same time since the STCs are embedded within the degree programs.

Staff recommendation for approval is based on the following rationale:

1. The proposed changes to Coastal'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 Coastal Alabama Community College, attached.
2. Correspondence with representatives of Coastal Alabama 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 Coastal Alabama Community College

ACTION NEEDED	EXISTING CIP	*NEW CIP*	Degree	EXISTING Program Title	*NEW* Program Title
Retain, Update Title	11.0101		AAS	Computer Science	Computer Information Specialist
Split CIP, Update Title	11.0101	11.1003	AAS	Computer Science	Cybersecurity
Move CIP	15.0612	47.0201	STC	HVAC Basic Technology	
Move CIP	15.0612	47.0201	STC	Heating and Air Conditioning	
Move CIP	15.0612	47.0201	STC	HVAC Advanced Technology	
Move CIP	15.0612	47.0101	STC	Electrical Technology	
Move CIP	15.0612	47.0101	STC	Advanced Process Controls	
Move CIP	15.0612	48.0501	STC	Machine Tool Technology	
Move CIP	15.0612	47.0101	STC	Construction Electricity Technology	
Move CIP	15.0612	47.0101	STC	Industrial Engineering Technology -- Construction Electrical Technology	
Move CIP	15.0612	47.0303	STC	Industrial Maintenance/Millwright Technology	
Retain	15.0612		AAS/CER	Industrial Engineering Tech	
Split CIP, Update Title	15.0612	47.0101	AAS/CER	Industrial Engineering Tech	Electrical and Instrumentation Technology
Split CIP, Update Title	15.0612	47.0201	AAS/CER	Industrial Engineering Tech	Heating and Air Conditioning
Split CIP, Update Title	15.0612	48.0501	AAS/CER	Industrial Engineering Tech	Machine Technology
Split CIP, Update Title	15.0612	48.0508	AAS/CER	Industrial Engineering Tech	Welding Technology

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ACTION NEEDED	EXISTING CIP	*NEW CIP*	Degree	EXISTING Program Title	*NEW* Program Title
Move CIP, Update Title	52.0201	52.0204	AAS	Business	Business Management and Supervision
Split CIP, Update Title	52.0201	52.0701	AAS	Business	Business Management and Entrepreneurship
Split CIP, Update Title	52.0201	52.0302	AAS	Business	Accounting Specialist
Move CIP	52.0401	22.0301	STC	Administrative Legal Office Specialist	
Retain, Update Title	52.0401		STC	Administrative Office Technology	Administrative Office Specialist
Move CIP, Update Title	52.0401	51.0705	STC	Administrative Medical Office Technology	Administrative Medical Office Specialist
Retain, Update Title	52.0401		AAS/CER	Office Administration	Administrative Office Specialist
Split CIP, Update Title	52.0401	51.0705	AAS/CER	Office Administration	Administrative Medical Office Specialist
Split CIP, Update Title	52.0401	22.0301	AAS/CER	Office Administration	Administrative Legal Office Specialist
Move CIP	52.0901	12.0503	STC	Prep Cook	
Move CIP, Update Title	52.0901	12.0503	STC	Hospitality Management -- Culinary Line Cook	Culinary Line Cook
Retain	52.0901		AAS/CER	Hospitality Services Management	
Split CIP, Update Title	52.0901	12.0501	AAS/CER	Hospitality Services Management	Pastry Baking
Split CIP, Update Title	52.0901	12.0503	AAS/CER	Hospitality Services Management	Culinary Arts

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

INFORMATION ITEM: C-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

Auburn University

- Graduate Certificate in Neuroscience (CIP 26.1003, Level 6)

Auburn University at Montgomery

- Certificate in Gerontology (CIP 30.1101, Level 1b)
- Graduate Certificate in Human Resources Administration (CIP 44.0401, Level 6)

Athens State University

- Certificate in Artificial Intelligence (CIP 11.0102, Level 1b)
- Certificate in Software Systems (CIP 11.0104, Level 1b)
- Certificate in Game Development (CIP 11.0204, Level 1b)
- Certificate in Web Development (CIP 11.0801, Level 1b)
- Certificate in Computer Networking (CIP 11.1001, Level 1b)
- Certificate in Game Design (CIP 50.0411, Level 1b)
- Certificate in Health Information Technology (CIP 51.0707, Level 1b)
- Graduate Certificate in Management of Cybersecurity Operations (CIP 52.1201, Level 6)

University of Alabama at Birmingham

- Certificate in eSports Performance and Coaching (CIP 31.0599, Level 1b)
- Graduate Certificate in Cultural Resource Management for Archaeology (CIP 30.1202, Level 6)
- Certificate in Data-Driven Modeling (CIP 40.0810, Level 1b)
- Graduate Certificate in Dissemination and Implementation Science in Health Care (CIP 51.9999, Level 6)

University of Alabama Huntsville

- Graduate Certificate in Applied Statistics and Data Science (CIP 40.0810, Level 6)
- Undergraduate Certificate in Applied Statistics and Data Science (CIP 40.0810, Level 1b)

Two-Year Institutions

Coastal Alabama Community College

- Short-Term Certificate in Phlebotomy Technician (CIP 51.1009, Level 1b)

Enterprise State Community College

- Short-Term Certificate in Basic Manufacturing Technology (CIP 47.0303, Level 1b)
- Short-Term Certificate in Advanced CNC Operator Programmer (CIP 48.0501, Level 1b)

Northeast Alabama Community College

- Short-Term Certificate in Advanced Manufacturing (CIP 15.0613, Level 1b)
- Short-Term Certificate in Computer-Aided Design Manufacturing (CIP 15.0613, Level 1b)
- Short-Term Certificate in Manufacturing Design (CIP 15.0613, Level 1b)
- Short-Term Certificate in 3D Modeling (CIP 15.1301, Level 1b)
- Short-Term Certificate in Computer-Aided Design (CIP 15.1301, Level 1b)
- Short-Term Certificate in Technical Drawing (CIP 15.1301, Level 1b)

Snead State Community College

- Short-Term Certificate in Additive Design Technician (CIP 15.0613, Level 1b)
- Short-Term Certificate in Drafting Technician (CIP 15.1302, Level 1b)

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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

AUBURN UNIVERSITY (AU)

Graduate Certificate in Neuroscience (CIP 26.1003, Level 6)

Offered by the Department of Drug Discovery and Development within the Harrison College of Pharmacy, the Graduate Certificate in Neuroscience is tailored for MS/PhD students with a strong interest in neuroscience, despite their primary focus being in another field. It introduces students to key neuroscience concepts, such as nervous system development, neurological diseases, and synaptic physiology, while providing interdisciplinary research opportunities across various departments. The program emphasizes teamwork, critical thinking, experimental design, and research methodology, preparing students for advanced studies or careers in neuroscience, including postdoctoral fellowships. At least one elective must be taken outside the student's home department, and all courses must be completed with a "B" average or higher. The proposed delivery format is face-to-face. This certificate requires 12 credit hours.

AUBURN UNIVERSITY AT MONTGOMERY (AUM)

Certificate in Gerontology (CIP 30.1101, Level 1b)

Offered by the Department of Sociology, Anthropology, and Social Work within the College of Liberal Arts and Social Sciences, the Undergraduate Certificate in Gerontology focuses on the human aging process and aged human populations, using the knowledge and methodologies of the social sciences, psychology and the biological and health sciences. This certificate program is ideal for students interested in working with aging populations, particularly those studying fields like social work, psychology, communication, biology, nursing, or kinesiology. With the growing gerontological population, job opportunities in this area are expanding. Graduates of the program will gain knowledge about biological, psychological, and social changes in older adults, understand the developmental tasks and challenges they face, identify resources and advocacy efforts, and practice ethically and professionally with diverse older adult populations. The proposed delivery format is a combination of 50% face-to-face and 50% online. This certificate requires 15 credit hours

Graduate Certificate in Human Resources Administration (CIP 44.0401, Level 6)

Offered by the Department of Political Science and Public Administration within the College of Liberal Arts and Social Sciences, the Graduate Certificate in Human Resource Administration equips students with the skills needed to address personnel management challenges within public agencies and nonprofit organizations. It emphasizes effective leadership in areas such as employee motivation, personnel selection, legal and regulatory compliance, and administrative processes. This program also explores the principles of public administration, executive management, public policy, budgetary processes, administrative law, and ethics, preparing individuals to manage the organizational and personnel aspects of government agencies effectively. The proposed delivery format is 100% online. This certificate requires 12 credit hours.

ATHENS STATE UNIVERSITY (ATSU)

Certificate in Artificial Intelligence (CIP 11.0102, Level 1b)

Offered by the Department of Mathematical, Computer, and Natural Sciences within the College of Arts and Sciences, the Undergraduate Certificate in Artificial Intelligence is tailored for computing professionals seeking to advance their expertise in designing, implementing, and operating artificial intelligence (AI), machine learning (ML), and generative AI applications. It emphasizes symbolic inference, human reasoning simulation, and computer modeling of learning, motion, and decision-making processes. Coursework includes computing theory, cybernetics, natural language processing, human factors, and the practical applications of engineering and technology in AI systems. It prepares professionals to address complex challenges in AI development and application. The proposed delivery format is both hybrid and 100% online. This certificate requires 18 credit hours.

Certificate in Software Systems (CIP 11.0104, Level 1b)

Offered by the Department of Mathematical, Computer, and Natural Sciences within the College of Arts and Sciences, the Undergraduate Certificate in Software Systems is intended for computing professionals aiming to analyze, design, administer, and integrate complex information systems tailored to business needs and technical requirements. Students develop practical skills in system administration and scripting to manage and automate IT operations effectively. The curriculum emphasizes a user-centered approach to studying computer systems, focusing on the structure, behavior, and interactions of systems that process, store, and communicate information. Areas of study include information sciences, human-computer interaction, system analysis and design, telecommunications, and information architecture and management. The proposed delivery format is both hybrid and 100% online. This certificate requires 9 credit hours.

Certificate in Game Development (CIP 11.0204, Level 1b)

Offered by the Department of Mathematical, Computer, and Natural Sciences within the College of Arts and Sciences, the Undergraduate Certificate in Game Development program is aimed at aspiring game developers, focusing on software development while incorporating foundational concepts of the creative aspects of game design. It prepares individuals to apply knowledge and skills in design and programming for creating computer games. Training includes areas such as character and story development, computer programming, graphics, game physics, human-computer interaction, human-centered design, and usability. The curriculum combines technical and creative expertise, equipping students to contribute to the dynamic field of game development. The proposed delivery format is both hybrid and 100% online. This certificate requires 15 credit hours.

Certificate in Web Development (CIP 11.0801, Level 1b)

Offered by the Department of Mathematical, Computer, and Natural Sciences within the College of Arts and Sciences, the Undergraduate Certificate in Web Development prepares individuals to create, manage, and maintain websites and web-based applications using tools such as HTML, CSS, XML, JavaScript, and various graphic applications. The program emphasizes web design, multimedia integration, user interfaces, and emerging web technologies. Students gain foundational knowledge in internet theory, e-commerce tools, and web publishing, enabling them to design interactive and multimedia-rich components for modern online platforms. Designed for professionals, the certificate focuses on enhancing skills in web development, implementation, and operational practices. The proposed delivery format is both hybrid and 100% online. This certificate requires 10 credit hours.

Certificate in Computer Networking (CIP 11.1001, Level 1b)

Offered by the Department of Mathematical, Computer, and Natural Sciences within the College of Arts and Sciences, the Undergraduate Certificate in Computer Networking equips individuals with the knowledge and skills to manage computer operations and network systems effectively. The program covers key areas such as computer hardware and software, LAN/WAN networking, information systems security, traffic monitoring, data backup, and resource allocation. Students will learn to design, implement, and manage secure, efficient networks while addressing modern challenges and protecting infrastructure from threats and vulnerabilities. This certificate provides practical training to prepare students for roles in networking and network security management. The proposed delivery format is both hybrid and 100% online. This certificate requires 18 credit hours.

Certificate in Game Design (CIP 50.0411, Level 1b)

Offered by the Department of Mathematical, Computer, and Natural Sciences within the College of Arts and Sciences, the Undergraduate Certificate in Game Design focuses on equipping aspiring game designers and creatives with essential tools and techniques for effective communication of ideas and information through digital and other applied art media. The program emphasizes general principles of applied visual arts, packaging products, and presenting them to business and consumer audiences, preparing individuals to excel in game design and related creative fields. The proposed delivery format is both hybrid and 100% online. This certificate requires 15 credit hours.

Certificate in Health Information Technology (CIP 51.0707, Level 1b)

Offered by the Department of Mathematical, Computer, and Natural Sciences within the College of Arts and Sciences, the Undergraduate Certificate in Health Information Technology focuses on equipping students with knowledge of the healthcare system, health IT concepts, and the integration of technology into healthcare communication. The program explores the application of computer science and software engineering in medical research and clinical information technology. It includes topics such as health information systems, medical imaging and language processing, electronic medical records, clinical decision support, and quantitative decision modeling, preparing students to address challenges in healthcare technology and informatics. The proposed delivery format is both hybrid and 100% online. This certificate requires 9 credit hours.

Graduate Certificate in Management of Cybersecurity Operations (CIP 52.1201, Level 6)

Offered by the Department of Business Core within the College of Business, the Graduate Certificate in Management of Cybersecurity Operations students will gain technical proficiency in using advanced cybersecurity tools, such as intrusion detection systems and firewalls, to defend against cyber threats. Students will master threat analysis and risk assessment, identifying vulnerabilities and creating mitigation strategies. The program emphasizes incident response and recovery planning to ensure minimal operational disruption during cyber incidents. Participants will also develop expertise in cybersecurity policies, compliance with industry standards, and legal regulations. Critical thinking and problem-solving skills are integral, allowing graduates to address complex cybersecurity challenges with innovative solutions. These outcomes prepare students for strategic and technical roles in cybersecurity operations. The proposed delivery format is 100% online. This certificate requires 15 credit hours.

UNIVERSITY OF ALABAMA AT BIRMINGHAM (UAB)

Certificate in eSports Performance and Coaching (CIP 31.0599, Level 1b)

Offered by the Department of Human Studies within the School of Education, the Undergraduate Certificate in eSports Performance and Coaching prepares individuals to apply principles of business, coaching, and physical education to the organization, administration, and management of athletic teams, fitness facilities, health clubs, sports recreation services, and related industries. It provides instruction in areas such as program planning, business and financial management, sales and marketing, recruitment, event promotion and scheduling, facility management, public relations, legal considerations in sports, and health and safety standards. This certificate focuses on the rapidly expanding field of eSports. It equips students with the skills to coach and manage eSports programs at both high school and collegiate levels and prepares them for roles in professional eSports. This program highlights utilizing coaching and management expertise in the eSports context, while also enhancing communication and leadership skills. Students must successfully complete this certificate with a grade of “C” or better for each course. The proposed delivery format is 100% online and face-to-face. This certificate requires 15 credit hours.

Graduate Certificate in Cultural Resource Management for Archaeology (CIP 30.1202, Level 6)

Offered by the Department of Anthropology within the College of Arts and Sciences, the Graduate Certificate in Cultural Resource Management focuses on using cultural studies, public policy, and management skills to preserve and protect cultural heritage sites and artifacts. Topics of study include historical preservation, conservation, business management, public policy, applied history, archaeology, and environmental impact studies. Students will learn to conduct archaeological fieldwork, analyze cultural resource data, apply ethical and theoretical knowledge, and communicate their findings clearly. To complete the program, students take courses in three key areas: hands-on methods, data analysis, and ethics and history of the discipline, with a focus on improving oral and written communication skills. Students must maintain a grade of “C” or better for each course. The proposed delivery format is hybrid—less than 50% online. This certificate requires 15 credit hours.

Certificate in Data-Driven Modeling (CIP 40.0810, Level 1b)

Offered by the Department of Physics within the College of Arts and Sciences, the Undergraduate Certificate in Data-Driven Modeling is designed to prepare students with essential skills for handling and analyzing complex data. This program aims to address the growing demand for professionals who can effectively work on data-intensive projects in various STEM fields. It equips students with the ability to describe and utilize mathematical and statistical models, gather and process data, engineer meaningful features, train and validate machine learning models, and deploy them in practical scenarios. The coursework introduces core concepts of data processing and Python programming, gradually building up to more advanced techniques such as supervised machine learning models (e.g., linear regression, decision trees, ensemble methods) and unsupervised learning methods like principal component analysis and clustering. It also explores deep learning and neural networks. By integrating these concepts with applications in areas like additive manufacturing technologies, the certificate offers students a comprehensive foundation in data-driven problem-solving. The proposed delivery format is hybrid—less than 50% online. This certificate requires 15 credit hours.

Graduate Certificate in Dissemination and Implementation Science in Health Care (CIP 51.9999, Level 6)

Offered by the Department of Health Services Administration within the School of Health Professions, the Graduate Certificate in Dissemination and Implementation Science in Health Care will prepare students to conduct research aimed at closing the gap between health care research and practical application. The certificate will provide training in identifying key factors and processes that impact dissemination and implementation efforts. Implementation science focuses on strategies that promote the effective delivery of and sustainability of evidence-based health care interventions in clinical and community settings. This program offers foundational knowledge, covering core topics like terminology, conceptual models, frameworks, study designs, and advanced topics such as implementation strategies and sustainability. The capstone course emphasizes skill-building in grant writing and practical application by guiding students in developing specific aims for implementation of science grants. By applying dissemination and implementation science principles, students learn to design and execute meaningful research projects with real-world relevance. The certificate also aligns with evolving frameworks and competencies in the discipline, fostering a deeper understanding of how to translate research findings into practice. This enables students to contribute meaningfully to improving health care systems and interventions. The proposed delivery format is 100% online. This certificate requires 15 credit hours.

UNIVERSITY OF ALABAMA IN HUNTSVILLE (UAH)

Graduate Certificate in Applied Statistics and Data Science (CIP 40.0810, Level 6)

Offered by the Department of Physics and Astronomy within the College of Science, the Graduate Certificate in Applied Statistics and Data Science will provide a multidisciplinary approach that integrates statistics, computer science, and mathematics with practical applications of data analysis. Students gain expertise in analyzing large-scale data sources and understanding the mathematical foundations of data analysis methods. The curriculum covers computer programming, algorithms, data management, data mining, information retrieval, mathematical modeling, and quantitative analysis. It also focuses on advanced topics like data representation, trend spotting, and visual analytics, equipping students with both theoretical knowledge and applied skills for modern data-driven fields. The proposed delivery format is face-to-face with some courses online. This certificate requires 12 credit hours of graduate coursework.

Undergraduate Certificate in Applied Statistics and Data Science (CIP 40.0810, Level 1b)

Offered by the Department of Physics and Astronomy within the College of Science, the Undergraduate Certificate in Applied Statistics and Data Science will combine interdisciplinary science with more practical aspects of data analysis. Students will develop skills not only to apply the available data analysis methods, but also to understand its mathematical backgrounds. The proposed delivery format is face-to-face with some courses online. This certificate requires 12 credit hours of undergraduate coursework.

TWO-YEAR INSTITUTIONS

COASTAL ALABAMA COMMUNITY COLLEGE (CACC)

Short-Term Certificate in Phlebotomy Technician (CIP 51.1009, Level 1b)

The Phlebotomy Short-Term Certificate program prepares individuals, under the supervision of physicians and other health care professionals, to draw blood samples from patients using a variety of intrusive procedures. Includes instruction in basic vascular anatomy and physiology, blood physiology, skin puncture techniques, venipuncture, venous specimen collection and handling, safety and sanitation procedures, and applicable standards and regulations. The proposed delivery format is hybrid--less than 50% online. This certificate requires 9 credit hours.

ENTERPRISE STATE COMMUNITY COLLEGE (ENT)

Short-Term Certificate in Basic Manufacturing Technology (CIP 47.0303 Level 1b)

The Basic Manufacturing Technology Certificate equips students with the skills and knowledge to maintain and repair a wide range of industrial machinery and equipment. This includes everything from cranes and pumps to engines, motors, pneumatic tools, conveyor systems, and even complex systems found in marine, refinery, and pipeline operations. The program provides a solid foundation in modern manufacturing processes, preparing graduates for entry-level positions in various industrial settings. Through hands-on training, students develop proficiency in operating and maintaining equipment with a strong emphasis on safety and efficiency. The proposed delivery format is face-to-face. This certificate requires 21 credit hours.

Short-Term Certificate in Advanced CNC Operator Programmer (CIP 48.0501, Level 1b)

The Advanced CNC Operator Programmer Certificate prepares individuals to apply technical knowledge and skills to plan, manufacture, assemble, test, and repair parts, mechanisms, machines, and structures in which materials are cast, formed, shaped, molded, heat treated, cut, twisted, pressed, fused, stamped or worked. A student will learn to use computer-aided design and manufacturing software to plan and create complex parts and then bring those designs to life using sophisticated CNC machines. The program covers everything from programming the machines and selecting the right tools and materials to ensuring quality control and troubleshooting any issues that arise. The proposed delivery format is face-to-face. This certificate requires 12 credit hours.

NORTHEAST ALABAMA COMMUNITY COLLEGE (NEC)

Short-Term Certificate in Advanced Manufacturing (CIP 15.0613, Level 1b)

The Advanced Manufacturing Short-Term Certificate program focuses on equipping individuals with the foundational engineering principles and technical skills needed to address and solve production-related issues in product manufacturing. The program covers key areas, including machine operations, production line management, engineering and systems analysis, automation, computer-aided manufacturing (CAM), manufacturing planning, quality control, physical controls, instrumentation, and the informational infrastructure required for efficient manufacturing processes. Graduates are prepared to contribute to industries that prioritize precision, automation, and streamlined production workflows. The proposed delivery format is hybrid--less than 50% online. This certificate requires 18 credit hours.

Short-Term Certificate in Computer-Aided Design Manufacturing (CIP 15.0613, Level 1b)

The Computer-Aided Design Manufacturing Short-Term Certificate program provides students with the foundational engineering principles and technical skills required to address and solve production challenges in manufacturing. The program emphasizes the integration of advanced technology and precision in the design and manufacturing process. It covers topics such as machine operations, production line management, engineering and systems analysis, instrumentation, physical controls, automation, computer-aided manufacturing (CAM), manufacturing planning, quality control, and informational infrastructure. The proposed delivery format is hybrid--less than 50% online. This certificate requires 12 credit hours.

Short-Term Certificate in Manufacturing Design (CIP 15.0613, Level 1b)

The Manufacturing Design Short-Term Certificate program focuses on equipping students with the essential skills and knowledge needed to tackle production challenges in modern manufacturing. The program emphasizes the application of technical and engineering principles in areas such as machine operations, production planning, systems analysis, automation, computer-aided manufacturing (CAM), quality control, and manufacturing design. Students are prepared to effectively design, optimize, and manage manufacturing processes using advanced tools and methodologies. The proposed delivery format is hybrid less than 50% online. This certificate requires 15 credit hours.

Short-Term Certificate in 3D Modeling (CIP 15.1301, Level 1b)

The 3D Modeling Certificate program is focused on equipping students with the necessary principles and techniques for creating three-dimensional computer models used in various industries. Students will gain hands-on experience in applications such as animation, gaming, architecture, engineering design, and digital fabrication, employing a range of tools and software for 3D design. Key elements of the program include learning design principles, animation, texture mapping, rendering, and CAD software. By the end of the course, graduates will be prepared for careers in sectors requiring strong 3D modeling skills. The proposed delivery format is hybrid--less than 50% online. This certificate requires 15 credit hours.

Short-Term Certificate in Computer-Aided Design (CIP 15.1301, Level 1b)

The Computer-Aided Design Certificate program focuses on providing students with the technical skills and foundational engineering principles required for creating and managing precise designs in manufacturing and production. The program emphasizes computer-aided design techniques, engineering analysis, systems planning, and the use of advanced tools for solving production challenges. Students gain practical expertise to optimize manufacturing processes, ensuring accuracy and efficiency in design and production systems. The proposed delivery format is hybrid less than 50% online. This certificate requires 12 credit hours.

Short-Term Certificate in Technical Drawing (CIP 15.1301, Level 1b)

The Technical Drawing Short-Term Certificate program focuses on teaching foundational skills in technical and engineering drawing. The program emphasizes the use of computer-aided design (CAD) software, providing students with the knowledge to create precise schematics, blueprints, and technical illustrations. Students learn to apply industry standards and principles in visual communication, enabling them to interpret and produce technical drawings used across fields such as engineering, manufacturing, and construction. This certificate prepares individuals for entry-level positions that require expertise in drafting and technical documentation. The proposed delivery format is hybrid less than 50% online. This certificate requires 18 credit hours.

SNEAD STATE COMMUNITY COLLEGE (SND)

Short-Term Certificate in Additive Design Technician (CIP 15.0613, Level 1b)

The Additive Design Technician Short-Term Certificate prepares individuals to apply basic engineering principles and technical skills to identify and resolve production problems in manufacturing. It provides instruction in machine operations, production line management, engineering and systems analysis, instrumentation, physical controls, automation, computer-aided manufacturing, manufacturing planning, quality control, and the management of informational infrastructure. Graduates of this short-term certificate are equipped to pursue or advance careers in a variety of sectors, including aircraft engine and engine parts manufacturing, machine tool manufacturing (metal cutting), poultry processing, guided missile and space vehicle manufacturing, electromedical and electrotherapeutic apparatus manufacturing, conveyor and conveying equipment manufacturing, paint and coating manufacturing, and industrial design services. The proposed delivery format is face-to-face. This certificate requires 22 credit hours.

Short-Term Certificate in Drafting Technician (CIP 15.1302, Level 1b)

The Drafting Technician Short-Term Certificate program equips individuals with technical skills and advanced computer software knowledge to create graphic representations and simulations for engineering projects. It covers engineering graphics, 2D and 3D design, solids modeling, engineering animation, and computer-aided drafting (CAD/CADD). Graduates are prepared for careers in industries such as aircraft engine manufacturing, machine tool production, poultry processing, guided missile and space vehicle manufacturing, electromedical equipment production, conveyor equipment manufacturing, paint and coating manufacturing, and industrial design services. The proposed delivery format is face-to-face. This certificate requires 12 credit hours.

INFORMATION ITEM: C-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.

<i>Institution</i>	<i>Nomenclature</i>	<i>Program Title</i>	<i>CIP</i>
Athens State University	MS	Strategic Leadership and Business Analytics Strategic Leadership	52.0213
Auburn University	BS	Fisheries, Aquaculture, and Aquatic Sciences	01.0303 26.1304
Auburn University	MS/MAqua	Fisheries, Aquaculture, and Aquatic Sciences	01.0303 26.1304
Auburn University	PhD	Fisheries and Allied Aquaculture Fisheries, Aquaculture, and Aquatic Sciences	01.0303 26.1304
University of Alabama	BA BS	Communicative Disorders Speech, Language and Hearing Sciences	51.0204 51.0201

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.

Four-Year Institutions

- Alabama State University, MSOT in Occupational Therapy (CIP 51.2306) – Deletion Requested
- Alabama A & M University, BS in General Art (CIP 50.0701) – Deletion Requested
- Auburn University, BS in Physical Education/Teacher Education (CIP 26.0908) – Inactivation Requested, to be deleted in 2030
- Auburn University, MS in Physical Education/Teacher Education (CIP 26.0908) – Inactivation Requested, to be deleted in 2030
- Jacksonville State University, MEd in Reading Specialist (CIP 13.1315) – Deletion Requested
- University of West Alabama, AAS in Emergency Medical Services (CIP 51.0904, Level 3) – Deletion Requested

Two-Year Institutions

NONE

Attachment 2

Summary of Changes to Existing For-Credit Non-Degree Certificate Programs

A. Changes in CIP Code or Program Level

The following changes to CIP code or program level as reported to the Integrated Postsecondary Education Data System (IPEDS) require notification to ensure that the Academic Program Inventory remains current. Changes to program titles for non-degree certificates are considered non-substantive and can be processed by ACHE staff without formal notification to the Commission.

<i>Institution</i>	<i>Program Level</i>	<i>Program Title</i>	<i>CIP</i>
Lawson State Community College	STC	Logistics and Supply Chain Technology	52.0209 52.0203

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.

Four-Year Institutions

- Auburn University, Post-Baccalaureate Certificate in Movement Skills Analysis (CIP 26.0908, Level 6) – Inactivation Requested, to be deleted in 2030
- Jacksonville State University, Certificate in Trail Sciences (CIP 03.0299, Level 1b) – Deletion Requested
- Jacksonville State University, Certificate in Drone Piloting (CIP 45.0702 Level 1b) – Deletion Requested
- University of North Alabama, Certificate in Kitchen & Bath Design 1 (CIP 19.0101, Level 1b) – Deletion Requested
- University of North Alabama, Certificate in Kitchen & Bath Design 2 (CIP 19.0101, Level 1b) – Deletion Requested
- University of North Alabama, Certificate in Design Build Technology 1 (CIP 19.0101, Level 1b) – Deletion Requested
- University of North Alabama, Certificate in Design Build Technology 2 (CIP 19.0101, Level 1b) – Deletion Requested
- University of North Alabama, Post-Baccalaureate Certificate in Art History (CIP 50.0701, Level 6) – Deletion Requested
- University of North Alabama, Post-Baccalaureate Certificate in Fine Arts (CIP 50.0701, Level 6) – Deletion Requested
- University of North Alabama, Post-Baccalaureate Certificate in Photography (CIP 50.0701, Level 6) – Deletion Requested
- University of North Alabama, Post-Baccalaureate Certificate in Graphic Design (CIP 50.0701, Level 6) – Deletion Requested

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- University of North Alabama, Micro-Credential in Hospitality and Events Management—Hospitality Management (CIP 52.0901, Level 1b) – Deletion Requested
- University of North Alabama, Micro-Credential in Hospitality and Events Management—Lodging and Tourism Management (CIP 52.0901, Level 1b) – Deletion Requested
- University of North Alabama, Micro-Credential in Hospitality and Events Management—Events and Food Services Management (CIP 52.0901, Level 1b) – Deletion Requested
- University of North Alabama, Certificate in Culinary Arts Management—Food Management (CIP 52.0905, Level 1b) – Deletion Request
- University of South Alabama, Certificate in Process Technology (CIP 41.0301, Level 1b) – Deletion Requested

Two-Year Institutions

NONE

INFORMATION ITEM: C-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% the curriculum are considered non-substantive and do not require notification. Proposed modifications that will affect 50% or more of the curriculum require Commission approval. 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.

Athens State University

1. Addition of the following Concentrations within the existing MS in Strategic Leadership (CIP 52.0213):
 - a. Business Analytics
 - b. Healthcare Management
 - c. Human Resources Management
 - d. Management of Cybersecurity Operations
 - e. Tailored Leadership

Auburn University at Montgomery

1. Addition of the following Options within the existing EdD in Instructional Systems and Learning Sciences (CIP 13.0607):
 - a. Elementary Education
 - b. Special Education
 - c. Counselor Education and Supervision
2. Addition of an Option in Human Resource Administration within the existing MPA in Public Administration (CIP 44.0401)
3. Addition of the following Options within the existing BS in Political Science and Government (CIP 45.1001):
 - a. International Affairs
 - b. Public Policy and Leadership

University of Alabama

1. Addition of a Concentration in Hotel, Food, and Beverage within the existing BS in Hospitality Management (CIP 52.0901)

University of Alabama at Birmingham

1. Addition of a Concentration in Data-Driven Modeling and Technology within the existing BS in Physics (CIP 40.0801)
2. Addition of a Concentration in Clinical Research Management within the existing MSN in Nursing (CIP 51.3801)

Attachment 2

Summary of Other Curricular Modifications

a. Substantive Changes to Degree Requirements

The following institutions have notified the Commission of changes affecting between 25% and 49% of the curriculum for an existing degree program. Institutions may begin advertising the program with the modified curriculum once notification has been received by ACHE staff, but they should not begin delivering the curriculum until the change has been presented as an Information Item.

Four-Year Institutions:

1. Auburn University at Montgomery, MPA in Public Administration (CIP 44.0401):
AUM intends to reduce the overall credit hours for the MPA from 36 to 30, reduce the “program core” coursework from seven to five courses, and eliminate several existing courses to be replaced with new courses.

Two-Year Institutions:

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.

Snead State Community College

1. Addition of a Long Certificate (IPEDS Level 2) in HVAC Technologist to the existing AAS in HVAC Technology (CIP 15.0501)
2. Addition of a Long Certificate (IPEDS Level 2) in Machine Tool Technologist to the existing AAS in Machine Tool Technology (CIP 48.0501)

INFORMATION ITEM: C-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

- Alabama A&M University, Change in the Name of the Department of English and Foreign Languages to the Department of English and Modern Languages
- University of Alabama, Change in the Name of the Department of Communicative Disorders to the Department of Speech, Language and Hearing Sciences
- University of Alabama at Birmingham, Closure of the Department of Pharmacology and Toxicology in Marnix E. Heersink School of Medicine

C. Changes to Non-Instructional Academic Units

- Jacksonville State University, Establishment of the Criminal Justice Research Institute as a new unit of research within the College of Social and Behavioral Sciences
- University of Alabama at Birmingham, Consolidation of the Abroms-Engel Institute for the Visual Arts, Alys Stephens Performing Arts Center, ArtPlay Community Education, and UAB Arts in Medicine into one unit of public service and research called UAB Center for the Arts

INFORMATION ITEM: C-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:

Alabama A&M University

BA in Psychology (CIP 42.0101)
MEng in Systems & Materiel Engineering (14.9999)

Alabama State University

BS in Psychology (CIP 42.0101)
BS in Criminal Justice (CIP43.0104) (Accelerated)
BA in Art (CIP 50.0701)
BS in Marketing (CIP 52.1401)

MS in Rehabilitation Counseling (CIP 51.2399)
MS in Accountancy (CIP 52.0301)
MBA in Business Administration (CIP 52.0201)
MS in Social Psychology & Human Rights (CIP 42.2813)
MS in Applied Technology (CIP 11.1099)

EdS in Education (CIP 13.0101)

- Early Childhood Education
- Elementary Education
- Teacher Leadership
- Secondary Education – Biology
- Secondary Education – Mathematics
- Secondary Education – Social Science
- Secondary Education – History

MEd in Instructional Leadership (CIP 13.0401)
EdS in Instructional Leadership (CIP 13.0401)
EdD in Educational Leadership, Policy, and Law (CIP 13.0401)
PhD in Educational Leadership, Policy, and Law (CIP 13.0401)

MEd in Library Education Media (CIP 13.0501)
EdS in Library Education Media (CIP 13.0501)

MEd in Collaborative Education (CIP 13.1001)

MS/MEd in School Counseling (CIP 13.1101)
EdS in Counselor Education/ School Counseling (CIP 13.1101)

MEd in Secondary Education and Teaching (CIP 13.1205)

- Mathematics Education, Traditional and Alternative- A
- Secondary Education, Traditional and Alternative- A
- History Education, Traditional and Alternative- A
- Social Science Education, Traditional and Alternative- A
- Biology Education
- Health Education
- English/Language Arts Education, Traditional and Alternative- A

MEd in Teacher Education (CIP 13.1206)

- Music Education p-12, Traditional and Alternative- A
- Reading Education
- Elementary Education, Alternative- A
- Physical Education, Traditional and Alternative- A

MEd in Early Childhood Education, Alternative- A (CIP 13.1210)

MS in Clinical Mental Health Counseling (CIP 44.9999)

Auburn University at Montgomery

MPA in Public Administration (CIP 44.0401)

University of West Alabama

MS in Conservation Biology (Thesis and Non-Thesis) (CIP 26.1307)

Supporting Documentation:

1. "Policy on Distance Education," Ala. Admin Code (Commission on Higher Education), r. 300-2-1-.10. Available upon request.
2. Written unpublished documentation provided by the institutions. Available upon request.

INFORMATION ITEM: C-6

Annual Off-Campus Site Report for Academic Year 2023-2024

Staff Presenter:

Ms. Kristan White
Academic Program Analyst

Staff Recommendation:

For information only.

Background:

Annual off-campus site follow-up reports (Fall 2023 through Summer 2024) were collected from 2-year and 4-year institutions, indicating the number of courses offered and the number of students enrolled at each site over the course of the academic year. For 2023-24, 247 off-campus sites were associated with the following postsecondary institutions:

Alabama Community College System

- Bevill State Community College (18 sites)
- Bishop State Community College (26 sites)
- Calhoun Community College (2 sites)
- Central Alabama Community College (5 sites)
- Chattahoochee Valley Community College (4 sites)
- Coastal Alabama Community College (4 sites)
- Drake State Community & Technical College (2 sites)
- Enterprise State Community College (12 sites)
- Gadsden State Community College (1 site)
- Ingram State Technical College (14 sites)
- Jefferson State Community College (3 sites)
- Lawson State Community College (3 sites)
- Lurleen B. Wallace Community College (2 sites)
- Northeast Alabama Community College (19 sites)
- Northwest-Shoals Community College (3 sites)
- Reid State Technical College (0 sites)
- Shelton State Community College (2 sites)
- Snead State Community College (5 sites)
- Southern Union State Community College (3 sites)
- Trenholm State Community College (1 site)
- Wallace Community College – Dothan (0 sites)
- Wallace Community College – Hanceville (2 sites)
- Wallace Community College – Selma (5 sites)

Senior Institutions

- Alabama A&M University (0 sites)
- Alabama State University (1 site)
- Athens State University (10 sites)

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- Auburn University (6 sites)
- Auburn University at Montgomery (2 sites)
- Jacksonville State University (39 sites)
- Troy University (1 site)
- University of Alabama (2 sites)
- University of Alabama at Birmingham (0 sites)
- University of Alabama in Huntsville (1 site)
- University of Montevallo (1 site)
- University of North Alabama (33 sites)
- University of South Alabama (15 sites)
- University of West Alabama (0 sites)

Supporting Documentation:

1. Off-Campus Site Report (2023-24) by Institution, attached.
2. Off-campus Site Report (2023-24) by County, attached.
3. "Review of Off-Campus Instruction offered by Public Postsecondary Institutions," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.05. Available upon request.

Attachment 1

Off-Campus Site Report (2023-24) by Institution

Institution	Site	City	County	Courses Offered 2023-2024	Total # Courses Offered 2023-2024	Total Enrollees 2023-2024
Bevill State Community College	Brilliant High School	Brilliant	Marion	No		
Bevill State Community College	Carbon Hill High School	Carbon Hill	Walker	Yes	5	78
Bevill State Community College	Cordova High School	Cordova	Walker	Yes	7	112
Bevill State Community College	Corner High School	Corner	Jefferson	Yes	8	335
Bevill State Community College	Curry High School	Jasper	Walker	Yes	5	98
Bevill State Community College	Federal Corrections Institution - Aliceville	Aliceville	Pickens	No		
Bevill State Community College	Haleyville Center of Technology	Haleyville	Winston	Yes	4	49
Bevill State Community College	Hueytown High School	Hueytown	Jefferson	Yes	1	26
Bevill State Community College	Lamar County Center of Technology	Vernon	Lamar	Yes	10	274
Bevill State Community College	Minor High School	Adamsville	Jefferson	Yes	6	86
Bevill State Community College	Mortimer Jordan High School	Kimberley	Jefferson	Yes	5	138
Bevill State Community College	Oak Grove High School	Oak Grove	Jefferson	Yes	8	203
Bevill State Community College	Oakman High School	Oakman	Walker	Yes	7	88
Bevill State Community College	Pickens County College & Career Center (PC4)	Carrollton	Pickens	Yes	63	1322
Bevill State Community College	Pickens County Educational Center	Carrollton	Pickens	Yes	11	136
Bevill State Community College	Rapid Training Center	Jasper	Walker	Yes	28	246
Bevill State Community College	Walker County Center of Technology	Jasper	Walker	Yes	1	10
Bevill State Community College	Winfield High School	Winfield	Marion	Yes	12	176
Bishop State Community College	ACCEL Academy	Mobile	Mobile	Yes	8	96
Bishop State Community College	Alma Bryant High School	Mobile	Mobile	Yes	11	427
Bishop State Community College	B.C. Rain High School	Mobile	Mobile	Yes	2	28
Bishop State Community College	Baker High School	Mobile	Mobile	Yes	4	52
Bishop State Community College	Blount High School	Prichard	Mobile	Yes	8	379
Bishop State Community College	Bryant CTE	Irvington	Mobile	Yes	8	96
Bishop State Community College	Chickasaw High School	Chickasaw	Mobile	Yes	5	41
Bishop State Community College	Citronelle High School	Mobile	Mobile	Yes	10	252
Bishop State Community College	City of Semmes Training Center	Semmes	Mobile	No		
Bishop State Community College	Davidson High School	Mobile	Mobile	Yes	6	101
Bishop State Community College	Faith Academy	Mobile	Mobile	Yes	1	19
Bishop State Community College	Faulkner CTE	Prichard	Mobile	Yes	14	301
Bishop State Community College	LeFlore High School	Mobile	Mobile	Yes	5	50

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Institution	Site	City	County	Courses Offered 2023-2024	Total # Courses Offered 2023-2024	Total Enrollees 2023-2024
Bishop State Community College	Mary G. Montgomery High School	Semmes	Mobile	Yes	8	312
Bishop State Community College	McIntosh High School	McIntosh	Washington	No		
Bishop State Community College	Mobile Christian	Mobile	Mobile	Yes	2	55
Bishop State Community College	MOWA Band of Choctaw Indians Technical Training Center	Mt. Vernon	Mobile	No		
Bishop State Community College	Murphy High School	Mobile	Mobile	Yes	9	312
Bishop State Community College	Saraland High School	Saraland	Mobile	Yes	5	215
Bishop State Community College	Satsuma High School	Satsuma	Mobile	Yes	4	133
Bishop State Community College	Theodore High School	Mobile	Mobile	Yes	4	39
Bishop State Community College	Theodore Oaks Shopping Center	Theodore	Mobile	Yes	1	17
Bishop State Community College	Truck Driving Site - Jackson	Jackson	Clarke	Yes	7	199
Bishop State Community College	Truck Driving Site - Mobile	Mobile	Mobile	Yes	7	1213
Bishop State Community College	Vigor High School	Prichard	Mobile	Yes	2	22
Bishop State Community College	Williamson High School	Mobile	Mobile	Yes	10	110
Calhoun Community College	Alabama Center for the Arts	Decatur	Morgan	Yes	84	1241
Calhoun Community College	Huntsville Research Park	Huntsville	Madison	Yes	150	10669
Central Alabama Community College	East Memorial Baptist Church	Prattville	Autauga	Yes	49	995
Central Alabama Community College	Honda Manufacturing of Alabama Training Center	Lincoln	Talladega	No		
Central Alabama Community College	Pratt's Mill Center (Moved to EMBC)	Prattville	Autauga	No		
Central Alabama Community College	Talladega City High School Career Technical Center	Talladega	Talladega	No		
Central Alabama Community College	Talladega One-Stop Center	Talladega	Talladega	Yes	37	480
Chattahoochee Valley Community College	Central High School	Phenix City	Russell	Yes	8	580
Chattahoochee Valley Community College	East Alabama Medical Center	Opelika	Lee	No		
Chattahoochee Valley Community College	Russell County High School	Seale	Russell	Yes	6	79
Chattahoochee Valley Community College	Smiths Station High School	Smiths Station	Lee	Yes	15	523
Coastal Alabama Community College	Baldwin Center for Business Development	Foley	Baldwin	Yes	17	637
Coastal Alabama Community College	Brookley Field	Mobile	Mobile	Yes	28	1246
Coastal Alabama Community College	Erich Heine Learning Center - AM/NS Calvert	Calvert	Mobile	Yes	8	73
Coastal Alabama Community College	The Academy at Fairhope	Fairhope	Baldwin	Yes	33	788
Drake State Community and Technical College	Huntsville Hospital Cochran Center	Huntsville	Madison	Yes	4	111
Drake State Community and Technical College	Huntsville Housing Authority	Huntsville	Madison	Yes	2	10
Enterprise State Community College	Alabama Aviation Center - Ozark	Ozark	Dale	Yes	57	4425

ALABAMA COMMISSION ON HIGHER EDUCATION

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Institution	Site	City	County	Courses Offered 2023-2024	Total # Courses Offered 2023-2024	Total Enrollees 2023-2024
Enterprise State Community College	Andalusia/Opp Airport Business Incubator	Andalusia	Covington	Yes	7	69
Enterprise State Community College	Bridge Academy	Ozark	Dale	Yes	4	61
Enterprise State Community College	Daleville High School	Daleville	Dale	Yes	5	95
Enterprise State Community College	Dothan Tech Center	Dothan	Houston	Yes	2	19
Enterprise State Community College	Elba High School	Elba	Coffee	Yes	2	37
Enterprise State Community College	Enterprise Career Technical Center	Enterprise	Coffee	Yes	6	78
Enterprise State Community College	Ft. Rucker	Fort Rucker	Dale	No		
Enterprise State Community College	Goshen High School	Goshen	Pike	Yes	3	25
Enterprise State Community College	G-Tech	Geneva	Geneva	Yes	5	141
Enterprise State Community College	GW Long High School	Skipperville	Dale	Yes	4	71
Enterprise State Community College	Houston County Career Academy	Dothan	Houston	Yes	4	38
Gadsden State Community College	Cherokee Center	Centre	Cherokee	Yes	36	601
Ingram State Technical College	Alabama Therapeutic Education Facility	Columbiana	Shelby	No		
Ingram State Technical College	Bibb Correctional Facility	Brent	Bibb	Yes	54	1273
Ingram State Technical College	Donaldson Correctional Facility	Bessemer	Jefferson	Yes	42	968
Ingram State Technical College	Draper Correctional Facility	Elmore	Elmore	Yes	131	2042
Ingram State Technical College	Easterling Correctional Facility	Clio	Barbour	Yes	37	786
Ingram State Technical College	Elmore Correctional Facility - APAE	Elmore	Elmore	No		
Ingram State Technical College	Fountain Correctional Center	Atmore	Escambia	Yes	71	1681
Ingram State Technical College	Frank Lee Work Release Center	Deatsville	Elmore	No		
Ingram State Technical College	Limestone Correctional Facility	Capshaw	Madison	Yes	68	1344
Ingram State Technical College	St. Clair Correctional Facility	Springville	Monroe	Yes	50	834
Ingram State Technical College	Staton Correctional Facility - APAE	Elmore	Elmore	No		
Ingram State Technical College	Thomasville Day Reporting Center	Thomasville	Clarke	No		
Ingram State Technical College	Tutwiler Correctional Facility - APAE	Wetumpka	Elmore	Yes	75	1565
Ingram State Technical College	Ventress Correctional Facility	Clayton	Barbour	Yes	24	606
Jefferson State Community College	Boaz High School	Boaz	Marshall	No		
Jefferson State Community College	St. Vincent's Hospital, Bruno's Cancer Center	Birmingham	Jefferson	No		
Jefferson State Community College	Warrior High School	Warrior	Blount	No		
Lawson State Community College	Bessemer Airport	Bessemer	Jefferson	No		
Lawson State Community College	Hoover High School	Hoover	Jefferson	No		

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Institution	Site	City	County	Courses Offered 2023-2024	Total # Courses Offered 2023-2024	Total Enrollees 2023-2024
Lawson State Community College	Hueytown Center	Hueytown	Jefferson	No		
Lurleen B. Wallace Community College	Church Street Cultural Arts Centre	Andalusia	Covington	Yes	7	9
Lurleen B. Wallace Community College	Luverne Center	Luverne	Crenshaw	Yes	23	364
Northeast Alabama Community College	Collinsville High School	Collinsville	DeKalb	Yes	8	112
Northeast Alabama Community College	Cornerstone Christian Academy	Rainsville	DeKalb	Yes	4	64
Northeast Alabama Community College	Dekalb County Technical Center	Rainsville	DeKalb	Yes	11	101
Northeast Alabama Community College	Ft Payne High School	Ft. Payne	DeKalb	Yes	7	272
Northeast Alabama Community College	Fyffe High School	Fyffe	DeKalb	Yes	4	36
Northeast Alabama Community College	Ider High School	Ider	DeKalb	Yes	4	58
Northeast Alabama Community College	Kevin Dukes Career and Innovation Academy	Scottsboro	Jackson	Yes	21	248
Northeast Alabama Community College	Liberty Plaza	Rainsville	DeKalb	Yes	34	432
Northeast Alabama Community College	Marshall County Technical School	Guntersville	Marshall	Yes	11	140
Northeast Alabama Community College	North Jackson High School	Stevenson	Jackson	Yes	6	130
Northeast Alabama Community College	North Sand Mountain High School	Higdon	Jackson	Yes	3	43
Northeast Alabama Community College	Pisgah High School	Pisgah	Jackson	Yes	7	108
Northeast Alabama Community College	Plainview High School	Rainsville	DeKalb	Yes	3	80
Northeast Alabama Community College	Scottsboro High School	Scottsboro	Jackson	Yes	18	315
Northeast Alabama Community College	Section High School	Section	Jackson	Yes	7	56
Northeast Alabama Community College	Skyline High School	Scottsboro	Jackson	Yes	4	52
Northeast Alabama Community College	Sylvania High School	Sylvania	DeKalb	Yes	5	105
Northeast Alabama Community College	Valley Head High School	Valley Head	DeKalb	Yes	1	8
Northeast Alabama Community College	Woodville High School	Woodville	Jackson	Yes	2	22
Northwest-Shoals Community College	Haleyville High School	Haleyville	Winston	Yes	6	150
Northwest-Shoals Community College	Lauderdale County High School	Rogersville	Lauderdale	Yes	3	33
Northwest-Shoals Community College	Red Bay High School	Red Bay	Franklin	Yes	3	74
Shelton State Community College	Bibb Medical Center	Centreville	Bibb	Yes	5	58
Shelton State Community College	Tuscaloosa Career and Technology Academy	Tuscaloosa	Tuscaloosa	Yes	13	83
Snead State Community College	Albertville Airport - Alabama Aviation College	Albertville	Marshall	Yes	15	203
Snead State Community College	Arab Instructional Site	Arab	Cullman	Yes	3	23
Snead State Community College	Blount County Career Technical Center	Cleveland	Blount	No		
Snead State Community College	Marshall County Technical School	Guntersville	Marshall	Yes	15	141

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Institution	Site	City	County	Courses Offered 2023-2024	Total # Courses Offered 2023-2024	Total Enrollees 2023-2024
Snead State Community College	Snead State Workforce and Career Institute	Guntersville	Marshall	No		
Southern Union State Community College	Auburn Center for Developing Industries	Auburn	Lee	No		
Southern Union State Community College	Martin Army Community Hospital - Ft. Benning	Columbus, GA	Columbus, GA	No		
Southern Union State Community College	Southern Union State CC - Valley Campus	Valley	Chambers	Yes	68	1247
Trenholm State Community College	Institute for Patient Safety and Medical Simulation	Montgomery	Montgomery	Yes	4	54
Wallace Community College - Hanceville	Cullman Airport	Vinemont	Cullman	Yes	42	405
Wallace Community College - Hanceville	Oneonta Center	Oneonta	Blount	Yes	40	957
Wallace Community College - Selma	Dallas County Career Technical Center	Selma	Dallas	No		
Wallace Community College - Selma	Demopolis Higher Education Center	Gallion	Hale	Yes	21	562
Wallace Community College - Selma	New Era Building	Demopolis	Marengo	No		
Wallace Community College - Selma	Selma High School	Selma	Dallas	No		
Wallace Community College - Selma	West Alabama Regional Training Center	Demopolis	Marengo	Yes	599	65
Alabama State University	Loveless Academic Magnet Program High School	Montgomery	Montgomery	Yes	6	59
Athens State University	Alabama Center for the Arts	Decatur	Morgan	Yes	59	356
Athens State University	Bevill State Community College	Jasper	Walker	No		
Athens State University	Bevill State Community College - Hamilton	Hamilton	Marion	No		
Athens State University	Calhoun Community College	Decatur	Morgan	No		
Athens State University	Northeast Alabama Community College - Rainsville	Rainsville	DeKalb	No		
Athens State University	Northwest-Shoals Community College	Phil Campbell	Franklin	No		
Athens State University	Redstone Arsenal	Redstone Arsenal	Madison	No		
Athens State University	Snead State Community College	Boaz	Marshall	No		
Athens State University	Wallace State Community College - Hanceville	Hanceville	Cullman	Yes	1	28
Athens State University	Wallace State Community College - Selma	Selma	Dallas	No		
Auburn University	Dauphin Island Sea Lab	Dauphin Island	Mobile	Yes	14	55
Auburn University	Elmore Correctional Facility - APAE	Elmore	Elmore	No		
Auburn University	Rural Studio	Newbern	Hale	Yes	4	52
Auburn University	Staton Correctional Facility - APAE	Elmore	Elmore	Yes	24*	314*
Auburn University	Tutwiler Correctional Facility - APAE	Wetumpka	Elmore	Yes	24*	314*
Auburn University	University of South Alabama	Mobile	Mobile	Yes	18	279
Auburn University at Montgomery	Alabama State University	Montgomery	Montgomery	Yes	8	24
Auburn University at Montgomery	Prattville High School	Prattville	Autauga	Yes	2	85

*Auburn University – Numbers reported for Staton Correctional Facility and Tutwiler Correctional Facility are combined.

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Institution	Site	City	County	Courses Offered 2023-2024	Total # Courses Offered 2023-2024	Total Enrollees 2023-2024
Jacksonville State University	Alexandria High School	Alexandria	Calhoun	Yes	10	90
Jacksonville State University	Anniston High School	Anniston	Calhoun	Yes	2	8
Jacksonville State University	Ashville High School	Ashville	St. Clair	No		
Jacksonville State University	Brookstone Center (South Complex)	Jacksonville	Calhoun	Yes	36	2551
Jacksonville State University	Cedar Bluff High School	Cedar Bluff	Cherokee	Yes	3	26
Jacksonville State University	Central Clay High School	Lineville	Clay	Yes	2	37
Jacksonville State University	Cherokee County Career Tech Center	Centre	Cherokee	No		
Jacksonville State University	Cleburne County High School	Heflin	Cleburne	Yes	7	99
Jacksonville State University	Donoho High School	Anniston	Calhoun	Yes	12	92
Jacksonville State University	Faith Christian School	Anniston	Calhoun	Yes	2	21
Jacksonville State University	Fort Payne High School	Ft. Payne	DeKalb	No		
Jacksonville State University	Gadsden State Community College	Gadsden	Etowah	No		
Jacksonville State University	Gaston High School	Gadsden	Etowah	No		
Jacksonville State University	IQRA Math and Science Academy	Anniston	Calhoun	No		
Jacksonville State University	Jacksonville High School	Jacksonville	Calhoun	Yes	1	7
Jacksonville State University	Jefferson State Community College	Birmingham	Jefferson	No		
Jacksonville State University	JSU Canyon Center	Ft. Payne	DeKalb	No		
Jacksonville State University	JSU McClellan	Anniston	Calhoun	No		
Jacksonville State University	Lincoln High School	Talladega	Talladega	Yes	4	95
Jacksonville State University	Lingleaf Building	Jacksonville	Calhoun	No		
Jacksonville State University	Marshall County Technical School	Guntersville	Marshall	No		
Jacksonville State University	McClellan 3181	Anniston	Calhoun	Yes	5	145
Jacksonville State University	Munford High School	Munford	Talladega	Yes	6	116
Jacksonville State University	Northeast Alabama Community College - Boaz	Boaz	Marshall	No		
Jacksonville State University	Ohatchee High School	Ohatchee	Calhoun	Yes	6	67
Jacksonville State University	Oxford High School	Oxford	Calhoun	Yes	8	200
Jacksonville State University	Piedmont High School	Piedmont	Calhoun	Yes	8	93
Jacksonville State University	Pleasant Valley High School	Jacksonville	Calhoun	Yes	4	58
Jacksonville State University	Saks High School	Anniston	Calhoun	Yes	1	11
Jacksonville State University	Samford University Library	Birmingham	Jefferson	No		
Jacksonville State University	Snead State Community College	Boaz	Marshall	No		

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Institution	Site	City	County	Courses Offered 2023-2024	Total # Courses Offered 2023-2024	Total Enrollees 2023-2024
Jacksonville State University	Southside High School	Southside	Etowah	Yes	2	21
Jacksonville State University	Spring Garden High School	Spring Garden	Cherokee	No		
Jacksonville State University	Sylacauga High School	Sylacauga	Talladega	Yes	2	35
Jacksonville State University	Wadley High School	Wadley	Randolph	Yes	2	10
Jacksonville State University	Weaver High School	Weaver	Calhoun	Yes	10	102
Jacksonville State University	Wellborn High School	Anniston	Calhoun	Yes	2	13
Jacksonville State University	White Plains High School	Anniston	Calhoun	Yes	2	17
Jacksonville State University	Woodland High School	Woodland	Randolph	No		
Troy University	Fort Rucker	Fort Rucker	Dale	No		
University of Alabama	Dauphin Island Sea Lab	Dauphin Island	Mobile	Yes	28	111
University of Alabama	University of Alabama in Huntsville	Huntsville	Madison	Yes	4	28
University of Alabama in Huntsville	Mae Jemison High School	Huntsville	Madison	Yes	4	94
University of Montevallo	Regional In-Service Education Center	Pelham	Shelby	Yes	8	67
University of North Alabama	Allen Thornton Technical	Killen	Lauderdale	Yes	5	55
University of North Alabama	Ardmore High School	Ardmore	Limestone	Yes	9	219
University of North Alabama	Austin High School	Decatur	Morgan	Yes	8	563
University of North Alabama	Brooks High School	Killen	Lauderdale	Yes	7	232
University of North Alabama	Center Point High School	Birmingham	Jefferson	Yes	2	27
University of North Alabama	Central High School	Florence	Lauderdale	Yes	8	179
University of North Alabama	Clements High School	Athens	Limestone	Yes	6	79
University of North Alabama	Colbert Heights High School	Tuscumbia	Colbert	Yes	6	85
University of North Alabama	Decatur High School	Decatur	Morgan	Yes	13	213
University of North Alabama	East Lawrence High School	Trinity	Lawrence	Yes	4	74
University of North Alabama	East Limestone High School	Athens	Limestone	Yes	10	272
University of North Alabama	Elkmont High School	Elkmont	Limestone	Yes	2	28
University of North Alabama	Florence High School	Florence	Lauderdale	Yes	12	222
University of North Alabama	Gardendale High School	Gardendale	Jefferson	Yes	3	53
University of North Alabama	Hamilton High School	Hamilton	Marion	Yes	2	54
University of North Alabama	Hatton High School	Town Creek	Lawrence	Yes	3	46
University of North Alabama	Hueytown High School	Hueytown	Jefferson	Yes	2	46
University of North Alabama	Lauderdale County High School	Rogersville	Lauderdale	Yes	5	100

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Institution	Site	City	County	Courses Offered 2023-2024	Total # Courses Offered 2023-2024	Total Enrollees 2023-2024
University of North Alabama	Lawrence County High School	Moulton	Lawrence	Yes	4	84
University of North Alabama	Lexington High School	Lexington	Lauderdale	Yes	4	114
University of North Alabama	Limestone Correctional Facility	Harvest	Limestone	Yes	7	50
University of North Alabama	Loretto High School (Tennessee)	Loretto	Lawrence	Yes	1	20
University of North Alabama	Madison County High School	Gurley	Madison	Yes	1	11
University of North Alabama	Mars Hill High School	Florence	Lauderdale	Yes	2	48
University of North Alabama	McAdory High School	McCalla	Jefferson	Yes	1	17
University of North Alabama	Muscle Shoals High School	Muscle Shoals	Colbert	Yes	6	353
University of North Alabama	Phillips High School	Bear Creek	Marion	Yes	2	20
University of North Alabama	Rogers High School	Florence	Lauderdale	Yes	4	56
University of North Alabama	Russellville High School	Russellville	Franklin	Yes	1	32
University of North Alabama	Shades Valley High School	Irondale	Jefferson	Yes	8	202
University of North Alabama	West Limestone High School	Lester	Limestone	Yes	10	178
University of North Alabama	West Morgan High School	Trinity	Morgan	Yes	4	119
University of North Alabama	Wilson High School	Florence	Lauderdale	Yes	8	76
University of South Alabama	Airbus Brookley Field Campus	Mobile	Mobile	No		
University of South Alabama	Alabama School of Mathematics and Science	Mobile	Mobile	No		
University of South Alabama	Alma Bryant High School	Mobile	Mobile	No		
University of South Alabama	Baker High School	Mobile	Mobile	No		
University of South Alabama	City of Gulf Shores Cultural Center	Gulf Shores	Baldwin	No		
University of South Alabama	Coastal Alabama Community College - Gulf Shores	Gulf Shores	Baldwin	No		
University of South Alabama	Coastal Alabama Community College - Monroeville	Monroeville	Monroe	No		
University of South Alabama	Hoover High School	Hoover	Jefferson	No		
University of South Alabama	Mary G. Montgomery High School	Semmes	Mobile	No		
University of South Alabama	Murphy High School	Mobile	Mobile	No		
University of South Alabama	Saraland High School	Saraland	Mobile	No		
University of South Alabama	St. Paul's Episcopal School	Mobile	Mobile	No		
University of South Alabama	Theodore High School	Theodore	Mobile	No		
University of South Alabama	UMS-Wright Preparatory School	Mobile	Mobile	No		
University of South Alabama	W.P. Davidson High School	Mobile	Mobile	No		

Attachment 2

Off-Campus Site Report (2023-24) by County

County	City	Site	Institution	Courses Offered 2023-2024	Total # Courses Offered 2023-2024	Total Enrollees 2023-2024
Autauga	Prattville	East Memorial Baptist Church	Central Alabama Community College	Yes	49	995
Autauga	Prattville	Pratt's Mill Center (Moved to EMBC)	Central Alabama Community College	No		
Autauga	Prattville	Prattville High School	Auburn University at Montgomery	Yes	2	85
Baldwin	Fairhope	The Academy at Fairhope	Coastal Alabama Community College	Yes	33	788
Baldwin	Foley	Baldwin Center for Business Development	Coastal Alabama Community College	Yes	17	637
Baldwin	Gulf Shores	City of Gulf Shores Cultural Center	University of South Alabama	No		
Baldwin	Gulf Shores	Coastal Alabama Community College - Gulf Shores	University of South Alabama	No		
Barbour	Clayton	Ventress Correctional Facility	Ingram State Technical College	Yes	24	606
Barbour	Clio	Easterling Correctional Facility	Ingram State Technical College	Yes	37	786
Bibb	Brent	Bibb Correctional Facility	Ingram State Technical College	Yes	54	1273
Bibb	Centreville	Bibb Medical Center	Shelton State Community College	Yes	5	58
Blount	Cleveland	Blount County Career Technical Center	Snead State Community College	No		
Blount	Oneonta	Oneonta Center	Wallace Community College - Hanceville	Yes	40	957
Blount	Warrior	Warrior High School	Jefferson State Community College	No		
Calhoun	Alexandria	Alexandria High School	Jacksonville State University	Yes	10	90
Calhoun	Anniston	Anniston High School	Jacksonville State University	Yes	2	8
Calhoun	Anniston	Donoho High School	Jacksonville State University	Yes	12	92
Calhoun	Anniston	Faith Christian School	Jacksonville State University	Yes	2	21
Calhoun	Anniston	IQRA Math and Science Academy	Jacksonville State University	No		
Calhoun	Anniston	JSU McClellan	Jacksonville State University	No		
Calhoun	Anniston	McClellan 3181	Jacksonville State University	Yes	5	145
Calhoun	Anniston	Saks High School	Jacksonville State University	Yes	1	11
Calhoun	Anniston	Wellborn High School	Jacksonville State University	Yes	2	13
Calhoun	Anniston	White Plains High School	Jacksonville State University	Yes	2	17
Calhoun	Jacksonville	Brookstone Center (South Complex)	Jacksonville State University	Yes	36	2551
Calhoun	Jacksonville	Jacksonville High School	Jacksonville State University	Yes	1	7
Calhoun	Jacksonville	Longleaf Building	Jacksonville State University	No		
Calhoun	Jacksonville	Pleasant Valley High School	Jacksonville State University	Yes	4	58
Calhoun	Ohatchee	Ohatchee High School	Jacksonville State University	Yes	6	67
Calhoun	Oxford	Oxford High School	Jacksonville State University	Yes	8	200
Calhoun	Piedmont	Piedmont High School	Jacksonville State University	Yes	8	93
Calhoun	Weaver	Weaver High School	Jacksonville State University	Yes	10	102

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County	City	Site	Institution	Courses Offered 2023-2024	Total # Courses Offered 2023-2024	Total Enrollees 2023-2024
Chambers	Valley	Southern Union State CC - Valley Campus	Southern Union State Community College	Yes	68	1247
Cherokee	Cedar Bluff	Cedar Bluff High School	Jacksonville State University	Yes	3	26
Cherokee	Centre	Cherokee Center	Gadsden State Community College	Yes	36	601
Cherokee	Centre	Cherokee County Career Tech Center	Jacksonville State University	No		
Cherokee	Spring Garden	Spring Garden High School	Jacksonville State University	No		
Clarke	Jackson	Truck Driving Site - Jackson	Bishop State Community College	Yes	7	199
Clarke	Thomasville	Thomasville Day Reporting Center	Ingram State Technical College	No		
Clay	Lineville	Central Clay High School	Jacksonville State University	Yes	2	37
Cleburne	Heflin	Cleburne County High School	Jacksonville State University	Yes	7	99
Coffee	Elba	Elba High School	Enterprise State Community College	Yes	2	37
Coffee	Enterprise	Enterprise Career Technical Center	Enterprise State Community College	Yes	6	78
Colbert	Muscle Shoals	Muscle Shoals High School	University of North Alabama	Yes	6	353
Colbert	Tuscumbia	Colbert Heights High School	University of North Alabama	Yes	6	85
Columbus, GA	Columbus, GA	Martin Army Community Hospital - Ft. Benning	Southern Union State Community College	No		
Covington	Andalusia	Andalusia/Opp Airport Business Incubator	Enterprise State Community College	Yes	7	69
Covington	Andalusia	Church Street Cultural Arts Centre	Lurleen B. Wallace Community College	Yes	7	9
Crenshaw	Luverne	Luverne Center	Lurleen B. Wallace Community College	Yes	23	364
Cullman	Arab	Arab Instructional Site	Snead State Community College	Yes	3	23
Cullman	Hanceville	Wallace State Community College - Hanceville	Athens State University	Yes	1	28
Cullman	Vinemont	Cullman Airport	Wallace Community College - Hanceville	Yes	42	405
Dale	Daleville	Daleville High School	Enterprise State Community College	Yes	5	95
Dale	Fort Rucker	Fort Rucker	Troy University	No		
Dale	Fort Rucker	Ft. Rucker	Enterprise State Community College	No		
Dale	Ozark	Alabama Aviation Center - Ozark	Enterprise State Community College	Yes	57	4425
Dale	Ozark	Bridge Academy	Enterprise State Community College	Yes	4	61
Dale	Skipperville	GW Long High School	Enterprise State Community College	Yes	4	71
Dallas	Selma	Dallas County Career Technical Center	Wallace Community College - Selma	No		
Dallas	Selma	Selma High School	Wallace Community College - Selma	No		
Dallas	Selma	Wallace State Community College - Selma	Athens State University	No		
DeKalb	Collinsville	Collinsville High School	Northeast Alabama Community College	Yes	8	112
DeKalb	Ft. Payne	Fort Payne High School	Jacksonville State University	No		
DeKalb	Ft. Payne	Ft Payne High School	Northeast Alabama Community College	Yes	7	272

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County	City	Site	Institution	Courses Offered 2023-2024	Total # Courses Offered 2023-2024	Total Enrollees 2023-2024
DeKalb	Ft. Payne	JSU Canyon Center	Jacksonville State University	No		
DeKalb	Fyffe	Fyffe High School	Northeast Alabama Community College	Yes	4	36
DeKalb	Ider	Ider High School	Northeast Alabama Community College	Yes	4	58
DeKalb	Rainsville	Cornerstone Christian Academy	Northeast Alabama Community College	Yes	4	64
DeKalb	Rainsville	Dekalb County Technical Center	Northeast Alabama Community College	Yes	11	101
DeKalb	Rainsville	Liberty Plaza	Northeast Alabama Community College	Yes	34	432
DeKalb	Rainsville	Northeast Alabama Community College - Rainsville	Athens State University	No		
DeKalb	Rainsville	Plainview High School	Northeast Alabama Community College	Yes	3	80
DeKalb	Sylvania	Sylvania High School	Northeast Alabama Community College	Yes	5	105
DeKalb	Valley Head	Valley Head High School	Northeast Alabama Community College	Yes	1	8
Elmore	Deatsville	Frank Lee Work Release Center	Ingram State Technical College	No		
Elmore	Elmore	Draper Correctional Facility	Ingram State Technical College	Yes	131	2042
Elmore	Elmore	Elmore Correctional Facility - APAE	Auburn University	No		
Elmore	Elmore	Elmore Correctional Facility - APAE	Ingram State Technical College	No		
Elmore	Elmore	Staton Correctional Facility - APAE	Auburn University	Yes	24*	314*
Elmore	Elmore	Staton Correctional Facility - APAE	Ingram State Technical College	No		
Elmore	Wetumpka	Tutwiler Correctional Facility - APAE	Auburn University	Yes	24*	314*
Elmore	Wetumpka	Tutwiler Correctional Facility - APAE	Ingram State Technical College	Yes	75	1565
Escambia	Atmore	Fountain Correctional Center	Ingram State Technical College	Yes	71	1681
Etowah	Gadsden	Gadsden State Community College	Jacksonville State University	No		
Etowah	Gadsden	Gaston High School	Jacksonville State University	No		
Etowah	Southside	Southside High School	Jacksonville State University	Yes	2	21
Franklin	Phil Campbell	Northwest-Shoals Community College	Athens State University	No		
Franklin	Red Bay	Red Bay High School	Northwest-Shoals Community College	Yes	3	74
Franklin	Russellville	Russellville High School	University of North Alabama	Yes	1	32
Geneva	Geneva	G-Tech	Enterprise State Community College	Yes	5	141
Hale	Gallion	Demopolis Higher Education Center	Wallace Community College - Selma	Yes	21	562
Hale	Newbern	Rural Studio	Auburn University	Yes	4	52
Houston	Dothan	Dothan Tech Center	Enterprise State Community College	Yes	2	19
Houston	Dothan	Houston County Career Academy	Enterprise State Community College	Yes	4	38
Jackson	Higdon	North Sand Mountain High School	Northeast Alabama Community College	Yes	3	43
Jackson	Pisgah	Pisgah High School	Northeast Alabama Community College	Yes	7	108

*Elmore County: Auburn University – Numbers reported for Staton Correctional Facility and Tutwiler Correctional Facility are combined.

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County	City	Site	Institution	Courses Offered 2023-2024	Total # Courses Offered 2023-2024	Total Enrollees 2023-2024
Jackson	Scottsboro	Kevin Dukes Career and Innovation Academy	Northeast Alabama Community College	Yes	21	248
Jackson	Scottsboro	Skyline High School	Northeast Alabama Community College	Yes	4	52
Jackson	Scottsboro	Scottsboro High School	Northeast Alabama Community College	Yes	18	315
Jackson	Section	Section High School	Northeast Alabama Community College	Yes	7	56
Jackson	Stevenson	North Jackson High School	Northeast Alabama Community College	Yes	6	130
Jackson	Woodville	Woodville High School	Northeast Alabama Community College	Yes	2	22
Jefferson	Adamsville	Minor High School	Bevill State Community College	Yes	6	86
Jefferson	Bessemer	Bessemer Airport	Lawson State Community College	No		
Jefferson	Bessemer	Donaldson Correctional Facility	Ingram State Technical College	Yes	42	968
Jefferson	Birmingham	Center Point High School	University of North Alabama	Yes	2	27
Jefferson	Birmingham	Jefferson State Community College	Jacksonville State University	No		
Jefferson	Birmingham	Samford University Library	Jacksonville State University	No		
Jefferson	Birmingham	St. Vincent's Hospital, Bruno's Cancer Center	Jefferson State Community College	No		
Jefferson	Corner	Corner High School	Bevill State Community College	Yes	8	335
Jefferson	Gardendale	Gardendale High School	University of North Alabama	Yes	3	53
Jefferson	Hoover	Hoover High School	Lawson State Community College	No		
Jefferson	Hoover	Hoover High School	University of South Alabama	No		
Jefferson	Hueytown	Hueytown Center	Lawson State Community College	No		
Jefferson	Hueytown	Hueytown High School	Bevill State Community College	Yes	1	26
Jefferson	Hueytown	Hueytown High School	University of North Alabama	Yes	2	46
Jefferson	Irondale	Shades Valley High School	University of North Alabama	Yes	8	202
Jefferson	Kimberley	Mortimer Jordan High School	Bevill State Community College	Yes	5	138
Jefferson	McCalla	McAdory High School	University of North Alabama	Yes	1	17
Jefferson	Oak Grove	Oak Grove High School	Bevill State Community College	Yes	8	203
Lamar	Vernon	Lamar County Center of Technology	Bevill State Community College	Yes	10	274
Lauderdale	Florence	Central High School	University of North Alabama	Yes	8	179
Lauderdale	Florence	Florence High School	University of North Alabama	Yes	12	222
Lauderdale	Florence	Mars Hill High School	University of North Alabama	Yes	2	48
Lauderdale	Florence	Rogers High School	University of North Alabama	Yes	4	56
Lauderdale	Florence	Wilson High School	University of North Alabama	Yes	8	76
Lauderdale	Killen	Allen Thornton Technical	University of North Alabama	Yes	5	55
Lauderdale	Killen	Brooks High School	University of North Alabama	Yes	7	232

ALABAMA COMMISSION ON HIGHER EDUCATION
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County	City	Site	Institution	Courses Offered 2023-2024	Total # Courses Offered 2023-2024	Total Enrollees 2023-2024
Lauderdale	Lexington	Lexington High School	University of North Alabama	Yes	4	114
Lauderdale	Rogersville	Lauderdale County High School	Northwest-Shoals Community College	Yes	3	33
Lauderdale	Rogersville	Lauderdale County High School	University of North Alabama	Yes	5	100
Lawrence	Loretto	Loretto High School (Tennessee)	University of North Alabama	Yes	1	20
Lawrence	Moulton	Lawrence County High School	University of North Alabama	Yes	4	84
Lawrence	Town Creek	Hatton High School	University of North Alabama	Yes	3	46
Lawrence	Trinity	East Lawrence High School	University of North Alabama	Yes	4	74
Lee	Auburn	Auburn Center for Developing Industries	Southern Union State Community College	No		
Lee	Opelika	East Alabama Medical Center	Chattahoochee Valley Community College	No		
Lee	Smiths Station	Smiths Station High School	Chattahoochee Valley Community College	Yes	15	523
Limestone	Ardmore	Ardmore High School	University of North Alabama	Yes	9	219
Limestone	Athens	Clements High School	University of North Alabama	Yes	6	79
Limestone	Athens	East Limestone High School	University of North Alabama	Yes	10	272
Limestone	Elkmont	Elkmont High School	University of North Alabama	Yes	2	28
Limestone	Harvest	Limestone Correctional Facility	University of North Alabama	Yes	7	50
Limestone	Lester	West Limestone High School	University of North Alabama	Yes	10	178
Madison	Capshaw	Limestone Correctional Facility	Ingram State Technical College	Yes	68	1344
Madison	Gurley	Madison County High School	University of North Alabama	Yes	1	11
Madison	Huntsville	Huntsville Hospital Cochran Center	Drake State Community and Technical College	Yes	4	111
Madison	Huntsville	Huntsville Housing Authority	Drake State Community and Technical College	Yes	2	10
Madison	Huntsville	Huntsville Research Park	Calhoun Community College	Yes	150	10669
Madison	Huntsville	Mae Jemison High School	University of Alabama in Huntsville	Yes	4	94
Madison	Huntsville	University of Alabama in Huntsville	University of Alabama	Yes	4	28
Madison	Redstone Arsenal	Redstone Arsenal	Athens State University	No		
Marengo	Demopolis	New Era Building	Wallace Community College - Selma	No		
Marengo	Demopolis	West Alabama Regional Training Center	Wallace Community College - Selma	Yes	599	65
Marion	Bear Creek	Phillips High School	University of North Alabama	Yes	2	20
Marion	Brilliant	Brilliant High School	Bevill State Community College	No		
Marion	Hamilton	Bevill State Community College - Hamilton	Athens State University	No		
Marion	Hamilton	Hamilton High School	University of North Alabama	Yes	2	54
Marion	Winfield	Winfield High School	Bevill State Community College	Yes	12	176
Marshall	Albertville	Albertville Airport - Alabama Aviation College	Snead State Community College	Yes	15	203

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, March 14, 2025

County	City	Site	Institution	Courses Offered 2023-2024	Total # Courses Offered 2023-2024	Total Enrollees 2023-2024
Marshall	Boaz	Boaz High School	Jefferson State Community College	No		
Marshall	Boaz	Northeast Alabama Community College - Boaz	Jacksonville State University	No		
Marshall	Boaz	Snead State Community College	Athens State University	No		
Marshall	Boaz	Snead State Community College	Jacksonville State University	No		
Marshall	Guntersville	Marshall County Technical School	Jacksonville State University	No		
Marshall	Guntersville	Marshall County Technical School	Northeast Alabama Community College	Yes	11	140
Marshall	Guntersville	Marshall County Technical School	Snead State Community College	Yes	15	141
Marshall	Guntersville	Snead State Workforce and Career Institute	Snead State Community College	No		
Mobile	Calvert	Erich Heine Learning Center - AM/NS Calvert	Coastal Alabama Community College	Yes	8	73
Mobile	Chickasaw	Chickasaw High School	Bishop State Community College	Yes	5	41
Mobile	Dauphin Island	Dauphin Island Sea Lab	Auburn University	Yes	14	55
Mobile	Dauphin Island	Dauphin Island Sea Lab	University of Alabama	Yes	28	111
Mobile	Irvington	Bryant CTE	Bishop State Community College	Yes	8	96
Mobile	Mobile	ACCEL Academy	Bishop State Community College	Yes	8	96
Mobile	Mobile	Airbus Brookley Field Campus	University of South Alabama	No		
Mobile	Mobile	Alabama School of Mathematics and Science	University of South Alabama	No		
Mobile	Mobile	Alma Bryant High School	Bishop State Community College	Yes	11	427
Mobile	Mobile	Alma Bryant High School	University of South Alabama	No		
Mobile	Mobile	B.C. Rain High School	Bishop State Community College	Yes	2	28
Mobile	Mobile	Baker High School	Bishop State Community College	Yes	4	52
Mobile	Mobile	Baker High School	University of South Alabama	No		
Mobile	Mobile	Brookley Field	Coastal Alabama Community College	Yes	28	1246
Mobile	Mobile	Citronelle High School	Bishop State Community College	Yes	10	252
Mobile	Mobile	Davidson High School	Bishop State Community College	Yes	6	101
Mobile	Mobile	Faith Academy	Bishop State Community College	Yes	1	19
Mobile	Mobile	LeFlore High School	Bishop State Community College	Yes	5	50
Mobile	Mobile	Mobile Christian	Bishop State Community College	Yes	2	55
Mobile	Mobile	Murphy High School	Bishop State Community College	Yes	9	312
Mobile	Mobile	Murphy High School	University of South Alabama	No		
Mobile	Mobile	St. Paul's Episcopal School	University of South Alabama	No		
Mobile	Mobile	Theodore High School	Bishop State Community College	Yes	4	39
Mobile	Mobile	Truck Driving Site - Mobile	Bishop State Community College	Yes	7	1213

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, March 14, 2025

County	City	Site	Institution	Courses Offered 2023-2024	Total # Courses Offered 2023-2024	Total Enrollees 2023-2024
Mobile	Mobile	UMS-Wright Preparatory School	University of South Alabama	No		
Mobile	Mobile	University of South Alabama	Auburn University	Yes	18	279
Mobile	Mobile	W.P. Davidson High School	University of South Alabama	No		
Mobile	Mobile	Williamson High School	Bishop State Community College	Yes	10	110
Mobile	Mt. Vernon	MOWA Band of Choctaw Indians Technical Training Center	Bishop State Community College	No		
Mobile	Prichard	Blount High School	Bishop State Community College	Yes	8	379
Mobile	Prichard	Faulkner CTE	Bishop State Community College	Yes	14	301
Mobile	Prichard	Vigor High School	Bishop State Community College	Yes	2	22
Mobile	Saraland	Saraland High School	Bishop State Community College	Yes	5	215
Mobile	Saraland	Saraland High School	University of South Alabama	No		
Mobile	Satsuma	Satsuma High School	Bishop State Community College	Yes	4	133
Mobile	Semmes	City of Semmes Training Center	Bishop State Community College	No		
Mobile	Semmes	Mary G. Montgomery High School	Bishop State Community College	Yes	8	312
Mobile	Semmes	Mary G. Montgomery High School	University of South Alabama	No		
Mobile	Theodore	Theodore High School	University of South Alabama	No		
Mobile	Theodore	Theodore Oaks Shopping Center	Bishop State Community College	Yes	1	17
Monroe	Monroeville	Coastal Alabama Community College - Monroeville	University of South Alabama	No		
Monroe	Springville	St. Clair Correctional Facility	Ingram State Technical College	Yes	50	834
Montgomery	Montgomery	Alabama State University	Auburn University at Montgomery	Yes	8	24
Montgomery	Montgomery	Institute for Patient Safety and Medical Simulation	Trenholm State Community College	Yes	4	54
Montgomery	Montgomery	Loveless Academic Magnet Program High School	Alabama State University	Yes	6	59
Morgan	Decatur	Alabama Center for the Arts	Athens State University	Yes	59	356
Morgan	Decatur	Alabama Center for the Arts	Calhoun Community College	Yes	84	1241
Morgan	Decatur	Austin High School	University of North Alabama	Yes	8	563
Morgan	Decatur	Calhoun Community College	Athens State University	No		
Morgan	Decatur	Decatur High School	University of North Alabama	Yes	13	213
Morgan	Trinity	West Morgan High School	University of North Alabama	Yes	4	119
Pickens	Aliceville	Federal Corrections Institution - Aliceville	Bevill State Community College	No		
Pickens	Carrollton	Pickens County College & Career Center (PC4)	Bevill State Community College	Yes	63	1322
Pickens	Carrollton	Pickens County Educational Center	Bevill State Community College	Yes	11	136
Pike	Goshen	Goshen High School	Enterprise State Community College	Yes	3	25
Randolph	Wadley	Wadley High School	Jacksonville State University	Yes	2	10

ALABAMA COMMISSION ON HIGHER EDUCATION
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County	City	Site	Institution	Courses Offered 2023-2024	Total # Courses Offered 2023-2024	Total Enrollees 2023-2024
Randolph	Woodland	Woodland High School	Jacksonville State University	No		
Russell	Phenix City	Central High School	Chattahoochee Valley Community College	Yes	8	580
Russell	Seale	Russell County High School	Chattahoochee Valley Community College	Yes	6	79
Shelby	Columbiana	Alabama Therapeutic Education Facility	Ingram State Technical College	No		
Shelby	Pelham	Regional In-Service Education Center	University of Montevallo	Yes	8	67
St. Clair	Ashville	Ashville High School	Jacksonville State University	No		
Talladega	Lincoln	Honda Manufacturing of Alabama Training Center	Central Alabama Community College	No		
Talladega	Munford	Munford High School	Jacksonville State University	Yes	6	116
Talladega	Sylacauga	Sylacauga High School	Jacksonville State University	Yes	2	35
Talladega	Talladega	Lincoln High School	Jacksonville State University	Yes	4	95
Talladega	Talladega	Talladega City High School Career Technical Center	Central Alabama Community College	No		
Talladega	Talladega	Talladega One-Stop Center	Central Alabama Community College	Yes	37	480
Tuscaloosa	Tuscaloosa	Tuscaloosa Career and Technology Academy	Shelton State Community College	Yes	13	83
Walker	Carbon Hill	Carbon Hill High School	Bevill State Community College	Yes	5	78
Walker	Cordova	Cordova High School	Bevill State Community College	Yes	7	112
Walker	Jasper	Bevill State Community College	Athens State University	No		
Walker	Jasper	Curry High School	Bevill State Community College	Yes	5	98
Walker	Jasper	Rapid Training Center	Bevill State Community College	Yes	28	246
Walker	Jasper	Walker County Center of Technology	Bevill State Community College	Yes	1	10
Walker	Oakman	Oakman High School	Bevill State Community College	Yes	7	88
Washington	McIntosh	McIntosh High School	Bishop State Community College	No		
Winston	Haleyville	Haleyville Center of Technology	Bevill State Community College	Yes	4	49
Winston	Haleyville	Haleyville High School	Northwest-Shoals Community College	Yes	6	150

INFORMATION ITEM: C-7

Troy University, 2023-2024 Annual Report of Program Offerings
at Dothan and Montgomery Campuses

Staff Presenter:

Dr. Robin McGill
Deputy Director for Academic Affairs

Staff Recommendation:

For information only.

Background:

At its meeting on June 11, 2021, the Commission approved a consolidated program inventory for Troy University (TROY). The revision included comprehensive updates to reflect a unified set of programs, as well as a systematic review of program offerings approved for delivery at the instructional sites in Dothan and Montgomery. In addition, the Commission approved a streamlined process for Troy University to offer limited program coursework (up to 25% of program-specific courses) at its sites in Dothan and Montgomery with prior notification to ACHE. In keeping with Commission decisions following the merger of Troy State University, Troy State University Montgomery, and Troy State University Dothan to form Troy University, proposed program offerings of more than 25% at the Dothan or Montgomery sites would still require Commission approval. Finally, the Commission requested that Troy University submit an annual report on coursework offered at the Dothan and Montgomery campuses in relation to the academic programs associated with each campus.

The attached report shows the courses offered at each instructional site by term for the 2023-24 academic year. At the Dothan campus, Troy University offered 113 different courses, 33 of which are part of the general studies curriculum and are not considered program offerings. At the Montgomery campus, Troy University offered 57 different courses, 13 of which are part of the general studies curriculum. All courses offered at both sites fell within the percentage of program offerings approved for the site.

Supporting Documentation:

1. Troy University, Summary Report of Instructional Offerings at Dothan and Montgomery Campuses for Academic Year 2023-24, Submitted October 24, 2024. Attached.
2. Minutes of Commission meeting of June 11, 2021. Available upon request.

TROY Dothan Campus Instructional Offerings 2023-24													
Course	23/FA	23/T1	Academic Term (see key at end)				New at		Program	Award	CIP	campus offering	
			23/T2	24/Sp	24/T3	24/T4	24/SU	24/T5					Dothan?
ART-1133					Y				General Studies				
BIO-3347		Y			Y				Nursing	BSN	51.3801	100	
BIO-3348			Y			Y			Nursing	BSN	51.3801	100	
BIO-3372		Y			Y	Y			BS		26.0101	100	
BIO-L347		Y			Y			Y	Nursing	BSN	51.3801	100	
BIO-L348			Y			Y			Nursing	BSN	51.3801	100	
BIO-L372		Y			Y	Y		Y	Nursing	BSN	51.3801	100	
CHM-1142		Y			Y	Y			General Studies				
CHM-L142		Y			Y				General Studies				
CP-6600		Y			Y				Counseling	MS	42.2803	100	
CP-6601			Y		Y				Counseling	MS	42.2803	100	
CP-6605		Y							Counseling	MS	42.2803	100	
CP-6610			Y			Y			Counseling	MS	42.2803	100	
CP-6642		Y			Y				Counseling	MS	42.2803	100	
CP-6649			Y			Y			Counseling	MS	42.2803	100	
CP-6650	3			3					Counseling	MS	42.2803	100	
CP-6651					Y				Counseling	MS	42.2803	100	
CP-6656			Y						Counseling	MS	42.2803	100	
CP-6657	Y			Y					Counseling	MS	42.2803	100	
CP-6658	Y			Y					Counseling	MS	42.2803	100	
CP-6659	Y			Y			Y		Counseling	MS	42.2803	100	
CP-6660	Y			Y			Y		Counseling	MS	42.2803	100	
CP-6670	Y			Y		Y	Y		Counseling	MS	42.2803	100	
CP-6671	Y			Y		Y	Y		Counseling	MS	42.2803	100	
CP-6691		Y			Y				Counseling	MS	42.2803	100	
ECE-3385			Y			Y		Y	Early Childhood	BA,ED	13.1210	100	
ECE-3391		Y			Y				Early Childhood	BA,ED	13.1210	100	
ECE-4401			Y					Y	Early Childhood	BA,ED	13.1210	100	
ECE-4454	Y				Y				Early Childhood	BA,ED	13.1210	100	
ECE-4474	Y			Y					Early Childhood	BA,ED	13.1210	100	
ECE-5544	Y			Y		Y			Early Childhood	BA,ED	13.1210	100	
ECE-6674	Y			Y		Y			Early Childhood	BA,ED	13.1210	100	

TROY Dothan Campus Instructional Offerings 2023-24													
Course	Academic Term (see key at end)						New at Dothan?			Program	Award	CIP	campus offering
	23/FA	23/T1	23/T2	24/SP	24/T3	24/T4	24/SU	24/T5					
EDU-3303		Y			Y					Education (multiple)	BS.Ed/BA.Ed.	13.1202, 13.1205, 13.1210	100
EDU-3305			Y			Y				Education (multiple)	BS.Ed/BA.Ed.	13.1202, 13.1205, 13.1210	100
EDU-3308		Y			Y					Education (multiple)	BS.Ed/BA.Ed.	13.1202, 13.1205	100
EDU-3310		Y			Y					Education (multiple)	BS.Ed/BA.Ed.	13.1202, 13.1205, 13.1210	100
EDU-4400			Y			Y				Education (multiple)	BS.Ed/BA.Ed.	13.1202, 13.1205, 13.1210	100
EDU-4471					Y					Education (multiple)	BS.Ed/BA.Ed.	13.1202, 13.1205, 13.1210	100
ELE-3360		Y			Y					Elementary Education	BS.Ed/BA.Ed.	13.1202	100
ELE-3361			Y			Y				Elementary Education	BS.Ed/BA.Ed.	13.1202	100
ELE-3362			Y			Y				Elementary Education	BS.Ed/BA.Ed.	13.1202	100
ELE-4454	Y			Y						Elementary Education	BS.Ed/BA.Ed.	13.1202	100
ELE-4474	Y			Y						Elementary Education	BS.Ed/BA.Ed.	13.1202	100
ELE-4481			Y							Elementary Education	BS.Ed/BA.Ed.	13.1202	100
ELE-6674	Y			Y						Elementary Education	BS.Ed/BA.Ed.	13.1202	100
ENG-1101		2 Y								General Studies			
ENG-1102		2 Y			2	2				General Studies			
ENG-2205		Y			Y			Y		General Studies			

TROY Dothan Campus Instructional Offerings 2023-24													
Course	Academic Term (see key at end)						New at			Program	Award	CIP	campus offering
	23/FA	23/T1	23/T2	24/Sp	24/T3	24/T4	24/SU	24/T5	Dothan?				
ENG-2206		Y				Y			Y		General Studies		
ENG-2211		Y				Y					General Studies		
ENG-2212			Y				Y				General Studies		
ENG-2244		Y									General Studies		
ENG-2245			Y								General Studies		
ENG-4400		Y									General Studies		
ENG-4405						Y					General Studies		
ENG-4478											English	BSBA	23.0101 100
HIS-1111			2			2					General Studies		
HIS-1112				2			2				General Studies		
IS-2241		Y									General Studies		
MGT-6681									Y		Global Business		52.0201 100
MSM-6645		Y	Y		Y	Y			Y		Management	MSM	52.0201 100
MTH-1100			Y								General Studies		
MTH-1105		Y			Y	Y					General Studies		
MTH-1110			Y		Y	Y					General Studies		
MTH-1112		Y	Y		Y						General Studies		
MTH-1125			Y								General Studies		
MTH-2251		Y			Y						General Studies		
MTH-2252			Y			Y					General Studies		
MTH-3311		Y									Math	BS/BA	27.0101 100
MTH-3318						Y					Math	BS/BA	27.0101 100
MTH-3325			Y								Math	BSBA	27.0101 100
MTH-3331		Y									Math	BS/BA	27.0101 100
MTH-4420		Y									Math	BS/BA	27.0101 100
MTH-4424						Y					Math	BSBA	27.0101 100
MTH-4441					Y						Math	BS/BA	27.0101 100
MUS-1131									Y		General Studies		
PHI-2203		Y									General Studies		
PHI-2204					Y						General Studies		
PSY-2200		Y			Y						Psychology	BSBA	42.0101 100
PSY-2210			Y		Y						Psychology	BSBA	42.0101 100
PSY-2230		Y									Psychology	BSBA	42.0101 100
PSY-3301		Y				Y					Psychology	BSBA	42.0101 100

TROY Dothan Campus Instructional Offerings 2023-24												
Course	Academic Term (see key at end)				New at Dothan?				Program	Award	CIP	campus offering
	23/FA	23/T1	23/T2	24/SP	24/T3	24/T4	24/SU	24/T5				
PSY-3304					Y				Psychology	BSBA	42.0101	100
PSY-3311			Y						Psychology	BSBA	42.0101	100
PSY-3322						Y			Psychology	BSBA	42.0101	100
PSY-3340		Y							Psychology	BSBA	42.0101	100
PSY-3360			Y						Psychology	BSBA	42.0101	100
PSY-3380					Y				Psychology	BSBA	42.0101	100
PSY-3385								Y	Psychology	BSBA	42.0101	100
PSY-4420		Y							Psychology	BSBA	42.0101	100
PSY-6606								Y	Psychology	BSBA	42.0101	100
PSY-6645			Y			Y			Psychology	BSBA	42.0101	100
PSY-6670						Y			Psychology	BSBA	42.0101	100
QM-2241		Y							Business	BSBA	52.0201	100
QM-3345					Y				Business	BSBA	52.0201	100
RED-3310		Y			Y				Elementary Education	BS.Ed/BA.Ed.	13.1202	100
RED-4401			Y			Y			Elementary Education	BS.Ed/BA.Ed.	13.1202	100
RED-4465	Y			Y					Elementary Education	BS.Ed/BA.Ed.	13.1202	100
RED-4483		Y							Elementary Education	BS.Ed/BA.Ed.	13.1202	100
REL-2280		Y							General Studies			
SCI-2233		Y			Y				General Studies			
SCI-L233		Y			Y				General Studies			
SED-4454	Y			Y					Elementary Education	BS.Ed/BA.Ed.	13.1202	100
SPE-3305		Y							Education	BA/BS Education	13.1202	100
SPE-3340		Y			Y				Elementary Education	BS.Ed/BA.Ed.	13.1202	100
SPE-4407			Y			Y			Elementary Education	BS.Ed/BA.Ed.	13.1202	100
SPE-5544	Y			Y					Elementary Education	BS.Ed/BA.Ed.	13.1202	100

TROY Dothan Campus Instructional Offerings 2023-24														
Course	23/FA	23/T1	Academic Term <i>(see key at end)</i>					New at			Program	Award	CIP	campus offering
			23/T2	24/SP	24/T3	24/T4	24/SU	24/T5	Dothan?					
SPE-6654	Y			Y						Elementary Education	BS.Ed/BA.Ed.	13.1202	100	
STAT-3350						Y				Business	BSBA	13.1202	100	
THE-1130						Y				General Studies				
THE-2211						Y				General Studies				
THE-4451		Y								General Studies				
TROY-1101		Y								General Studies				

TROY Montgomery Campus Instructional Offerings 2023-24													
Course	Academic Term (see key at end)				New at				Program	Award	CIP	% Montgomery offering	
	23/FA	23/T1	23/T2	24/SP	24/T3	24/T4	24/SU	24/T5					
BIO-1100		Y				Y	Y		Nursing	AS	51.3801	100	
BIO-3347		Y	Y			Y	Y		Nursing	BSN	51.3801	100	
BIO-3348		Y	Y			Y	Y		Nursing	BSN	51.3801	100	
BIO-3372		Y	Y			Y	Y		BS		26.0101	100	
BIO-L100		Y				Y	Y		Nursing	As	51.3801	100	
BIO-L347		Y	Y			Y	Y	Y	Nursing	BSN	51.3801	100	
BIO-L348		Y	Y			Y	Y	Y	Nursing	BSN	51.3801	100	
BIO-L372		Y	Y			Y	Y	Y	Nursing	BSN	51.3801	100	
CHM-1142		Y	Y					Y	General Studies				
CHM-L142		Y	Y					Y	General Studies				
CP-6600		Y				Y			Counseling	MS	42.2803	100	
CP-6601						Y			Counseling	MS	42.2803	100	
CP-6605		Y							Counseling	MS	42.2803	100	
CP-6610			Y				Y		Counseling	MS	42.2803	100	
CP-6642						Y			Counseling	MS	42.2803	100	
CP-6649			Y				Y		Counseling	MS	42.2803	100	
CP-6650	Y			3					Counseling	MS	42.2803	100	
CP-6651						Y			Counseling	MS	42.2803	100	
CP-6656			Y						Counseling	MS	42.2803	100	
CP-6657	Y								Counseling	MS	42.2803	100	
CP-6658	Y			Y					Counseling	MS	42.2803	100	
CP-6659				Y	Y				Counseling	MS	42.2803	100	
CP-6660	Y			Y	Y				Counseling	MS	42.2803	100	
CP-6670	Y								Counseling	MS	42.2803	100	
CP-6671	Y			Y					Counseling	MS	42.2803	100	
CP-6691		Y				Y			Counseling	MS	42.2803	100	
ENG-1101			Y			Y	Y	Y	General Studies				
ENG-1102						Y	Y		General Studies				
ENG-2211		Y				Y		Y	General Studies				
ENG-2212							Y		General Studies				
HIS-1111		Y							General Studies				
HIS-1112			Y						General Studies				
IS-3310						Y			Business	BSBA	52.0201	100	
LDR-1100		Y	Y						General Studies				

TROY Montgomery Campus Instructional Offerings 2023-24												
Course	Academic Term (see key at end)						New at		Program	Award	CIP	% Montgomery offering
	23/FA	23/T1	23/T2	24/SP	24/T3	24/T4	24/SU	24/T5				
MTH-1100	Y	Y	Y				Y		General Studies			
MTH-1105	Y	Y	Y		Y				General Studies			
MTH-1112	Y	Y	Y		Y		Y		General Studies			
MTH-2201			Y						General Studies			
PSY-2200	Y	Y			Y				Psychology	BSBA	42.0101	100
PSY-2210	Y	Y							Psychology	BSBA	42.0101	100
PSY-3301					Y				Psychology	BSBA	42.0101	100
PSY-3304	Y								Psychology	BSBA	42.0101	100
PSY-3330		Y							BS/BA	BS/BA	42.0101	100
PSY-3340							Y		Psychology	BSBA	42.0101	100
PSY-4402		Y							Psychology	BSBA	42.0101	100
PSY-6606								Y	Psychology	BSBA	42.0101	100
PSY-6628	Y								Applied Behavior Analysis	MS	42.2814	100
PSY-6632						Y			Applied Behavior Analysis	MS	42.2814	100
PSY-6645							Y		Psychology	BSBA	42.0101	100
PSY-6657							Y		Applied Behavior Analysis	MS	42.2814	100
PSY-6670		Y					Y		Psychology	BSBA	42.0101	100
PSY-6671	Y								Applied Behavior Analysis	MS	42.2814	100
PSY-6672				Y					Applied Behavior Analysis	MS	42.2814	100
PSY-6673					Y				Applied Behavior Analysis	MS	42.2814	100
PSY-6674	Y								Applied Behavior Analysis	MS	42.2814	100
PSY-6676				Y					Applied Behavior Analysis	MS	42.2814	100
PSY-6677					Y				Applied Behavior Analysis	MS	42.2814	100

INFORMATION ITEM: C-8a

New Exempt Off-Campus Site: Auburn University, Rural Studio

Staff Presenter:

Ms. Lakerri Gill
Credential Registry Specialist

Staff Recommendation:

For information only.

Background:

Following the update of the Commission's policies on "Off-Campus Instruction," Auburn University (AU) notified ACHE of its existing off-campus site, which has been in operation since 2018:

Rural Studio
8448 AL Highway 61
Newbern, AL 36765

An official with Auburn University has signed the institutional certification for the proposed site, pledging that a) the new site is in full compliance with the Commission's Guidelines for the Regulation of Off-Campus Instruction, and b) the required annual site follow-up report will be sent.

The proposed site is located in Hale County, and it is considered exempt from Commission approval because Auburn University is recognized to have a statewide service area.

Supporting Documentation:

1. Proposal for Exempt Off-Campus Site at Rural Studio, Newbern, AL, see attached.
2. "Review of Off-Campus Instruction Offered by Public Postsecondary Institutions and Determination of Service Areas," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.05. Available upon request.

Attachment 1



Alabama Commission on Higher Education

PROPOSAL FOR A NEW OFF-CAMPUS SITE

Institution:	AU	Req Nbr:1078
Administrator Responsible for Site		Contact Person at Site
Name:	Dawn Finley	Name: Andrew Freear
Title:	Dean, College o	Title: Director, Rural
Phone:	334-844-4524	Phone 334-844-4516
Email:	dmf0041@auburn.edu	Email: freeaan@auburn.edu
Location of Proposed Site		
Facility:	Rural Studio	
Address	8488 Alabama Highway 61	
City:	Newbern	
County:	Hale	Hale county is service area to: UA, SHC, MMI.
When will you begin offering instruction begin at this site? 08/01/2018		
Type of Site: Exempt—4-yr institution site within service area		

NO PROGRAMS OFFERED

COURSE LIST		
The institution will develop its schedule at this new site from the following list of courses.		
Course Level	Course Number	Course Title
Not Set	ARCH 3010	Studio III
Not Set	ARCH 3020	Studio IV
Not Set	ARCH 3500	Seminar in Methods and Processes
Not Set	ARCH 4910	Rural Studio Completion

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, March 14, 2025

INFORMATION ITEM: C-8b

New Exempt Off-Campus Site: Calhoun Community College,
Decatur-Morgan Hospital

Staff Presenter:

Ms. Lakerri Gill
Credential Registry Specialist

Staff Recommendation:

For information only.

Background:

Calhoun Community College (CAL) plans to offer coursework at the following new off-campus site beginning Fall 2026:

Decatur-Morgan Hospital
1874 Beltline Road, SW
Decatur, AL 35601

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

The proposed site is located in Morgan County, which is within the recognized service area for CAL.

Supporting Documentation:

1. Proposal for Exempt Off-Campus Site at Decatur-Morgan Hospital, Decatur, AL, see attached.
2. "Review of Off-Campus Instruction Offered by Public Postsecondary Institutions and Determination of Service Areas," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.05. Available upon request.

Attachment 1



Alabama Commission on Higher Education

PROPOSAL FOR A NEW OFF-CAMPUS SITE

Institution:	CAL	Req Nbr:1081
Administrator Responsible for Site		Contact Person at Site
Name:	Kenneth Kirkland	Name: Kelli Powers
Title:	Dean of Health	Title: CEO
Phone:	256-306-2861	Phone 256-973-2150
Email:	kenneth.kirkland@calhoun.edu	Email: kelli.powers@dmhnet.org
Location of Proposed Site		
Facility:	Decatur-Morgan Hospital	
Address	1874 Beltline Road, SW	
City:	Decatur	
County:	Morgan	Morgan county is service area to: ATSU, AAM, UAH, CAL, DRA, WSH.
When will you begin offering instruction begin at this site?	08/14/2026	
Type of Site:	2-year college site located within SBE approved service area	

NO PROGRAMS OFFERED

COURSE LIST		
The institution will develop its schedule at this new site from the following list of courses.		
Course Level	Course Number	Course Title
Lower	RAD 224	CLINICAL EDUCATION V
Lower	RAD 227	REVIEW SEMINAR
Lower	122	RADIOGRAPHIC PROCEDURES II
Lower	RAD 111	INTRODUCTION TO RADIOGRAPHY
Lower	RAD 112	RADIOGRAPHIC PROCEDURES I
Lower	RAD 113	PATIENT CARE
Lower	RAD 114	CLINICAL EDUCATION 1
Lower	RAD 122	CLINICAL EDUCATION II
Lower	RAD 125	IMAGING EQUIPMENT
Lower	RAD 134	CLINICAL EDUCATION III
Lower	RAD 135	EXPOSURE PRINCIPLES
Lower	RAD 136	RADIATION PROTECTION AND BIOLOGY
Lower	RAD 212	IMAGE EVALUATION AND PATHOLOGY
Lower	RAD 214	CLINICAL EDUCATION IV

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, March 14, 2025

INFORMATION ITEM: C-8c

New Exempt Off-Campus Site: Wallace Community College –
Dothan, Dale Medical Center

Staff Presenter:

Ms. Lakerri Gill
Credential Registry Specialist

Staff Recommendation:

For information only.

Background:

Wallace Community College -- Dothan (WSD) plans to offer coursework at the following new off-campus site beginning Fall 2025:

Dale Medical Center
126 Hospital Avenue
Ozark, AL 36360

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

The proposed site is located in Dale County, which is within the recognized service area for WSD.

Supporting Documentation:

1. Proposal for Exempt Off-Campus Site at Dale Medical Hospital, Ozark, AL, see attached.
2. "Review of Off-Campus Instruction Offered by Public Postsecondary Institutions and Determination of Service Areas," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.05. Available upon request.

Attachment 1



Alabama Commission on Higher Education

PROPOSAL FOR A NEW OFF-CAMPUS SITE

Institution:	WSD	Req Nbr:1073
Administrator Responsible for Site		Contact Person at Site
Name:	Leslie Reeder	Name: Kathy Buntin
Title:	Dean Instructio	Title: Associate Dean
Phone:	334-556-2486	Phone 334-556-2521
Email:	lreeder@wallace.edu	Email: kbuntin@wallace.edu
Location of Proposed Site		
Facility:	Dale Medical Center	
Address	126 Hospital Avenue	
City:	Ozark	
County:	Dale	Dale county is service area to: TROY, WSD, ENT.
When will you begin offering instruction begin at this site? 01/02/2025		
Type of Site: 2-year college site located within SBE approved service area		

NO PROGRAMS OFFERED

COURSE LIST		
The institution will develop its schedule at this new site from the following list of courses.		
Course Level	Course Number	Course Title
Not Set	EMS 100	CARDIOPULMONARY RESUSCITATION I
Not Set	MH1 120	ADDICTION AND FORENSIC PSYCHOLOGY
Not Set	MHT 100	INTRO TO INPATIENT AND RESIDENTIAL OPERATIONS
Not Set	MHT 101	FUNDATMENTALS OF MENTAL HEALTH TECHNICIAN
Not Set	MHT 110	INTRO TO ABNORMAL PSYCHOLOGY
Not Set	MHT 130	MANAGEMENT OF BEHAVIORAL CRISIS
Not Set	MHT 140	PSYCHIATRIC PHARMACOLOGY
Not Set	NUR 102	FUNDAMENTALS OF NURSING
Not Set	NUR 103	HEALTH ASSESSMENT
Not Set	NUR 104	INTRO TO PHARMACOLOGY
Not Set	NUR 105	ADULT NURSING
Not Set	NUR 106	MATERNAL AND CHILD NURSING
Not Set	NUR 107	ADULT/CHILD NURSING
Not Set	NUR 108	PSYCHOSOCIAL NURSING
Not Set	NUR 109	ROLE TRANSITION FOR THE PRACTICAL NURSE

INFORMATION ITEM: C-9

Summary of Post-Implementation Reports

Staff Presenter:

Mrs. Kristan White
Academic Program Analyst

Staff Recommendation:

For information only.

Background:

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) requires institutions to submit a post-implementation performance report for each approved program following its seven-year post-implementation monitoring period. All program approvals include post-implementation conditions around average annual new enrollments, average annual graduates, and program assessment. Certain program approvals include additional conditions related to specialized accreditation, licensure of graduates, further financial oversight, viability of existing programs, or other conditions unique to the approved program.

Programs determined to have met all post-implementation conditions will no longer be subject to post-implementation monitoring. If a program does not meet one or more of its post-implementation conditions, it will be recommended for closure, unless the Commission approves an amendment to the post-implementation conditions for the program.

The following post-implementation determinations have been made based on reports submitted by the institutions.

A. Programs Meeting Post-Implementation Conditions

Two-Year Institutions:

- Beville State Community College, Associate of Applied Science and Certificate in Instrumentation Technology/Technician (CIP 15.0404) – Met conditions
- Beville State Community College, Associate of Applied Science in Business (CIP 52.0201) – Met conditions
- Chattahoochee Valley Community College, Associate of Applied Science in Visual Communications (CIP 50.0401) – Met conditions
- Drake State Community and Technical College, Associate of Applied Science and Certificate in Heating and Air Conditioning Technology (CIP 15.0501) – Met conditions
- Drake State Community and Technical College, Associate of Applied Science in Automotive Service Technology (CIP 15.0803) – Met conditions

- Lawson State Community College, Associate of Applied Science and Certificate in Media Production (CIP 10.0202) – Met conditions
- Snead State Community College, Associate of Applied Science and Certificate in Powerplant Technology (CIP 47.0608) – Met conditions

Four-Year Institutions:

- Alabama A&M University, Bachelor of Science in Entrepreneurship (CIP 52.0701) – Met Conditions
- Alabama State University, Bachelor of Science in Biomedical Engineering in Biomedical Engineering (CIP 14.0501) – Met conditions
- Auburn University, Bachelor of Science in Applied Biotechnology (CIP 26.1201) – Met conditions
- University of Alabama in Huntsville, Bachelor of Arts in Theatre (CIP 50.0501) – Met Conditions
- University of West Alabama, Bachelor of Arts/Bachelor of Science in Public Safety (CIP 43.9999) – Met Conditions

B. Programs Not Meeting Post-Implementation Conditions

Two-Year Institutions:

- Beville State Community College, Associate of Applied Science and Certificate in Industrial Mechanics and Maintenance Technology (CIP 47.0303) – Program to be deleted, teach-out through 2030

Four-Year Institutions:

- Auburn University, Bachelor of Science in Geospatial and Environmental Informatics (CIP 45.0702) – Program to be consolidated or deleted
- University of North Alabama, Bachelor of Arts/Bachelor of Science in Sustainability Studies (CIP 30.3301) - Program to be inactivated
- University of West Alabama, Associate of Applied Science in Automotive Engineering Technology (CIP 15.0803) – Program to be deleted, teach-out through 2030

Supporting Documentation:

1. "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.
2. Unpublished post-implementation reports submitted by the institutions. Available upon request.
3. Summary of Reports on Programs that Met Post-Implementation Conditions, attached.
4. Summary of Reports on Programs that Did Not Meet Post-Implementation Conditions, attached.

a. Summary of Reports on Programs that Met Post-Implementation Conditions

**Bevill State Community College
Associate of Applied Science and Certificate in Instrumentation Technology/
Technician (CIP 15.0404)
MET POST-IMPLEMENTATION CONDITIONS**

Approved by Commission: June 12, 2015

Proposed Implementation Date: Fall 2015

Actual Implementation Date: Fall 2015

Post-Implementation Conditions:

1. **Condition on New Enrollments** (*modified to conform with current policy*): That the annual average new enrollment headcount for the most recent four years will be at least 9.4.

Average New Enrollment Headcount 2020-21 through 2023-24				
Reported	16.8	Required	9.4	MET

2. **Condition on Graduates** (*modified to conform with current policy*): That the annual average number of graduates for the most recent four years will be at least 7.5. In keeping with Administrative Code §300-2-1-.04(6)(a)1, non-graduates who complete at least 26 semester credit hours may be counted toward fulfillment of this post-implementation condition.

Average Number of Graduates 2020-21 through 2023-24					
Reported	16		Required	7.5	MET
	Average Number of Graduates 3.75 (15 students total)	Average Number of Non-Graduates w 26+hrs 12.25 (49 students total)			

3. **Condition on Reporting** (*modified to conform with current policy*): That a report be submitted evaluating whether the program has met its post-implementation conditions and whether it has fulfilled the objectives stated in the proposal, specifically pertaining to employment outcomes for graduates. The previous requirement that at least 75 percent of graduates find related employment or continue their studies is now for information only.

Percentage of Graduates Employed in the Field				
Reported	63%	Recommended	75%	UNDER

Bevill State Community College
Associate of Applied Science in Business (CIP 52.0201)
MET POST-IMPLEMENTATION CONDITIONS

Approved by Commission: June 9, 2017

Proposed Implementation Date: Fall 2017

Actual Implementation Date: Fall 2017

Post-Implementation Conditions:

1. **Condition on New Enrollments** (*modified to conform with current policy*): That the annual average new enrollment headcount for the most recent four years will be at least 9.4.

Average New Enrollment Headcount 2020-21 through 2023-24				
Reported	41	Required	9.4	MET

2. **Condition on Graduates** (*modified to conform with current policy*): That the annual average number of graduates for the most recent four years will be at least 7.5. In keeping with Administrative Code §300-2-1-.04(6)(a)1, non-graduates who complete at least 26 semester credit hours may be counted toward fulfillment of this post-implementation condition.

Average Number of Graduates 2020-21 through 2023-24					
Reported	23.5		Required	7.5	MET
	Average Number of Graduates 3.25 (13 students total)	Average Number of Non-Graduates w 26+hrs 20.25 (81 students total)			

3. **Condition on Reporting** (*modified to conform with current policy*): That a report be submitted evaluating whether the program has met its post-implementation conditions and whether it has fulfilled the objectives stated in the proposal, specifically pertaining to employment outcomes for graduates. The previous requirement that at least 75 percent of graduates find related employment or continue their studies is now for information only.

Percentage of Graduates Employed in the Field				
Reported	62%	Recommended	75%	UNDER

Chattahoochee Valley Community College
Associate of Applied Science in Visual Communications (CIP 50.0401)
MET POST-IMPLEMENTATION CONDITIONS

Approved by Commission: March 11, 2011

Proposed Implementation Date: Fall 2011

Actual Implementation Date: Fall 2011

Post-Implementation Conditions:

1. **Condition on New Enrollments** (*modified to conform with current policy*): That the annual average new enrollment headcount for the most recent four years will be at least 9.4.

Average New Enrollment Headcount 2020-21 through 2023-24				
Reported	20.25	Required	9.4	MET

2. **Condition on Graduates** (*modified to conform with current policy*): That the annual average number of graduates for the most recent four years will be at least 7.5. In keeping with Administrative Code §300-2-1-.04(6)(a)1, non-graduates who complete at least 26 semester credit hours may be counted toward fulfillment of this post-implementation condition.

Average Number of Graduates 2020-21 through 2023-24					
Reported	16.75		Required	7.5	MET
	Average Number of Graduates 4.75 (19 students total)	Average Number of Non-Graduates w 26+hrs 12 (48 students total)			

3. **Condition on Reporting** (*modified to conform with current policy*): That a report be submitted evaluating whether the program has met its post-implementation conditions and whether it has fulfilled the objectives stated in the proposal, specifically pertaining to employment outcomes for graduates. The previous requirement that at least 75 percent of graduates find related employment or continue their studies is now for information only.

Percentage of Graduates Employed in the Field				
Reported	7%	Recommended	75%	UNDER

Drake State Community and Technical College
Associate of Applied Science and Certificate in Heating and Air Conditioning
Technology (CIP 15.0501)
MET POST-IMPLEMENTATION CONDITIONS

Approved by Commission: September 10, 2010

Proposed Implementation Date: Spring 2011

Actual Implementation Date: Spring 2011

Post-Implementation Conditions:

1. **Condition on New Enrollments** (*modified to conform with current policy*): That the annual average new enrollment headcount for the most recent four years will be at least 9.4.

Average New Enrollment Headcount 2020-21 through 2023-24				
Reported	14.25	Required	9.4	MET

2. **Condition on Graduates** (*modified to conform with current policy*): That the annual average number of graduates for the most recent four years will be at least 7.5. In keeping with Administrative Code §300-2-1-.04(6)(a)1, non-graduates who complete at least 26 semester credit hours may be counted toward fulfillment of this post-implementation condition.

Average Number of Graduates 2020-21 through 2023-24					
Reported	13.5		Required	7.5	MET
	Average Number of Graduates 1.5 (6 students total)	Average Number of Non-Graduates w 26+hrs 12 (48 students total)			

3. **Condition on Reporting** (*modified to conform with current policy*): That a report be submitted evaluating whether the program has met its post-implementation conditions and whether it has fulfilled the objectives stated in the proposal, specifically pertaining to employment outcomes for graduates. The previous requirement that at least 75 percent of graduates find related employment or continue their studies is now for information only.

Percentage of Graduates Employed in the Field				
Reported	100%	Recommended	75%	MET

Drake State Community and Technical College
Associate of Applied Science in Automotive Service Technology (CIP 15.0803)
MET POST-IMPLEMENTATION CONDITIONS

Approved by Commission: September 10, 2010

Proposed Implementation Date: Fall 2011

Actual Implementation Date: Fall 2011

Post-Implementation Conditions:

1. **Condition on New Enrollments** (*modified to conform with current policy*): That the annual average new enrollment headcount for the most recent four years will be at least 9.4.

Average New Enrollment Headcount 2020-21 through 2023-24				
Reported	9.75	Required	9.4	MET

2. **Condition on Graduates** (*modified to conform with current policy*): That the annual average number of graduates for the most recent four years will be at least 7.5. In keeping with Administrative Code §300-2-1-.04(6)(a)1, non-graduates who complete at least 26 semester credit hours may be counted toward fulfillment of this post-implementation condition.

Average Number of Graduates 2020-21 through 2023-24					
Reported	15.75		Required	7.5	MET
	Average Number of Graduates 3 (12 students total)	Average Number of Non-Graduates w 26+hrs 12.75 (51 students total)			

3. **Condition on Reporting** (*modified to conform with current policy*): That a report be submitted evaluating whether the program has met its post-implementation conditions and whether it has fulfilled the objectives stated in the proposal, specifically pertaining to employment outcomes for graduates. The previous requirement that at least 75 percent of graduates find related employment or continue their studies is now for information only.

Percentage of Graduates Employed in the Field				
Reported	80%	Recommended	75%	MET

Lawson State Community College
Associate of Applied Science and Certificate in Media Production (CIP 10.0202)
MET POST-IMPLEMENTATION CONDITIONS

Approved by Commission: June 12, 2015

Proposed Implementation Date: Fall 2015

Actual Implementation Date: Fall 2015

Post-Implementation Conditions:

1. **Condition on New Enrollments** (*modified to conform with current policy*): That the annual average new enrollment headcount for the most recent four years will be at least 9.4.

Average New Enrollment Headcount 2020-21 through 2023-24				
Reported	13.75	Required	9.4	MET

2. **Condition on Graduates** (*modified to conform with current policy*): That the annual average number of graduates for the most recent four years will be at least 7.5. In keeping with Administrative Code §300-2-1-.04(6)(a)1, non-graduates who complete at least 26 semester credit hours may be counted toward fulfillment of this post-implementation condition.

Average Number of Graduates 2020-21 through 2023-24					
Reported	12.25		Required	7.5	MET
	Average Number of Graduates 4.75 (19 students total)	Average Number of Non-Graduates w 26+hrs 7.5 (30 students total)			

3. **Condition on Reporting** (*modified to conform with current policy*): That a report be submitted evaluating whether the program has met its post-implementation conditions and whether it has fulfilled the objectives stated in the proposal, specifically pertaining to employment outcomes for graduates. The previous requirement that at least 75 percent of graduates find related employment or continue their studies is now for information only.

Percentage of Graduates Employed in the Field				
Reported	84%	Recommended	75%	MET

Snead State Community College
Associate of Applied Science and Certificate in Powerplant Technology (CIP 47.0608)
MET POST-IMPLEMENTATION CONDITIONS

Approved by Commission: March 10, 2017

Proposed Implementation Date: Fall 2017

Actual Implementation Date: Fall 2017

Post-Implementation Conditions:

1. **Condition on New Enrollments** (*modified to conform with current policy*): That the annual average new enrollment headcount for the most recent four years will be at least 9.4.

Average New Enrollment Headcount 2018-19 through 2023-24				
Reported	10.5	Required	9.4	MET

2. **Condition on Graduates** (*modified to conform with current policy*): That the annual average number of graduates for the most recent four years will be at least 7.5. In keeping with Administrative Code §300-2-1-.04(6)(a)1, non-graduates who complete at least 26 semester credit hours may be counted toward fulfillment of this post-implementation condition.

Average Number of Graduates 2020-21 through 2023-24					
Reported	14.25		Required	7.5	MET
	Average Number of Graduates 3.75 (15 students total)	Average Number of Non-Graduates w 26+hrs 10.5 (42 students total)			

3. **Condition on Reporting** (*modified to conform with current policy*): That a report be submitted evaluating whether the program has met its post-implementation conditions and whether it has fulfilled the objectives stated in the proposal, specifically pertaining to employment outcomes for graduates. The previous requirement that at least 75 percent of graduates find related employment or continue their studies is now for information only.

Percentage of Graduates Employed in the Field				
Reported	48%	Recommended	75%	UNDER

Alabama A&M University
Bachelor of Science in Entrepreneurship (CIP 52.0701)
MET POST-IMPLEMENTATION CONDITIONS

Approved by Commission: June 14, 2013

Proposed Implementation Date: Fall 2014

Actual Implementation Date: Fall 2014

Post-Implementation Conditions:

1. **Condition on New Enrollments** (*modified to conform with current policy*): That the annual average new enrollment headcount for the most recent four years will be at least 9.4.

Average New Enrollment Headcount 2020-21 through 2023-24				
Reported	36.5	Required	9.4	MET

2. **Condition on Graduates** (*modified to conform with current policy*): That the annual average number of graduates for the most recent four years will be at least 7.5. ACHE is now allowing institutions to submit all completions, including second majors for baccalaureate degrees.

Average Number of Graduates 2021-22 through 2024-25					
Reported	9		Required	7.5	MET
	Average Number of Grads-Primary Majors 6.5 (26 students total)	Average Number of Grads-Second Majors 2.5 (10 students total)			

3. **Condition on Reporting** (*modified to conform with current policy*): That a report be submitted evaluating whether the program has met its post-implementation conditions and whether it has fulfilled the objectives stated in the proposal, specifically pertaining to employment outcomes for graduates. The previous requirement that at least 75 percent of graduates find related employment or continue their studies is now for information only.

Percentage of Graduates Employed in the Field				
Reported	NR	Recommended	75%	UNDER

Alabama State University
Bachelor of Science in Biomedical Engineering in Biomedical Engineering (CIP 14.0501)
MET POST-IMPLEMENTATION CONDITIONS

Approved by Commission: June 13, 2014

Proposed Implementation Date: Fall 2016

Actual Implementation Date: Spring 2016

Post-Implementation Conditions:

1. **Condition on New Enrollments** (*modified to conform with current policy*): That the annual average new enrollment headcount for the most recent four years will be at least 9.4.

Average New Enrollment Headcount 2020-21 through 2023-24				
Reported	25.25	Required	9.4	MET

2. **Condition on Graduates** (*modified to conform with current policy*): That the annual average number of graduates for the most recent four years will be at least 7.5. ACHE is now allowing institutions to submit all completions, including second majors for baccalaureate degrees.

Average Number of Graduates 2021-22 through 2024-25					
Reported	8.5		Required	7.5	MET
	Average Number of Grads-Primary Majors 8.5 (34 students total)	Average Number of Grads-Second Majors 0 (0 students)			

3. **Condition on Reporting** (*modified to conform with current policy*): That a report be submitted evaluating whether the program has met its post-implementation conditions and whether it has fulfilled the objectives stated in the proposal, specifically pertaining to employment outcomes for graduates. The previous requirement that at least 75 percent of graduates find related employment or continue their studies is now for information only.

Percentage of Graduates Employed in the Field				
Reported	80%	Recommended	75%	MET

Auburn University
Bachelor of Science in Applied Biotechnology (CIP 26.1201)
MET POST-IMPLEMENTATION CONDITIONS

Approved by Commission: December 9, 2016

Proposed Implementation Date: Fall 2017

Actual Implementation Date: Fall 2017

Post-Implementation Conditions:

1. **Condition on New Enrollments** (*modified to conform with current policy*): That the annual average new enrollment headcount for the most recent four years will be at least 9.4.

Average New Enrollment Headcount 2020-21 through 2023-24				
Reported	10.25	Required	9.4	MET

2. **Condition on Graduates** (*modified to conform with current policy*): That the annual average number of graduates for the most recent four years will be at least 7.5. ACHE is now allowing institutions to submit all completions, including second majors for baccalaureate degrees.

Average Number of Graduates 2021-22 through 2024-25					
Reported	7.5		Required	7.5	MET
	Average Number of Grads-Primary Majors 7 (28 students total)	Average Number of Grads-Second Majors 0.5 (2 students total)			

3. **Condition on Reporting** (*modified to conform with current policy*): That a report be submitted evaluating whether the program has met its post-implementation conditions and whether it has fulfilled the objectives stated in the proposal, specifically pertaining to employment outcomes for graduates. The previous requirement that at least 75 percent of graduates find related employment or continue their studies is now for information only.

Percentage of Graduates Employed in the Field				
Reported	83%	Recommended	75%	MET

University of Alabama in Huntsville
Bachelor of Arts in Theatre (CIP 50.0501)
MET POST-IMPLEMENTATION CONDITIONS

Approved by Commission: March 20, 2015

Proposed Implementation Date: Fall 2015

Actual Implementation Date: Fall 2015

Post-Implementation Conditions:

1. **Condition on New Enrollments** (*modified to conform with current policy*): That the annual average new enrollment headcount for the most recent four years will be at least 9.4.

Average New Enrollment Headcount 2020-21 through 2023-24				
Reported	13	Required	9.4	MET

2. **Condition on Graduates** (*modified to conform with current policy*): That the annual average number of graduates for the most recent four years will be at least 7.5. ACHE is now allowing institutions to submit all completions, including second majors for baccalaureate degrees.

Average Number of Graduates 2021-22 through 2024-25					
Reported	8		Required	7.5	MET
	Average Number of Grads-Primary Majors 6.25 (25 students total)	Average Number of Grads-Second Majors 1.75 (7 students total)			

3. **Condition on Reporting** (*modified to conform with current policy*): That a report be submitted evaluating whether the program has met its post-implementation conditions and whether it has fulfilled the objectives stated in the proposal, specifically pertaining to employment outcomes for graduates. The previous requirement that at least 75 percent of graduates find related employment or continue their studies is now for information only.

Percentage of Graduates Employed in the Field				
Reported	83%	Recommended	75%	MET

University of West Alabama
Bachelor of Arts and Bachelor of Science in Public Safety (CIP 43.9999)
MET POST-IMPLEMENTATION CONDITIONS

Approved by Commission: June 10, 2016

Proposed Implementation Date: Fall 2016

Actual Implementation Date: Fall 2018

Post-Implementation Conditions:

1. **Condition on New Enrollments** (*modified to conform with current policy*): That the annual average new enrollment headcount for the most recent four years will be at least 9.4.

Average New Enrollment Headcount 2018-19 through 2023-24				
Reported	21.7	Required	9.4	MET

2. **Condition on Graduates** (*modified to conform with current policy*): That the annual average number of graduates for the most recent four years will be at least 7.5. ACHE is now allowing institutions to submit all completions, including second majors for baccalaureate degrees.

Average Number of Graduates 2021-22 through 2024-25					
Reported	7.5		Required	7.5	MET
	Average Number of Grads-Primary Majors 7.5 (30 students total)	Average Number of Grads-Second Majors 0 (0 students)			

3. **Condition on Reporting** (*modified to conform with current policy*): That a report be submitted evaluating whether the program has met its post-implementation conditions and whether it has fulfilled the objectives stated in the proposal, specifically pertaining to employment outcomes for graduates. The previous requirement that at least 75 percent of graduates find related employment or continue their studies is now for information only.

Percentage of Graduates Employed in the Field				
Reported	94%	Recommended	75%	MET

b. Summary of Reports on Programs that Did Not Meet Post-Implementation Conditions

Bevill State Community College

**Associate of Applied Science and Certificate in Industrial Mechanics and Maintenance Technology
(CIP 47.0303)**

DID NOT MEET POST-IMPLEMENTATION CONDITIONS

Approved by Commission: June 12, 2015

Proposed Implementation Date: Fall 2015

Actual Implementation Date: Fall 2015

Post-Implementation Conditions:

1. **Condition on New Enrollments** (*modified to conform with current policy*): That the annual average new enrollment headcount for the most recent four years will be at least 9.4.

Average New Enrollment Headcount 2020-21 through 2023-24				
Reported	5.75	Required	9.4	NOT MET

2. **Condition on Graduates** (*modified to conform with current policy*): That the annual average number of graduates for the most recent four years will be at least 7.5. In keeping with Administrative Code §300-2-1-.04(6)(a)1, non-graduates who complete at least 26 semester credit hours may be counted toward fulfillment of this post-implementation condition.

Average Number of Graduates 2020-21 through 2023-24					
Reported	4.2		Required	7.5	NOT MET
	Average Number of Graduates 0.5 (2 students total)	Average Number of Non-Graduates w 26+hrs 3.7 (11 students total)			

3. **Condition on Reporting** (*modified to conform with current policy*): That a report be submitted evaluating whether the program has met its post-implementation conditions and whether it has fulfilled the objectives stated in the proposal, specifically pertaining to employment outcomes for graduates. The previous requirement that at least 75 percent of graduates find related employment or continue their studies is now for information only.

Percentage of Graduates Employed in the Field				
Reported	62%	Recommended	75%	UNDER

Auburn University
Bachelor of Science in Geospatial and Environmental Informatics (CIP 45.0702)
DID NOT MEET POST-IMPLEMENTATION CONDITIONS

Approved by Commission: March 10, 2017

Proposed Implementation Date: Fall 2017

Actual Implementation Date: Fall 2017

Post-Implementation Conditions:

1. **Condition on New Enrollments** (*modified to conform with current policy*): That the annual average new enrollment headcount for the most recent four years will be at least 9.4.

Average New Enrollment Headcount 2020-21 through 2023-24				
Reported	9	Required	9.4	NOT MET

2. **Condition on Graduates** (*modified to conform with current policy*): That the annual average number of graduates for the most recent four years will be at least 7.5. We are now allowing institutions to submit all completions including second majors.

Average Number of Graduates 2019-20 through 2023-24					
Reported	5.4		Required	7.5	NOT MET
	Average Number of Grads-Primary Majors 5.4 (27 students total)	Average Number of Grads-Second Majors 0 (0 students)			

3. **Condition on Reporting** (*modified to conform with current policy*): That a report be submitted evaluating whether the program has met its post-implementation conditions and whether it has fulfilled the objectives stated in the proposal, specifically pertaining to employment outcomes for graduates. The previous requirement that at least 75 percent of graduates find related employment or continue their studies is now for information only.

Percentage of Graduates Employed in the Field				
Reported	75%	Recommended	75%	MET

University of North Alabama
Bachelor of Arts and Bachelor of Science in Sustainability Studies (CIP 30.3301)
DID NOT MEET POST-IMPLEMENTATION CONDITIONS

Approved by Commission: June 12, 2015

Proposed Implementation Date: Fall 2015

Actual Implementation Date: Fall 2015

Post-Implementation Conditions:

1. **Condition on New Enrollments** (*modified to conform with current policy*): That the annual average new enrollment headcount for the most recent four years will be at least 9.4.

Average New Enrollment Headcount 2015-16 through 2021-22				
Reported	7	Required	9.4	NOT MET

2. **Condition on Graduates** (*modified to conform with current policy*): That the annual average number of graduates for the most recent four years will be at least 7.5. ACHE is now allowing institutions to submit all completions, including second majors for baccalaureate degrees.

Average Number of Graduates 2021-22 through 2024-25					
Reported	4.5		Required	7.5	NOT MET
	Average Number of Grads-Primary Majors 4.5 (18 students total)	Average Number of Grads-Second Majors 0 (0 students)			

3. **Condition on Reporting** (*modified to conform with current policy*): That a report be submitted evaluating whether the program has met its post-implementation conditions and whether it has fulfilled the objectives stated in the proposal, specifically pertaining to employment outcomes for graduates. The previous requirement that at least 75 percent of graduates find related employment or continue their studies is now for information only.

Percentage of Graduates Employed in the Field				
Reported	37.5%	Recommended	75%	UNDER

University of West Alabama
Associate of Applied Science in Automotive Engineering Technology (CIP 15.0803)
DID NOT MEET POST-IMPLEMENTATION CONDITIONS

Approved by Commission: September 9, 2016

Proposed Implementation Date: Spring 2017

Actual Implementation Date: Spring 2017

Post-Implementation Conditions:

- 1. Condition on New Enrollments** (*modified to conform with current policy*): That the annual average new enrollment headcount for the most recent four years will be at least 9.4.

Average New Enrollment Headcount 2020-21 through 2023-24				
Reported	7.75	Required	9.4	NOT MET

- 2. Condition on Graduates** (*modified to conform with current policy*): That the annual average number of graduates for the most recent four years will be at least 7.5. ACHE is now allowing institutions to submit all completions, including second majors.

Average Number of Graduates 2019-20 through 2023-24					
Reported	2.6		Required	7.5	NOT MET
	Average Number of Grads-Primary Majors 2.6 (13 students)	Average Number of Grads-Second Majors 0 (0 students)			

- 3. Condition on Reporting** (*modified to conform with current policy*): That a report be submitted evaluating whether the program has met its post-implementation conditions and whether it has fulfilled the objectives stated in the proposal, specifically pertaining to employment outcomes for graduates. The previous requirement that at least 75 percent of graduates find related employment or continue their studies is now for information only.

Percentage of Graduates Employed in the Field				
Reported	NR	Recommended	75%	UNDER