Alabama Commission on Higher Education
RSA Union Building, 100 North Union Street, Room 782
Montgomery, Alabama 36104
Office: 334-242-1998
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ACHE COMMISSION MEETING
University of South Alabama
McQueen Alumni Center Ballroom
100 Alumni Drive
Mobile, AL 36688

June 13, 2025
10:00 a.m.

Public Zoom Option for Meeting:

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

Meeting ID: 656 909 1900
Passcode: 139242
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AGENDA
ALABAMA COMMISSION ON HIGHER EDUCATION
University of South Alabama
McQueen Alumni Center Ballroom
100 Alumni Drive, Mobile, AL 36688

June 13, 2025
10:00 AM

IX. **Adjournment**

ALABAMA COMMISSION ON HIGHER EDUCATION

MINUTES OF MEETING
March 14, 2025

I. Call to Order

The Alabama Commission on Higher Education met in regular session on Friday, March 14, 2025, 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, Ann Forbes, Paul Kennedy, Rod Scott, Payne Meadows, Doug Ragland, and Harry Hobbs.

Commission members absent: Jody Singleton, Michael Spiller, and Terry Welch

III. Approval of Agenda

RESOLVED: Commissioner Hobbs moved to adopt the published agenda for the March 14, 2025, meeting. Commissioner Forbes seconded. The agenda was approved.

IV. Consideration of Minutes of December 13, 2024.

RESOLVED: Commissioner Forbes moved for approval of December 13, 2024, minutes. Commissioner Turner seconded. Motion carried.

V. Chairman's Report

Commissioner Price greeted and welcomed everyone present at the meeting. She welcomed two new ACHE commissioners: Commissioner Ragland and Commissioner Hobbs. She appointed Commissioner Ragland to the Academic Affairs committee and Commissioner Hobbs to the Financial Affairs committee.

VI. Executive Director's Report

Dr. Purcell reported on the following:

- Impact of Federal Policy Changes on Alabama Higher Education

A copy of the PowerPoint presentation is available upon request.

VII. Discussion Items

- Apprenticeships

Dr. Dolan introduced Mr. Josh Laney. Mr. Laney gave a presentation on apprenticeships in Alabama outlining a new plan that will enhance credentials, increase the availability of work processes for in demand programs and increase utilization of the quality and most widely accepted occupational work processes. A copy of the PowerPoint presentation is available upon request.

- Dual Enrollment

  Dr. Dolan introduced Dr. Patrick Kelly, who gave a presentation on dual enrollment. He discussed the benefits of dual enrollment for students, the rise of dual enrollment in Alabama, benefits of partnerships with employers and effective strategies and practices. A copy of the PowerPoint presentation is available upon request.

- Legislative Update

  Dr. Dolan and Mr. Julian Rogers gave an update on the 2025 Legislative session.

VIII.   Decision Items

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

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

RESOLVED: Commissioner Turner moved to accept the recommendation for approval of the preliminary approval of the repeal and new rule. Commissioner Forbes seconded. Motion carried.

B.   Academic Programs

1.   Auburn University

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

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

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

2.   Troy University

a.   Bachelor of Science in Electrical and Electronics Engineering (CIP 14.1001)

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

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

b.   Master of Science in Nursing in Nursing—Accelerated (CIP 51.3801)

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

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

3. **University of Alabama at Birmingham**

   a. Bachelor of Science in eSports Performance Management and Coaching (CIP 31.0599)

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

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

   b. Substantive Change to Academic Unit: Department of Biomedical Informatics and Data Science

   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 substantive change to the academic unit. Commissioner Hobbs seconded. Motion carried.

   c. Doctor of Philosophy in Biomedical and Health Informatics (CIP 51.2706)

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

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

4. **University of Alabama in Huntsville**

   Bachelor of Arts in Interdisciplinary Studies (CIP 30.0000)

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

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

5. **University of Montevallo**

   Bachelor of Business Administration in Data Analytics (CIP 52.1301)

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

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

6. **University of South Alabama**

   a. Bachelor of Science in Business Administration in Entrepreneurship (CIP 52.0701)

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

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

b. Bachelor of Science in Real Estate (CIP 52.1501)

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

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

7. Calhoun Community College

Associate of Applied Science in Radiologic Technology (CIP 51.0911)

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

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

8. Snead State Community College

Associate of Applied Science and Certificate in Additive Manufacturing and Drafting Design (CIP 15.0613)

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 Meadows seconded. Motion carried.

9. Substantive Modification to Academic Program Inventory: Coastal Alabama Community College

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

RESOLVED: Commissioner Forbes moved to accept the recommendation for approval of the substantive modification. Commissioner Meadows seconded. The substantive modification was approved. Motion carried.

C. Information Items

RESOLVED: Commissioner Scott moved that the Commission accept Information Items 1 through 9. Commissioner Forbes seconded. Motion carried.

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

2. Changes to the Academic Program Inventory

3. Curricular Modifications for Existing Degree Programs

4. Update to Academic Units

5. Implementation of Distance Education Programs

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

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

8. New Exempt Off-Campus Sites

9. Summary of Post-Implementation Reports

IX. Adjournment

The meeting was adjourned at 12:08 p.m. The next meeting of the Commission is scheduled for June 13, 2025.

_____
Amy Price, Chair

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

_____
James E. Purcell, Executive Director

_____
Notary Public

Decision Items

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, June 13, 2025

DECISION ITEM: A   <u>Preliminary Approval of Administrative Procedures for the New Chapter 300-4-14: Alabama Athletic Trainer Loan Assistance Program</u>

<u>Staff Presenter:</u>   Ms. Artcola Pettway
                                   Grants and Scholarships Associate

<u>Staff Recommendation:</u>   That the Commission preliminarily approve the proposed administrative procedures for the new Chapter 300-4-14: Alabama Athletic Trainer Loan Assistance Program.

<u>Background:</u>   This program was established by the Alabama Act 2025-337.

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

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

<u>Supporting Documentation:</u>   1. Proposed Administrative Procedures for the Alabama Athletic Trainer Loan Assistance Program, attached.

Attachment 1

**ALABAMA COMMISSION ON HIGHER EDUCATION
ADMINISTRATIVE CODE**

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

TABLE OF CONTENTS

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

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

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

Author: Artcola Pettway, Stephanie C. Dolan
Statutory Authority: Code of Alabama 1975, Alabama Act 2025-337
History: New Rule: Published ___ ; effective _____ .

300-4-14-.02   Organization.

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

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

(3)   The Commission shall appoint staff as needed to ensure the efficient operation of the program and is the final authority in determining eligible program applicants.
(4)   A percentage not to exceed 10 percent of any annual

appropriations received by the program may be expended for the operation and administrative requirement provided in this article.

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

Author: Artcola Pettway, Stephanie C. Dolan
Statutory Authority: Code of Alabama 1975, Alabama Act 2025-337
History: New Rule: Published ___; effective _____.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Author: Artcola Pettway, Stephanie C. Dolan
Statutory Authority: Code of Alabama 1975, Alabama Act 2025-337
History: New Rule: Published ____; effective _____.

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

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

    (a) Is a citizen or a lawful permanent resident of the U.S.

    (b) Holds an approved degree from an approved institution.

    (c) Is licensed and in good standing with the Alabama Board of Athletic Trainers pursuant to Chapter 40 of Title 34.

    (d) Provides an average of at least 20 hours of athletic training services per week at qualifying institutions throughout the year in this state.

      (e) Has outstanding subsidized or unsubsidized federal student loans.

      (f) Satisfies additional continuing eligibility criteria established by the Commission in consultation with the Alabama Board of Athletic Trainers.

      (g) Is not receiving a grant from the Athletic Trainer Secondary School Incentive Program.

Author: Artcola Pettway, Stephanie C. Dolan
Statutory Authority: Code of Alabama 1975, Alabama Act 2025-337
History: New Rule: Published ___ ; effective ____ .

300-4-14-.05   **Application Procedures**.

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

    (a) Applicants may obtain the application from the Commission's website or the Alabama Board of Athletic Trainers' website.

    (b) Applicants must submit their applications to the Commission by August 1 each year. A completed application and the following required documentation is to be submitted for approval:

        1. Proof of U.S. citizenship or permanent residence,

        2. Proof of approved degree from an approved institution,

        3. Proof of license and good standing with the Alabama Board of Athletic Trainers pursuant to Chapter 40 of Title 34,

        4. Proof of outstanding subsidized or unsubsidized federal student loans,

        5. Proof of additional continuing eligibility criteria established by the Commission in consultation with the Alabama Board of Athletic Trainers, and

        6. Proof of not receiving a grant from the Athletic Trainer Secondary School Incentive Program.

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

1. Proof of an average of at least 20 hours of athletic training services per week worked at qualifying institutions throughout the year in Alabama,

2. Proof of outstanding subsidized or unsubsidized federal student loans,

3. Proof of not receiving a grant from the Athletic Trainer Secondary School Incentive Program.

(e)   Incomplete applications will not be considered.

Author: Artcola Pettway, Stephanie C. Dolan
Statutory Authority: Code of Alabama 1975, Alabama Act 2025-337
History: New Rule: Published ___ ; effective ____ .

300-4-14-.06   Award Procedures.

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

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

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

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

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

(a) A change in name.

(b) A change in residence.

(c) A change in employment status.

(6)   A recipient who receives an Alabama Athletic Trainer Loan Assistance award and continues to satisfy employment criteria shall continue to receive an award for the four-year consecutive limit unless the recipient becomes ineligible. If a recipient leaves a qualifying

institution and accepts employment in a school or school system that does not require athletic training services for sanctioned activities or is not governed by the Alabama High School Athletic Association or the Alabama Independent School Association, the recipient shall no longer qualify to receive federal student loan assistance.

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

Author: Artcola Pettway, Stephanie C. Dolan
Statutory Authority: Code of Alabama 1975, Alabama Act 2025-337
History: New Rule: Published ___; effective ____.

300-4-14-.07   Appeal Procedures.

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

Author: Artcola Pettway, Stephanie C. Dolan
Statutory Authority: Code of Alabama 1975, Alabama Act 2025-337
History: New Rule: Published ___; effective ____.

DECISION ITEM: B	<u>Final Approval of Repeal and New Rule §300-2-1-.01 within Administrative Procedures for Academic Program Review</u>
<u>Staff Presenter:</u>	Dr. Robin McGill Deputy Director for Academic Affairs
<u>Staff Recommendation:</u>	That the Commission give final approval to 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."
<u>Background:</u>	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 addresses the following issues with existing rule §300-2-1-.01:

1. Obsolete terminology has been removed.

2. Outdated definitions have been updated to align with federal reporting requirements, accreditation policies, recent updates to the Commission's Administrative Procedures, and Commission practice.

3. New definitions have been added to reflect the full scope of the Commission's responsibilities regarding academic program review.

4. The definitions have been reorganized into alphabetical order for ease of use.

At its meeting on March 14, 2025, the Commission voted unanimously to give preliminary approval to the proposed repeal of the existing rule and adoption of a new rule for §300-2-1-.01. The proposed new rule was submitted to the Alabama Legislative Services Agency and published in the *Alabama Administrative Monthly, Volume XLIII, Issue No. 6* on March 31, 2025. The notice included an opportunity for stakeholders and members of the public to present views on the proposed new rule. Through this process, ACHE staff has received requests to make the following modifications for inclusion in the final rule:

1. Include a reference to "badges" under "mini-certificate."

2. Modify the definition for "cooperative degree program" to clarify expectations for program viability.

3. Add a definition for "faculty."

4. Replace "senior institution" with "university" as the primary term for referring to institutions whose instructional role includes granting baccalaureate degrees and higher.

In addition, ACHE staff have made several minor modifications to improve consistency, including streamlining references to federal entities. These changes can be seen in the attached new rule, which uses blue font to show which language has been added and red font with strike through to show which language is to be removed. If the Commission grants final approval, the proposed rule with these amendments will be filed with the Legislative Services Agency as a Certified Adopted Rule, which will become effective 45 days after it is published in the *Alabama Administrative Monthly*.

Supporting Documentation:

1. Text of proposed new rule Administrative Procedures, §300-2-1-.01, with revisions, attached.

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 proposed new rule that was given preliminary approval by the Commission at its meeting on March 14, 2025. Text in blue indicates language to be added, and text in red indicates language to be eliminated.

300-2-1-.01   <u>Operating Definitions.</u>

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."

(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 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 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 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) Badge: See "mini-certificate."

(14) 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.

(15) 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."

(16) 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 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.

(17) Clock 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.

(18) 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.

(19) Commission: The Alabama Commission on Higher Education (ACHE) created by Alabama Code Sections 16-5-1, et. seq.

(20) 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.

(21) Concentration: See "option."

(22) 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.

(23) 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~~ will be counted collectively across institutions under ~~certain~~ most circumstances.

(24) 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.

(25) Curriculum: Body of coursework, assessments, or other requirements necessary to complete a program of instruction.

(26) 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.

(27) 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.

(28) 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.

(29) Delivery Modality: See "method of delivery."

(30) 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.

(31) 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).

(32) 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.

(33) 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.

(34) Dual Enrollment: Enrollment of secondary students in 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.

(35) Dual Enrollment Site: A type of exempt off-campus site located at a high school where one or more postsecondary-level courses are taught exclusively to high school students.

(36) 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.

(37) 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.

(38) 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.

(39) Existing Program of Instruction: An academic degree or certificate program listed in the Academic Program Inventory.

(40) 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.

(41) Face-to-Face Instruction: Also referred to as "in-person" instruction, a method of delivery ~~occurs~~ where students and instructors are in the same place at the same time.

(42) Faculty: Pursuant to the Commission's responsibilities for instructional program review, "faculty" refers to those individuals engaged by an institution of higher education to serve as instructors of record for its credit-bearing courses. This definition of faculty does not include considerations of academic rank or tenure, which fall under the purview of institutions to determine.

(43) 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.

(44) Four-Year Institution: See "~~senior institution~~ university."

(45)   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).

(46)   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.

(47)   Institution of Higher Education (IHE): 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 academic, occupational, professional, and continuing professional education programs.

(48)   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.

(49)   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."

(50)   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.

(51)   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."

(52)   IPEDS: The Integrated Postsecondary Education Data System (IPEDS) ~~is~~ refers to the postsecondary education data collection program ~~for the National Center for Education Statistics (NCES), a division of the Institute of Education Sciences within the~~ conducted by the US Department of Education. IPEDS is designed to collect standardized data from postsecondary institutions and educational organizations operating within the United States.

(53)   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.

(54)   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.

(55)   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.

(56)   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).

(57)   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.

(58)   Major Instructional Unit: Division, college, or school that comprises several minor units of instruction.

(59)   Master's Degree: Designated as IPEDS Level 7, a graduate award granted on completion of an instructional program that requires at least 30 semester hours of post-baccalaureate, graduate-level, or professional coursework.

(60)   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 involve the closure of a campus or one institution becoming a branch of the other.

(61)   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.

(62)   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. Credit-bearing badges typically fall into this designation.

(63) 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.

(64) 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.

(65) Moved Status: In reference to a program of instruction, a type of program status assigned by Commission 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.

(66) 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.

(67) 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.

(68) 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).

(69) 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.

(70) 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.

(71) 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.

(72) 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.

(73) 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.

(74) 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.

(75) 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).

(76) 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.

(77) Physical Presence: Having a geographical site with an address and location within the physical boundaries of the State of Alabama.

(78) 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.

(79) 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.

(80) 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.

(81) Postsecondary Institution: See "institution of higher education."

(82) 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.

(83) 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.

(84) 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.

(85) 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."

(86) 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.

(87) Program Length: A measure of the amount of time required for a student to progress to program completion, typically represented in semester credit hours.

(88) Program of Instruction: See "instructional program."

(89) 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.

(90) 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.

(91) 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.

(92) 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.

(93) 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.

(94) 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.

(95) 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" designated as IPEDS Level 17. Specifically, the Doctor of Education (EdD) is excluded from this classification.

(96) Role Expansion: An institution's ability to develop and implement academic programs at a higher or lower degree level than previously awarded.

(97) 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.

(98) 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.

(99) Senior Institution: See "university." ~~Often used synonymously with "university" or "four-year institution," an institution of higher education approved to grant degrees at the baccalaureate level or higher~~.

(100) 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.

(101) 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.

(102) 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.

(103) Specialization: See "option."

(104) State Authorization: Formal approval to offer postsecondary programs of instruction to Alabama residents.

(105) 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.

(106) 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.

(107) 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.

(108) 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.

(109) Two-Year Institution: An institution of higher education approved to grant associate degrees as its highest award level, including community, technical, and vocational colleges.

(110) 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.

(111) 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."

(112) Unit of Administration: An academic unit whose function is primarily administrative in nature, such as the Office of the Provost or Academic Success Center.

(113) Unit of Instruction: See "instructional unit," "major instructional unit," and "minor instructional unit."

(114) Unit of Public Service: An academic unit 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.

(115) Unit of Research: An academic unit whose primary purpose is 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.

(116) University: An institution of higher education approved to grant degrees at the baccalaureate level or higher.

(117) 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.

(118) 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.

DECISION ITEM: C-1   Athens State University, Bachelor of Science in Cybersecurity
                                            (CIP 11.1003)

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

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

                                            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 BS in Computer Science (CIP 11.0101) 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.

                                            Athens State University (ATSU) will be required to phase out the
                                            program if any of the post-implementation conditions are not
                                            met. The institution must present documentation regarding the
                                            post-implementation conditions, as well as a general assessment
                                            of the program, in a report submitted to the Commission no later
                                            than September 1, 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 Cybersecurity degree is designed to prepare graduates for employment in positions included on the Alabama Demand Occupations List, such as computer and information systems managers, and information security analysts.

2. This program will build upon and replace the existing undergraduate coursework developed for the concentration in Cybersecurity under the existing BS in Computer Science (CIP 11.0101).

3. The program includes two letters of support attesting to the need for the program from the following: Intuitive Research and Technology Corporation and OASYS, Inc.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.

2. Summary of Background Information, attached.

3. Curriculum for Proposed Program, attached.

4. Athens State University proposal, dated March 14, 2025. Available upon request.

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

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

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY							
INSTITUTION: Athens State University							
PROGRAM: BS in Cybersecurity (CIP 11.1003)							

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	$113,246	$113,246	$113,246	$113,246	$113,246	$566,230
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	$17,505	$23,340	$29,176	$0	$0	$0	$70,021
ASSISTANTSHIPS	$0	$0	$0	$0	$0	$0	$0	$0
OTHER	$0	$1,130	$15,540	$0	$0	$0	$0	$16,670
TOTAL	$0	$18,635	$152,126	$142,422	$113,246	$113,246	$113,246	$652,921

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	$64,128	$120,240	$176,352	$232,464	$256,512	$264,528	$1,114,224
TOTAL	$0	$64,128	$120,240	$176,352	$232,464	$256,512	$264,528	$1,114,224

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	8	15	22	29	32	33	23.2
PART-TIME HEADCOUNT	Year 1 - No data reporting required	11	14	18	21	23	23	18.3
TOTAL HEADCOUNT	Year 1 - No data reporting required	19	29	40	50	55	56	41.5
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	14	15	20	23	21	19	18.7

DEGREE COMPLETION PROJECTIONS Note: Do not count Lead "0"s and Lead 0 years in computing the degree completions projections average.							
	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	**AVERAGE**
DEGREE COMPLETION PROJECTIONS	Year 1 - No data reporting required	2	4	7	9	11	12	7.5

Attachment 2

Summary of Background Information

Bachelor of Science in Cybersecurity
Athens State University

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

Program Description: Offered by the College of Arts and Sciences, the proposed BS in Cybersecurity will provide students with a strong foundation in programming, problem analysis, problem solving, and software engineering, significantly supplemented with practical experience using hardware and software resources available in contemporary computer laboratories maintained by the Department of Mathematics, Computer, and Natural Sciences. The proposed program will elevate an existing concentration of the BS in Computer Science to a separate degree. Students will be required to complete some form of capstone experience, whether project, internship, or co-op based to gain hands-on experience with real-world security challenges.

Student Learning Outcomes: Learning outcomes of the BS in Cybersecurity include the following abilities:

1. Analyze complex computing problems in order to apply principles of computing and other relevant disciplines to identify solutions.

2. Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.

3. Communicate effectively in a variety of professional contexts.

4. Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.

5. Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.

6. Apply security principles and practices to maintain operations in the presence of risks and threats.

Administration: The program will be administered by the College of Arts and Sciences, Dr. Dave Ragsdale, Dean; and the Department of Mathematical, Computer, and Natural Sciences, Dr. Ronald Merritt, 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 revised program proposal was posted on the Commission website from March 31, 2025, to April 19, 2025 (twenty days) for public review and comments. No comments were received.

Similar Programs: There are currently only two undergraduate level programs in Cybersecurity (CIP Code 11.1003) in the Academic Program Inventory: Troy University, BA/BS in Cybersecurity (CIP 11.1003); and The University of Alabama, BS in Cyber Security (CIP 11.1003). In addition, universities within the Greater Huntsville area offer Cybersecurity as a concentration within another degree offering, including Alabama A&M University (BS in Computer Science, CIP 11.0101); University of Alabama in Huntsville (BS in Computer Science, CIP 11.0701); and University of North Alabama (BS in Information Technology, CIP11.0103). Given the need for additional cybersecurity professionals in the Huntsville area, an additional degree program is justified.

Relationship to Existing Coursework: The National Security Agency and the Department of Homeland Security have designated Athens State University as a National Center of Academic Excellence in Cyber

Defense Education (CAE-CDE). The proposed program will be a collaborative offering with the College's Management of Cybersecurity Operations and Criminal Justice programs and will serve as a feeder for the existing MS in Cybersecurity (CIP 11.1003). It will share courses with majors and/or concentrations in the following programs: BS in Management of Cybersecurity Operations (CIP 52.1201), BS in Criminal Justice (CIP 43.0104), BS in Computer Science (CIP 11.0101), and BS in Information Technology (CIP 11.0103). Once established, the proposed program will replace the existing concentration in Cybersecurity in the Computer Science program.

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

Specialized Accreditation and Professional Licensure: ATSU will seek program accreditation through the Accreditation Board for Engineering and Technology (ABET) and the Computing Sciences Accreditation Board (CSAB) within two years of initiation or graduation of the first cohort of students, whichever comes first. There are no certifications or licensure required for entry-level employment in Cybersecurity.

Admissions: The program does not have any additional requirements for admission. In keeping with SACSCOC residency policies, students may transfer in up to 93 semester hours of credit from an accredited institution to be applied toward the degree.

Mode of Delivery: The program will offer flexibility to meet the diverse needs of students. Courses for the program will be delivered both online and in-person so that students can balance their educational pursuits with professional responsibilities. Course schedules will be arranged so that students who prefer the online format can complete the degree taking those courses. All program requirements must be fulfilled through coursework or course equivalents.

Curriculum: The program is intended to be completed in six semesters for full-time students and nine semesters for part-time students. The program has been constructed as per the curriculum guidelines for Cybersecurity programs published by ABET, the Association for Computing Machinery/Institute of Electrical and Electronics Engineers (ACM/IEEE), and the National Institute of Standards and Technology (NIST). That set of guidelines is considered to be the industry standard for preparing students for entry in the cybersecurity field.

Curriculum Overview of Proposed Program	
Credit hours required in **general education**	57
Credit hours required in **program courses**	52
Credit hours in **program electives/concentrations/tracks**	15
Credit hours in **free electives**	0
Credit hours in **required capstone/research/thesis**	0
Total Credit Hours Required for Completion	**124**

The following are industry certifications that will be recognized for the specified course credit:

- Security+ or CCNP Security will be accepted for ITE 420 Foundations of Information Security
- Network + or CCNA will be accepted for ITE 305 Fundamentals of Networking
- Google UX Design Certificate will be accepted for ITE 350 UX Design
- IC3 Digital Literacy Certification (Master Certificate) will be accepted for ITE 301 Problem Solving with Computers

Work-Based Learning: Effective cybersecurity demands a diverse skill set, including threat analysis, risk management, ethical hacking, and incident response. The courses in the proposed program develop strong technical proficiency in networking, encryption, and cloud security, combined with problem-solving and analytical thinking. Work-based learning opportunities, such as internships, apprenticeships, and

cybersecurity boot camps, provide hands-on experience with real-world security challenges. Experiential learning opportunities of this type are embedded within the proposed program with all students required to complete some form of capstone experience, whether project, internship, or co-op based.

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:

1) Computer and Information Systems Managers (SOC 11-3021, included on the 2024-25 Alabama Demand Occupations list)

2) Information Security Analysts (SOC 15-1212, included on the 2024-25 Alabama Demand Occupations list)

3) Computer and Information Analysts (SOC 15-1210)

There is ample industry demand in North Alabama. Data from JobsEQ indicates that 893 new positions in Computer Systems Design and Related Services will become available in Alabama over the next seven years. An award gap analysis shows an annual supply deficit of 223 software developers and 16 information security analysts per year in the Huntsville MSA. Projected growth for Information Security Analysts in the State of Alabama is 3.2% over the next seven years, which is eight times the average for all occupations. For the Huntsville MSA, the projected growth rate is 4.1%, which is 2.7 times the average for all occupations. An analysis of employment prospects for Cybersecurity professionals was generated from the Lightcast Data hybrid dataset from official government sources, showing 1,220 annual openings for positions in this field in 2023 at a median annual salary of $102.1K/year. This included openings for Computer System Analysts, Network and Computer Systems Administrators, Computer Network Architects, Computer Network Support Specialists, and Information Security Analysts.

Student Demand: Evidence for student demand comes from existing enrollments in related undergraduate offerings. Out of a total of 69 Computer Science majors at the start of the Fall 2023 semester, 39 students had enrolled in the concentration in Cybersecurity. ATSU expects that the enrollment numbers will grow once the standalone program is established.

Resources:

Personnel:

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

The College has sufficient full-time faculty to launch the program but propose hiring an additional faculty member beginning in Year 3 or as soon as new enrollments and tuition revenue will cover the new faculty hire.

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: The cybersecurity-related collection of ATSU's Kares Library currently contains a large number of print books, e-books and peer-reviewed journals to support the proposed program. The library also plans to enhance its collection by adding the IEEE Xplore Electronic Library Database (IEL) at an estimated cost of $17,505 in Year 2, $23,340 in Year 3, and $29,176 in Year 4; a few core journals in cybersecurity to support the growing needs of students and faculty; and continuing to acquire new monographs within the existing budget. Students and faculty have 24-hour access to electronic databases and subject guides created by the dedicated subject librarian. As ATSU is a member of the Network of Alabama Academic Libraries (NAAL) and OCLC, students have access to materials from around the world via interlibrary loan services.

Other: The College will seek ABET accreditation within two years of program implementation. This includes $1,130 for a readiness review in Year 2 and $15,540 for the on-site review in Year 3 (this includes a $3,885 base fee for program review plus $3,885 for each of the three program evaluators).

Program Budget: The proposal projects that $652,921 in new funds will be required to support the program over the first seven years. The program is expected to generate $1,114,224 through tuition and fees.

Attachment 3

Athens State University
Bachelor of Science in Cybersecurity

Course Number and Title	Number of Credit Hours	* If New Course
General Education Courses	**57**	
Area I: Written Composition	6	
Area II: Humanities/Fine Arts	12	
Area III: Mathematics and Natural Sciences	11	
Area IV: History/Behavioral and Social Sciences	12	
Computer Literacy (CIS 146, CIS 180, ITE 301)	3	
Computer Programming Course (CIS 202, CIS 251, or CS 305)	3	
Fundamentals of Computer Networking (CIS 270 or ITE 306)	4	
Management of Information Systems	3	
Elective (any CIS, CS, ITE, or MCO course)	3	
Program Courses	**52**	
ITE 420 Foundations of Information Security	3	
CS 454 Penetration Testing	3	
ITE 409 Network Security	3	
ITE 409L Network Security Lab	1	
ITE 421 Digital Forensics	3	
CS 310 Professional Ethics of Computing	1	
MA 308 Discrete Mathematics	3	
MA 331 Applied Probability and Statistics	3	
MCO 409 Management of Cybersecurity	3	
MCO 410 Cybersecurity Administration and Operations Management	3	
MCO 412 Cybersecurity Management of Business Contingency and Resilience Planning	3	
ITE 307 Wide Area Networks	2	
ITE 308 Network Architecture	2	
ITE 313 Data Analysis and Visualization	3	
ITE 315 System Administration and Scripting Languages	3	
ITE 441 System Integration and Architecture	3	
ITE 451 Software Engineering	3	
ITE 452 Senior Software Engineering Project	3	*
UNV 300 Pathways to Success	3	
UNV 400 Career Seminar CS/IT	1	
Program Electives/Concentrations/Tracks	**15**	
Elective courses selected with permission of advisor from: Computer Science, Information Technology, Management of Cyber Operations, or Criminal Justice	15	
Total Required Hours for BS Degree:	**124**	

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DECISION ITEM: C-2

Jacksonville State University, Doctor of Science in Emergency Management (CIP 43.0302) – Substantive Modification

Staff Presenter:

Dr. Robin McGill
Deputy Director for Academic Affairs

Staff Recommendation:

That the Commission approve the substantive modification to the existing Doctor of Science (DSc) in Emergency Management to include a step-out degree option for a Master of Science (MS) in Advanced Disaster Research and Practice (CIP 43.0302).

Background:

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

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

1. Consolidating two or more-degree programs

2. Separating an existing program into two distinct programs

3. Changing more than 50% of the program's curriculum

4. Increasing or decreasing the program's total credit hours by more than 25%

5. Changing the nomenclature for doctoral degrees

6. Creating a degree program offered jointly by more than one institution

7. Reactivating a deleted program

Jacksonville State University (JSU) is proposing to separate its existing Doctor of Science (DSc) in Emergency Management to offer a Master of Science (MS) in Advanced Disaster Research and Practice as a "step-out" degree option. As can be the case in doctoral programs, some students choose not to complete the degree for a variety of reasons. This new degree will give those students an opportunity to "step-out" and complete an advanced practice master's degree that reflects the time and resources spent pursuing the doctoral program. Consistent with Commission policy, the proposed substantive modification pertains to a program that has already exists and does not require any additional funding to deliver in its modified form.

Supporting Documentation:

1. Summary of Proposed Substantive Modification, attached.

2. Curriculum for the Modified Program, attached.

3. Jacksonville State University, Proposal for Substantive Modification, submitted March 13, 2025, with supplementary information. Available upon request.

4. "Reasonable Extensions and Alterations of Existing Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.06. Available upon request.

Attachment 1

Summary of Proposed Substantive Modification

Master of Science in Advanced Disaster Research and Practice
Jacksonville State University

Program Description: JSU's Doctor of Science in Emergency Management (CIP 43.0302) is one of the few programs in Alabama and nationwide responding to an urgent need for doctoral-qualified emergency management senior administrators, faculty at institutions of higher education, and emergency management researchers. For those mid-career and senior-level emergency management professionals who enrolled in the DSc but are not able to complete the doctoral program, JSU proposes to offer an option to complete the MS in Advanced Disaster Research and Practice (CIP 43.0302). This MS is considered an option within the DSc because it is restricted to those pursuing the DSc and allows students to earn a master's degree that reflects the completion of 30 hours of doctoral-level coursework.

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

1. Analyze disaster management principles and practice, including historical and emergent trends and conditions relevant to the current state-of-the-practice and standards.

2. Examine major theoretical topics, questions, and literature that inform the discipline and practice of emergency management, with topics including the nature of disaster, human and organizational behavior under stress, and risk perception and communication.

3. Evaluate the role of emergency management programs in community resilience and sustainability.

4. Understand social science research methods including research design and approaches to inquiry (quantitative, qualitative, experimental, evaluation), the role of theory in empirical research, causal inference, and reporting and reviewing research.

Administration: The program will be administered by the College of Social and Behavioral Sciences, Dr. Maureen Newton, Dean; and the Department of Emergency Management and Public Administration, Dr. Tanveer Islam, Chair.

Peer Review: The program proposal was reviewed by the Alabama Council of Graduate Deans (ACGD). Four responses were received, with several noting that the program will be valuable for students who are unable to complete the full doctoral program.

Similar Programs: No similar programs exist at other Alabama public institutions or within other Southern Regional Education Board (SREB) states.

Relationship to Existing Coursework: The proposed MS in Advanced Disaster Research and Practice is a step-out option of the existing DSc in Emergency Management, and therefore, all coursework overlaps with the DSc program offerings. Admission is restricted to current DSc students who choose to leave the program before completing their studies. By contrast, the program is distinct from and shares no coursework with JSU's existing MS in Emergency Management (CIP 43.0302), which is a traditional master's-level curriculum designed for those who have completed baccalaureate degrees in related fields.

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

Curriculum: Transfer credits approved upon entry into the doctorate program may be applied to the step-out option for a maximum of 6 credit hours. Full-time students will be able to complete this program in four semesters and part-time students in five.

All coursework is offered at the doctoral level, and the MS in Advanced Disaster Research and Practice requires 30 semester hours of coursework, compared with 60 hours required for completion of the DSc. The chart below provides a side-by-side comparison of the MS and DSc curricula:

Curricular Comparison	MS	DSc
Credit hours required in **program courses**	15	21
Credit hours in **program electives**	9	9
Credit hours in **research support courses**	6	12
Credit hours in **dissertation research**	0	18
Total Credit Hours Required	**30**	**60**

Resources: No additional resources are needed to support this program in its modified form. The program will not require additional faculty since all courses are taught in the existing DSc program.

Evidence of Program Performance: It is not known how many doctoral students would have chosen the DSc if had previously been available, nor can JSU predict enrollments and completions going forward, since all DSc students are encouraged to complete their doctoral studies. Over the last five academic years, each of JSU's offerings in Emergency Management has met the viability standard for its respective degree level.

Degree Completions within Existing Programs							
	2020	**2021**	**2022**	**2023**	**2024**	**Vitality Avg**	**Vitality Status**
BS in Emergency Mgmt	25	35	31	24	25	28	MET (7.5 req)
MS in Emergency Mgmt	41	52	54	56	27	46	MET (3.75 req)
DSc in Emergency Mgmt			7	3	3	4.33	MET (2.25 req)

Attachment 2

Curriculum for Modified Program

Proposed Master of Science in Advanced Disaster Research and Practice
Compared with Doctor of Science in Emergency Management (CIP 43.0302)

Course Number and Title	MS Number of Credit Hours	DSc Number of Credit Hours
Program Courses	**15**	**21**
EM 802 Integrative Seminar (to be repeated three times)	0	2 x 3
EM 812 Disaster Management Principles and Practice	3	3
EM 814 Interdisciplinary Disaster Theory and Research	3	3
EM 823 Institutional Context and Emergency Management Policy or EM 825 Systems Thinking and Applications in Emergency Management	3	3
EM 832 Hazards Risk Management and Community Resilience	3	3
EM 834 Risk-Based Response & Recovery Strategy Development and Operations or EM 843 Emergency Management Program Management	3	3
Program Electives *(Select three courses)*	**9**	**9**
EM 871 Voluntary and Nonprofit Disaster Management	3	3
EM 873 Health Care Systems in Disaster	3	3
EM 875 Risk Communication	3	3
EM 877 Crisis Leadership and Management	3	3
EM 878 IT Applications for Emergency Management	3	3
EM 879 Spatial Analysis and GIS for Emergency Management	3	3
EM 882 Directed Study	0	3
EM 884 Directed Study	0	3
EM 886 Directed Study	0	3
Required Research Support Courses	**6**	**12**
EM 853 Research Design	3	3
Select hours from the following:	3	9
EM 855 Advanced Data Analysis		
EM 864 Qualitative Research		
EM 866 Evaluation Research		
EM 868 Directed Research	0	
EM 869 Directed Research	0	
Required Research/Thesis	**0**	**18**
EM 899 Dissertation Research (must be repeated at least six times)	0	3 x 6
Total Required Hours:	**30**	**60**

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DECISION ITEM: C-3   The University of Alabama, Master of Science in Biomedical
                                          Engineering (CIP 14.0501)

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

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

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

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

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

                                          Post-Implementation Conditions:

                                          1. That the annual average new enrollment headcount beginning
                                              2028-29 will be at least 4.7, based on the Commission's
                                              "Operational Policy on the Approval of New Programs of
                                              Instruction and Requirements for Post-Implementation
                                              Monitoring" (Administrative Code §300-2-1-.04).

                                          2. That the annual average number of graduates for the period
                                              2028-29 through 2033-34 (six-year average) will be 3.75,
                                              based on the adopted graduation requirements as stated in
                                              the Code of Alabama 16-5-8(a)(2).

                                          3. That 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 pursuit of doctoral study.

                                          The University of Alabama (UA) will be required to phase out the
                                          program if any of the post-implementation conditions are not
                                          met. The institution must present documentation regarding the
                                          post-implementation conditions, as well as a general assessment
                                          of the program, in a report submitted to the Commission no later
                                          than September 1, 2034.

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

Staff recommendation for approval is based on the following rationale:

1. As Alabama's healthcare sector expands to meet the needs of the population, there is an increasing demand for biomedical engineers to develop innovative medical devices, improve healthcare delivery systems, and conduct research to address medical challenges. The proposed program will help fulfill these needs.

2. This program will build on UA's existing faculty expertise in biomaterials, cellular engineering, and cell-biomaterials interactions and will not require new funds to implement.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.

2. Summary of Background Information, attached.

3. Curriculum for Proposed Program, attached.

4. The University of Alabama proposal dated February 10, 2025. Available upon request.

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

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

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY								
INSTITUTION: The University of Alabama								
PROGRAM: Master of Science in Biomedical Engineering (CIP 14.0501)								

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM								
	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	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								
	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	TOTAL
REALLOCATIONS	$0	$0	$0	$0	$0	$0	$0	$0
EXTRAMURAL	$0	$0	$0	$0	$0	$0	$0	$0
TUITION + FEES	$0	$59,700	$95,520	$119,400	$143,280	$179,100	$179,100	$776,100
TOTAL	$0	$59,700	$95,520	$119,400	$143,280	$179,100	$179,100	$776,100

ENROLLMENT PROJECTIONS								
Note: "New Enrollment Headcount" is defined as unduplicated counts across years.								
	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	6-YEAR AVERAGE
FULL-TIME HEADCOUNT	Year 1 - No data reporting required	5	8	10	12	15	15	10.8
PART-TIME HEADCOUNT	Year 1 - No data reporting required	0	0	0	0	0	0	0
TOTAL HEADCOUNT	Year 1 - No data reporting required	5	8	10	12	15	15	10.8
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	3	3	7	9	11	11	7.3

DEGREE COMPLETION PROJECTIONS								
Note: Do not count Lead "0"s and Lead 0 years in computing the degree completions projections average.								
	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	AVERAGE
DEGREE COMPLETION PROJECTIONS	Year 1 - No data reporting required	0	5	7	8	11	13	8.8

Attachment 2

Summary of Background Information

The University of Alabama
Master of Science in Biomedical Engineering

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

Program Description: The proposed MS in Biomedical Engineering is designed to address the growing demand for skilled professionals in the rapidly advancing field of healthcare technology. By offering a comprehensive education in this interdisciplinary domain, UA seeks to equip students with the knowledge and skills necessary to meet critical industry needs. The program will feature an interdisciplinary curriculum designed to provide students with both a broad and in-depth understanding of the biomedical field, and will familiarize students with emerging techniques, tools, and materials in biomedical engineering and prepare them for professional roles in the biomedical or biotechnology industries. The curriculum will emphasize areas that align with existing faculty expertise and research, including biomaterials, tissue engineering, drug delivery, polymers/plastics, nanotechnology, and bioprocessing. The proposed MS is designed for recent graduates with a background in engineering, physics, biology, or related fields, as well as working professionals seeking to advance their careers in the biomedical industry. UA's goal is to attract highly motivated individuals passionate about leveraging technology to improve healthcare delivery and patient outcomes.

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

1. Demonstrate a breadth of knowledge in biomedical engineering fundamentals appropriate for the discipline and in-depth knowledge of a chosen specialization, such as biomaterials.

2. Communicate technical biomedical engineering information effectively.

3. Evaluate and assimilate scientific and technical literature within the biomedical engineering field.

4. Solve complex biomedical engineering problems and tasks, and use engineering, science, and statistical principles to justify recommendations.

Administration: The program will be administered by the College of Engineering, Dr. Clifford Henderson, Dean; and the Department of Chemical and Biological Engineering, Dr. Heath Turner, Chair.

Peer Review: The program proposal was reviewed by the Alabama Council of Graduate Deans (ACGD). Three responses were received, indicating that the program will help fill a demonstrated industry need within Biomedical Engineering across the state.

Public Review: The program was posted on the Commission website from March 31, 2025, to April 19, 2025 (twenty days) for public review and comments. No comments were received.

Similar Programs: UAB currently offers an MSBME in Biomedical Engineering at the same CIP 14.0501 that has several focus areas, including biomedical imaging, biomedical implants and devices, cardiac electrophysiology, multiscale computational modeling, and tissue engineering and regenerative medicine. UA's proposed program will focus on biomaterials, cell engineering, and biopharmaceutical processes making the scope of the coursework and the expertise of the faculty teaching the courses unique.

Relationship to Existing Coursework: The MS in Biomedical Engineering will share courses and/or resources with the following existing programs: MSCheE and PhD in Chemical Engineering (CIP 14.0701); MS and PhD in Biology (CIP 26.0101); and MSME and PhD in Mechanical Engineering (CIP 14.1901). In addition, the faculty are developing Biomechanics (CHE 592) as a new elective by working with faculty in the Department of Mechanical Engineering. This program will also integrate well with UA's existing accelerated master's program, which would enable undergraduate students pursuing the BS in Chemical Engineering to complete the MS in Biomedical Engineering at an advanced pace.

Collaboration: The establishment of this program will directly support the strategic plan of the Alabama Life Research Institute (ALRI) by allowing students to take research credits through the Institute. One of

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the main goals of the ALRI is to develop new therapeutics and delivery methods and to translate these new therapeutics into clinical studies. This program will support ALRI's mission of creating training programs and initiatives that develop the skills of students and researchers.

Specialized Accreditation and Professional Licensure: UA does not plan to seek specialized accreditation for the proposed program.

Admissions: In addition to the Graduate School's admission requirements, applicants must have a minimum GPA of 3.0, three letters of recommendation, a statement of purpose, a CV/resumé, and a TOEFL score of at least 79 for international applicants. Applicants should also hold a degree in Engineering or a closely related field, such as chemistry or a biological science discipline. Prior to admission, applicants are expected to have completed coursework in the following areas: mathematics through ordinary differential equations; general physics; general chemistry; and general biology. Applicants who lack one or more of these prerequisite courses may still be admitted. However, the admissions committee will evaluate their background, and they may be required to complete specific courses as a condition of enrollment.

Mode of Delivery: The program will be delivered exclusively in person. Many of the assignments in the existing courses related to the proposed program are designed to include team discussion, in-person exams, and interactive in-class assignments. Program requirements cannot be completed via competency-based assessments.

Curriculum: The proposed program will offer a combination of foundational knowledge, technical skills, practical experience, and interdisciplinary training. Core and elective courses will provide students with comprehensive knowledge in the areas of Bioengineering and Biomedical Engineering. The program will strongly focus on biomaterials, including tissue engineering, drug delivery, polymers/ plastics, nanotechnology, and bioprocessing. UA will develop three new courses for the program.

Curriculum Overview of Proposed Program	
Credit hours required in **general education**	0
Credit hours required in **program courses**	16
Credit hours in **program electives/concentrations/tracks**	14
Credit hours in **free electives**	0
Credit hours in **required research/thesis**	0
Total Credit Hours Required for Completion	30

As students progress through the program, they will also have to meet requirements including participation in graduate research seminars, satisfactory academic progress, and no more than 6 hours of course credits of independent study. The core courses in the program will provide a common foundation for all students.

Work-Based Learning: The required Capstone Experience is designed to broaden and enhance the student learning experience through a mentored grading experience (CHE 593 Practicum) to enhance learning in Biomedical Engineering topics, and the preparation and delivery of a technical seminar (CHE 595 Graduate Seminar) to the departmental faculty and graduate students focused on a Biomedical Engineering related topic. The Capstone Experience can also include hands-on research experience in faculty laboratories, industry internships and shadowing opportunities, technical literature reviews within the Biomedical Engineering field, development of Biomedical Engineering design models, etc.

Industry Need: Graduates will be prepared for employment in the following occupations: Bioengineers and Biomedical Engineers (SOC 17-2031); Biological Technicians (SOC 19-4021); and Clinical Laboratory Technologists and Technicians (SOC 29-2010, included on the 2024-25 Alabama Demand Occupations List). There is a growing need across the country for biomedical engineers to serve in the general area of life science and engineering. Alabama's multifaceted life sciences industry generates $7.3 billion annually in economic activity, while supporting 780 companies and nearly 48,000 direct and indirect jobs across the State. Peer reviewers from the Alabama Council of Graduate Deans indicated

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that the proposed program would help fill the industry demand. Several factors contribute to the need for biomedical engineers. First, Alabama has a thriving healthcare industry with numerous hospitals, clinics, research institutions, and medical device companies. As an example, a strong letter of support has been provided from Evonik, which is a large chemical and healthcare company (annual sales of $15- 20 billion) with major operations in Alabama. As the healthcare sector expands to meet the needs of the population, there is an increasing demand for biomedical engineers to develop innovative medical devices, improve healthcare delivery systems, and conduct research to address medical challenges. Second, Alabama is home to several universities and research institutions conducting cutting-edge biomedical research, and training in Biomedical Engineering can directly contribute to research projects focused on areas such as tissue engineering, biomaterials, medical imaging, and biomedical instrumentation.

Student Demand: In spring 2024, UA surveyed Chemical Engineering students to determine interest in pursuing a Biomedical Engineering graduate degree. Of the respondents, 53 indicated "Definitely YES" and another 23 indicated "Maybe YES." Another survey of the same population regarding future career interests found that over 50% plan to pursue a career in biotechnology, healthcare/medicine, or pharmaceuticals. Current enrollments in related programs also reflect a demand for the proposed MS in Biomedical Engineering. UA currently offers a Biological Engineering concentration within the undergraduate Chemical Engineering program, which has 54 students in the program. In addition, several elective graduate-level courses in Biomedical Engineering are already being offered, including CHE 518 Tissue Engineering, CHE 516 Stem Cell Engineering, CHE 592 Cancer Biotechnology, and CHE 592 Metabolic Engineering. These electives are regularly offered and have substantial enrollments. Overall, the data supports strong interest in a Biomedical Engineering degree program, as well as students pursuing careers in this field.

Resources:

Personnel:

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

UA currently has seven full-time departmental faculty who could teach the necessary courses, plus one external supporting faculty and two open faculty positions who will be hired in this area, resulting in a total of 10 faculty positions to support this degree program. The two potential faculty lines have already been budgeted for and are not contingent on the new program.

Many of the anticipated courses are already being offered as electives within the Department of Chemical and Biological Engineering. The University has sufficient staff to handle the administrative expectations of the proposed degree program but will consider adding an additional (possibly part-time) administrative assistant if there is significant growth in enrollment.

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

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

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

Library: The UA Library provides a wide range of resources and support services for the proposed biomedical engineering program. For example, UA library maintains a collection of journals related to Biomedical Engineering, such as *Biomaterials, IEEE Transactions on Biomedical Engineering, Journal of Biomechanical Engineering, Biomechanics*, and digital databases (e.g., PubMed, Web of Science, and Scopus). In addition, UA Library also has a comprehensive collection of textbooks covering fundamental and advanced topics in Biomedical Engineering. UA Library also offers great access for eBooks via Scout and maintains an active interlibrary loan system (https://ua.illiad.oclc.org/illiad/) for accessing print journals and books that are not available at UA Library.

Program Budget: The proposal projects that no new funds will be required over the first seven years. Over the same period, the program is expected to generate $776,100 in tuition.

Attachment 3

The University of Alabama
MS in Biomedical Engineering

Course Number and Title	Number of Credit Hours	* If New Course
Program Core Courses	**16**	
CHE 551 Advanced Thermodynamics	3	
CHE 552 Advanced Transport	3	
CHE 545 Biochemical Engineering	3	
CHE 5XX Biostatistics	3	*
CHE 593 Practicum	3	WBL
CHE 595 Graduate Seminar	1	
Program Electives *(select 14 credit hours)*	**14**	
CHE 518 Tissue Engineering	3	
CHE 516 Stem Cell Bioengineering	3	
CHE 592 Cancer Bioengineering	3	
CHE 592 Microbial Engineering	3	
CHE 5XX Biomaterials	3	*
CHE 5XX Biomechanics	3	*
CHE 598 Non-Thesis Research (up to 6 hours)	<6	
Total Hours for MS Degree	**30**	

Note: WBL indicates that the course includes work-based learning.

DECISION ITEM: C-4   <u>University of Montevallo, Bachelor of Business Administration in General Business (CIP 52.0101)</u>

<u>Staff Presenter:</u>   Dr. Robin McGill
Deputy Director for Academic Affairs

<u>Staff Recommendation:</u>   That the Commission approve the proposed Bachelor of Business Administration (BBA) in General Business.

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 BBA in Management (CIP 52.0201) will continue to maintain viability in keeping with the adopted graduation requirements as stated in the Code of Alabama 16-5-8(a)(2).

4. That information regarding an overall assessment of the program be provided, particularly as related to objectives 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.

<u>Background:</u>   The Code of Alabama, 16-5-8 (c) states that the governing boards of public institutions of higher education in this state and the campuses under their governance or supervision shall not

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

Staff recommendation for approval is based on the following rationale:

1. This program is designed as a flexible, interdisciplinary business program, which provides increased flexibility in transferring a broader range of Business credits and offers a more affordable path to graduation.

2. The program will repackage existing courses and resources and require no new funds to implement.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.

2. Summary of Background Information, attached.

3. Curriculum for Proposed Program, attached.

4. University of Montevallo proposal dated March 7, 2025. Available upon request.

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

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

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY							
INSTITUTION: University of Montevallo							
PROGRAM: BBA in General Business (CIP 52.0101)							

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	$53,847	$53,847	$120,249	$136,431	$140,058	$140,058	$127,503	$771,993
TOTAL	$53,847	$53,847	$120,249	$136,431	$140,058	$140,058	$127,503	$771,993

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	4	9	10	10	10	9	8.8
PART-TIME HEADCOUNT	Year 1 - No data reporting required	1	2	3	4	4	4	3
TOTAL HEADCOUNT	Year 1 - No data reporting required	5	11	13	14	14	13	11.7
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	5	9	10	10	11	12	9.5

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	0	3	7	7	10	11	7.6

Attachment 2

Summary of Background Information

Bachelor of Business Administration in General Business
University of Montevallo

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

Program Description: Offered by the Stephens College of Business, the proposed BBA in General Business is an interdisciplinary business degree that emphasizes creative and critical thinking, effective communication, and problem-solving skills. Graduates will gain a thorough understanding of business operations, making them highly competitive and versatile in a wide range of industries. Through the Association to Advance Collegiate Schools of Business's (AACSB's) societal impact initiative, students may also engage in experiential learning by providing consulting services to local businesses, under the guidance of experienced business faculty, further enhancing their real-world skills and community involvement. This program is designed to allow greater flexibility for students seeking to transfer in from non-Alabama universities and for working professionals returning to complete their degrees.

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

1. Learn to be effective communicators.

2. Apply critical thinking and problem-solving to today's business challenges.

3. Ability to work collaboratively to achieve common goals.

4. Develop a strong foundation of common business knowledge in accounting, finance, management, marketing, economics, and data analysis, etc.

Administration: The program will be administered by the Michael E. Stephens College of Business, Dr. Lynne Richardson, Interim Dean; and 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 March 31, 2025, to April 19, 2025 (twenty days) for public review and comments. No comments were received.

Similar Programs: The following institutions offer similar programs at the same CIP 52.0101:

- Alabama A&M University, BS in Management

- Auburn University at Montgomery, BSBA in Business and Management, General

- The University of Alabama, BS in General Business

- University of Alabama in Huntsville, BSBA in General Business

- University of South Alabama, BS in Business and Commerce, General

UM has designed its BBA in General Business as a flexible, interdisciplinary business program, which may be considered a core undergraduate offering.

Relationship to Existing Coursework: The proposed program will share the same business core with other BBA programs offered in the College of Business. For the 27 credit hours of program electives, students will select upper-division coursework developed for UM's BBA in Management (CIP 52.0201), along with the BBA in Accounting (CIP 52.0301), Finance (CIP 52.0801), Management (CIP 52.0201), Marketing (CIP 52.1401), and Data Analytics (CIP 52.1301).

Collaboration: The University and the College of Business have created a memorandum of understanding (MOU) with Montpellier Business School in France for international exchange students, and this program will allow more flexibility for transfer students participating in the exchange program.

Specialized Accreditation and Professional Licensure: The proposed BBA will fall under the existing accreditation for UM's College of Business through the Association to Advance Collegiate Schools of Business (AACSB). The new program will be added to UM's annual survey of programs but will not require further review or notification. There are no certifications or licensure required for entry-level employment in business.

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 of courses that have already been developed to serve existing offerings in the College of Business. 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.

Curriculum Overview of Proposed Program	
Credit hours required in **general education**	50
Credit hours required in **program core courses**	36
Credit hours in **program electives**	27
Credit hours in **free electives**	7
Credit hours in **required research/thesis**	0
Total Credit Hours Required for Completion	120

Industry Need: The proposed program is designed to prepare graduates for employment as Management Analysts (SOC 13-1111, included on the 2024-25 Alabama Demand Occupations List), Marketing Managers (CIP 11-2021, included on the 2024-25 Alabama Demand Occupations List), and Administrative Services and Facilities Managers (CIP 11-3010), as classified within the Standard Occupational Code (SOC) system. This degree will provide a flexible pathway for more adult learners to return for degree completion, which aligns with ACHE's initiative to support completion for stop-out students, known as (Re)Engage AL.

Student Demand: UM has projected student demand for the program based on interactions with international transfer students. Many European universities offer broad-based, non-specific business degrees, which can present challenges when transferring credits to the College's existing BBA programs in Accounting, Finance, Management, and Marketing. In response, the Stephens College of Business developed this program to better serve international transfer students by providing a more seamless transfer of credits from European universities. Mid-career students returning to complete their degrees often face similar challenges as international transfer students. This program is designed to meet those needs by offering the same benefits, including increased flexibility in transferring previously earned credits, and a more affordable path to graduation by accepting a broader range of transfer credits. Based on current enrollment trends within the Stephens College of Business, UM anticipates that 10 to 15 new students will enroll in the program each year.

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		

The proposed program is a repackaging of existing course offerings, and the current faculty will continue to teach these courses. A limited number of students will declare this program as their major as it is designed to provide a more direct path to graduation for international transfer students and non-traditional students.

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 support the General Business program. The library meets the needs of business students and faculty by providing access to database journal content, eBooks, and print books, with any gaps filled by Interlibrary Loan.

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 $771,993 through tuition and fees.

Attachment 3

University of Montevallo
Bachelor of Business Administration in General Business

Course Number and Title	Number of Credit Hours	* If New Course
General Education Courses	**50**	
ENG 101 Composition I and 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 Courses	**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 Electives	**27**	
300/400 Level Business Electives	27	
Free Electives	**7**	
Existing General Electives 300/400 Level Electives	7	
Total Required Hours for BBA Degree:	**120**	

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, June 13, 2025

DECISION ITEM: C-5	<u>University of South Alabama, Bachelor of Science in Business Administration in Marketing – Professional Sales (CIP ~~52.1401~~ 52.1804) – Substantive Modification</u>

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

Staff Recommendation: That the Commission approve the substantive modification to the existing Professional Sales Concentration within the Bachelor of Science in Business Administration (BSBA) in Marketing (CIP 52.1401) to establish a separate Bachelor of Science in Business Administration in Professional Sales at CIP 52.1804.

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

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

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

The University of South Alabama (USA) is proposing to modify the BSBA in Marketing (CIP 52.1401) to separate the undergraduate concentration in Professional Sales and create a standalone BSBA in Professional Sales at CIP 52.1804. The Professional Sales Concentration was reviewed by the Commission in June 2013 and has been offered since the 2013-14 academic year. Under the proposed modification, the BSBA in Professional Sales will replace the existing concentration, and new students will enroll in the standalone degree. The BSBA in Marketing will retain the curriculum of the existing Marketing Management Concentration. Consistent with Commission policy, the proposed substantive modification pertains to a program that has already been in existence and does not require any additional funding to deliver in its modified form.

Supporting Documentation: 1. Summary of Proposed Substantive Modification, attached.

2. Curriculum for the Modified Program, attached.

3. University of South Alabama, Proposal for Substantive Modification, submitted March 13, 2025, with supplementary information. Available upon request.

4. "Reasonable Extensions and Alterations of Existing Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.06. Available upon request.

Attachment 1

Summary of Proposed Modification

Bachelor of Science in Business Administration in Professional Sales

Program Description: USA's Bachelor of Science in Business Administration in Professional Sales will prepare students with the skills and techniques needed to build relationships, understand customer needs, and close deals effectively. The program emphasizes communication, negotiation, and strategic selling in various industries and business environments. The program will follow the assessment model already in place for all programs in the Department of Marketing, consistent with overall Mitchell College of Business (MCOB) assessment plans.

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

1. Understand the role of professional selling in creating and delivering value for organizations.
2. Strengthen understanding of the integrative process of formulating, implementing, and assessing strategic sales programs and key components of marketing and organizational strategy.
3. Foster an appreciation for a relationship-centered perspective of selling and sales management/ leadership.
4. Use sales and marketing metrics to support strategic, operational, and tactical decision-making in organizations.

Administration: The program is administered by the Mitchell College of Business, Dr. Michael Capella, Dean; and the Department of Marketing and Quantitative Methods, Dr. Matt Howard, Chair.

Specialized Accreditation: All programs in the MCOB are accredited by the Association for the Advancement of Collegiate Schools of Business (AACSB).

Similar Programs: There are currently no other degree programs with CIP 52.1801 in Alabama. Several other public institutions offer undergraduate certificates and/or minors: The University of Alabama at Birmingham offers a Professional Sales certificate, the University of North Alabama offers a short-term certificate and micro-credential in Professional Selling, and the University of Alabama offers a Sales minor.

Relationship to Existing Coursework: USA currently offers two concentrations within the BSBA in Marketing (CIP 52.1401): Professional Sales and Marketing Management. The proposed degree will replace the current Professional Sales Concentration and complement the Marketing major and other programs in the MCOB, including Supply Chain & Logistics Management and International Business. The expansion of course options will also provide more opportunities for students from a range of majors to add to their job market attractiveness with Sales as an area of focus.

Mode of Delivery: Major courses may be delivered in multiple formats including online (less than 25%) and in-person. The delivery mode will vary by topic, student demand, and scheduling matters.

Curriculum: A candidate for graduation must complete a minimum of 25 percent of the credit hours required for the degree through instruction offered by USA in upper-division course work (300 and 400 levels). For community college transfers, in no case will transfer credit applied to a degree program exceed 50% of the total number of hours in the program (up to a maximum of 64 hours). USA plans to develop three new courses for the program.

Curriculum Overview of Proposed Program	
Credit hours required in **general education**	59-62
Credit hours required in **program courses**	54
Credit hours in **program electives/concentrations/tracks**	0
Credit hours in **free electives**	6
Credit hours in **required capstone/research/thesis**	3
Total Credit Hours Required for Completion	122-125

Faculty: No new faculty resources will be required to implement the Sales major. Current faculty assigned to the Professional Sales Concentration will support the new major. Faculty assigned to this program have received doctoral degrees that qualify them to teach in the College, and most have a PhD in Marketing that includes doctoral-level classes in the Sales area. Through creative scheduling and proper sequencing of courses, the new Professional Sales offerings can be managed with existing full- and part-time faculty resources.

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

Resources: No additional resources are needed to support this program in its modified form.

Evidence of Program Performance: The chart below shows the total enrollments and degree completions for the Professional Sales Concentration of the BSBA in Marketing. Over the most recent five academic years, 17.8 students on average have been enrolled in the concentration. The program has produced an average of 10.6 graduates per year, with 11 additional graduates expected this year.

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	Average
Enrollment	15	20	13	18	23	17.8
Degree Completions	15	10	9	9	10	10.6

Attachment 2

Curriculum for the Modified Program

Bachelor of Science in Business Administration in Professional Sales

Course Number and Title	Number of Credit Hours	* If New Course
General Education	**59-62**	
EH 101 English Composition I	3	
EH 102 English Composition II	3	
Area II- Humanities and Fine Arts	12	
Area III- Natural Sciences and Mathematics	11-14	
Area IV- History, Social and Behavioral Sciences	6	
ECO 215 Principles of Microeconomics	3	
ECO 216 Principles of Macroeconomics	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 I	3	
CIS 250 Advanced Computer Applications	3	
Program Courses	**54**	
BUS 150 Intro to Business and Management	3	
BUS 305 Data Analytics III or ECO 453 Intro to Econometrics	3	
FIN 315 Business Finance	3	
MGT 300 Management Theory and Practice	3	
MGT 305 Organizational Communication	3	
MGT 325 Operations Management	3	
MKT 320 Principles of Marketing	3	
Select one of the following: BUS 101 Prof Experience I or BUS 201 Prof Experience II or BUS 301 Prof Experience III or BUS 302 Prof Preparation	3	
Select one of the following: ACC 496 Accounting Internship or ECO 496 Economics Internship or FIN 496 Finance Internship or MGT 496 Management Internship or MKT 496 Marketing Internship	3	
MKT 374 Consumer Behavior	3	
MKT 376 Business-to-Business Marketing	3	
MKT 381 Sales Management & Personal Selling (Sales Management will become a separate new course)	3	*
SCL 300 Supply Chain Management	3	
MKT 479 Marketing Policy	3	
Select two of the following: MKT XXX Sales Management; MKT XXX Sales Analytics	6	*

and Technology; MKT XXX Advanced Sales Strategy		
Select one of the following: MKT 355 Customer Relationship Management or MKT 384 Market Research	3	
Select one of the following: MKT 340 Marketing Analytics or MKT 355 Customer Relationship Management or MKT 379 Retailing or MKT 380 Integrated Market Communications or MKT 382 Brand Management or MKT 384 Market Research or MKT 385 Services Marketing or MKT 336 International Marketing or MKT XXX Sales Management or MKT XXX Sales Analytics and Technology or MKT XXX Advanced Sales Strategy	3	
Electives	**6**	
Select two from 300-494 ACC, ECO, FIN, MGT or MKT	6	
Required Capstone/Research/Thesis	**3**	
MGT 485 Business Policy in Global Economics or MGT 486 Undergraduate Comp Exam	3	
Total Required Hours for Degree:	**122-125**	

DECISION ITEM: C-6   University of West Alabama, Master of Science in Exercise Science (CIP 31.0505)

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

Staff Recommendation: That the Commission approve the proposed Master of Science (MS) in Exercise 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 4.7 students, based on the Commission's "Operational Policy on the Approval of New Programs of Instruction and Requirements for Post-Implementation Monitoring" (Administrative Code §300-2-1-.04).

2. That the annual average number of graduates for the period 2026-27 through 2031-2032 (six-year average) will be 3.75, based on the adopted graduation requirements as stated in the Code of Alabama 16-5-8(a)(2).

3. That the existing MS in Physical Education Non-Certification (CIP 13.1314) will continue to maintain viability in keeping with the adopted graduation requirements as stated in the Code of Alabama 16-5-8(a)(2).

4. That the proposed program will achieve, or make significant progress toward, specialized accreditation through the Committee on Accreditation for the Exercise Sciences within Commission on Accreditation of Allied Health Education Programs (CAAHEP).

5. 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, professional certification, and pursuit of doctoral study.

The University of West Alabama (UWA) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general

assessment of the program, in a report submitted to the Commission no later than September 1, 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 include new coursework that goes into greater depth in Exercise Science and Strength Conditioning than the current MS in Physical Education does. To ensure quality, UWA intends to seek accreditation through the Committee on Accreditation for the Exercise Sciences within Commission on Accreditation of Allied Health Education Programs (CAAHEP).

2. While several similar programs are offered throughout the state, UWA's proposed program will be offered primarily online so that professionals can complete coursework while remaining employed.

3. The proposed program will take advantage of existing faculty expertise for the college's MS in Physical Education Non-Certification program and will include one graduate teaching assistantship, which will provide coverage for some instructional responsibilities for the undergraduate program.

Supporting Documentation:

1. New Academic Degree Program Proposal Summary, attached.

2. Summary of Background Information, attached.

3. Curriculum for Proposed Program, attached.

4. University of West Alabama proposal dated February 14, 2025, 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 West Alabama							
PROGRAM: MS in Exercise Science (CIP 31.0505)							

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	$10,000	$0	$10,834	$5,000	$0	$0	$0	$25,834
ASSISTANTSHIPS	$35,000	$35,000	$35,000	$35,000	$35,000	$35,000	$35,000	$245,000
OTHER	$500	$1,800	$950	$950	$950	$950	$950	$7,050
TOTAL	$45,500	$36,800	$46,784	$40,950	$35,950	$35,950	$35,950	$277,884

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	$72,310	$87,077	$108,923	$123,385	$137,847	$166,771	$166,771	$863,084
TOTAL	$72,310	$87,077	$108,923	$123,385	$137,847	$166,771	$166,771	$863,084

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	5	6	7	8	10	10	7.7
PART-TIME HEADCOUNT	Year 1 - No data reporting required	2	3	3	3	3	3	2.8
TOTAL HEADCOUNT	Year 1 - No data reporting required	7	9	10	11	13	13	10.5
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	4	7	7	8	10	10	7.7

DEGREE COMPLETION PROJECTIONS							
Note: Do not count Lead "0"s and Lead 0 years in computing the degree completions projections average.							
	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	**AVERAGE**
DEGREE COMPLETION PROJECTIONS	Year 1 - No data reporting required	5	6	6	8	10	10	7.5

Attachment 2

Summary of Background Information

University of West Alabama
Master of Science in Exercise Science

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

Program Description: The proposed Master of Science (MS) in Exercise Science is designed to provide students with an in-depth education for prescribing exercise for athletes, apparently healthy, metabolic, cardiovascular, and renal disease populations. The program offers two concentrations: Exercise Science Concentration and Strength Training and Conditioning. The first concentration (Exercise Science) emphasizes the exercise prescriptions designed to increase fitness and functional capacity for children and adults who may have been diagnosed with or at risk of developing metabolic, renal or cardiac disease. The second concentration (Strength Training and Conditioning) emphasizes preparing and implementing strength training and conditioning plans for athletes. Students will have the option to complete a master's thesis or practicum experience with additional coursework.

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

1. Apply knowledge of exercise science including kinesiology, functional anatomy, exercise physiology, nutrition, and program administration in the health fitness setting

2. Interpret assessment results and develop exercise prescriptions.

3. Incorporate suitable physical activities to improve functional capacity.

4. Perform duties related to fitness management, administration, and program supervision.

5. Identify health risk factors, perform fitness appraisals and pre-participation health screenings, and develop exercise programs that promote lasting behavior change.

6. Lead safe and effective exercise using a variety of leadership techniques to enhance the motor skills related to the domain of physical fitness.

7. Understand endocrine responses to resistance exercise and critically examine bioenergetics of exercise and training.

Administration: The program will be administered by the College of Natural Sciences and Mathematics, Dr. Jeffrey Merida, Dean; and the Department of Kinesiology, Dr. R.T. Floyd, Chair.

Peer Review: The program proposal was available for review by the Alabama Council of Graduate Deans (ACGD), and five responses were received. Several reviewers raised concerns about ensuring academic quality with a primarily online program and significant new coursework, and as a result, the staff recommendation includes a post-implementation condition requiring programmatic accreditation.

Public Review: The revised program proposal was posted on the Commission website from March 31, 2025, to April 19, 2025 (twenty days) for public review and comments. No comments were received.

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

- University of Montevallo, MS in Exercise Science (CIP 31.0505)

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

- University of South Alabama, MS in Exercise Science (CIP 26.0908)

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

- Auburn University, MS in Kinesiology (CIP 26.0908) with Exercise Science Option

- Alabama A&M University, MS in Kinesiology (CIP 31.0505) with Applied Sport Science Option

- Auburn University at Montgomery, MS in Kinesiology (CIP 31.0505) with Exercise Science Concentration

- Jacksonville State University, MSEd in Physical Education (CIP 13.1314) with Human Performance Concentration

- Troy University, MS in Kinesiology (CIP 26.0908) with Exercise Physiology Concentration

- University of Alabama, MA in Kinesiology (CIP 31.0505) with Exercise Science Focus

- University of Alabama at Birmingham, MS in Kinesiology (CIP 13.1314) with Exercise Physiology Concentration

- University of Alabama in Huntsville, MS in Kinesiology (CIP 31.0505) with Clinical Exercise Physiology Concentration

Relationship to Existing Coursework: UWA currently offers a BA/BS in Exercise Science Comprehensive (CIP 31.0505), which is an educationally recognized program (ERP) through the National Strength and Conditioning Association (NSCA). Graduates and professionals who wish to further their education in this field currently opt for UWA's MS in Physical Education Non-certification (CIP 13.1314), which does not offer the in-depth knowledge and skills in Exercise Science that many students seek. UWA expects that many students who would pursue the existing concentrations within the MS in Physical Education will switch to the new program, thereby reducing the enrollments in the existing program.

Collaboration: No collaborations are currently planned with other higher education institutions.

Specialized Accreditation: Within two years of implementation, UWA will seek specialized accreditation through the Committee on Accreditation for the Exercise Sciences under the Commission on Accreditation of Allied Health Education Programs (CAAHEP), which is recognized as the primary body for establishing, maintaining, and promoting appropriate standards of quality for educational programs in the Exercise Sciences. For the Strength Training and Conditioning Concentration, UWA will also pursue certification through the National Strength and Conditioning Association (NSCA) Education Recognition Program (ERP), which recognizes and distinguishes programs with approved and standardized strength and conditioning or personal training curricula. Currently, graduates from recognized programs are eligible for professional certifications through NSCA.

Professional Licensure/ Certification: Professional licensure is not required for exercise science professionals in the State of Alabama. For those in the Strength Training and Conditioning Concentration, the National Strength Training and Conditioning Association (NSCA) facilitates certification for the Certified Strength and Conditioning Specialist® (CSCS®), which is preferred by many employers. CSCS certification is required for those seeking employment as a strength training and conditioning coach at a school within Division I or II of the National Collegiate Athletics Association (NCAA).

Admissions: Applicants must meet all requirements for admission to UWA's School of Graduate Studies, including the completion of a bachelor's degree with sufficient coursework preparing them for the discipline of Exercise Science.

Mode of Delivery: The proposed MS will be delivered 100% online to reach the many exercise science professionals that hold full time jobs in the State of Alabama and nationwide. The program is designed to allow students the flexibility to continue their education while remaining employed.

Curriculum: This program is designed to be completed within a year for full-time students and within two years for part-time students. UWA plans to develop 15 new courses for the degree.

Curriculum Overview of Proposed Program	
Credit hours required in **program core courses**	12
Credit hours in **program concentration**	9
Credit hours in **program electives**	6-9
Credit hours in **required capstone/research/thesis**	3-6
Total Credit Hours Required for Completion	**33**

Students will learn to analyze and interpret data yield by tests in the areas of cardiovascular fitness, muscular fitness, flexibility, body composition, and balance for various populations; and synthesize peer review literature to evaluate and implement best practices in the exercise industry. The program will offer two concentrations. The Exercise Science concentration will emphasize enhancing functional capacity through exercise of children and adults with cardiac, metabolic and renal diseases. The Strength Training and Conditioning concentration will emphasize developing the athlete with scientific knowledge on how to prepare and implement a strength training and conditioning plan.

Work-Based Larning: Students in the non-thesis track can select EX 507 Exercise Science Practicum for a work-based learning experience. The course will provide exercise science/kinesiology students with practical field experience under the supervision of a qualified exercise science professional in an approved setting (i.e., strength training and conditioning facilities, recreation centers/facilities, human performance facilities, hospitals, and other facilities approved by the program director). Completion of the course requires 120 accumulated hours of field experience throughout one semester.

Industry Need: This program will prepare graduates for employment in the following occupations classified within the Standard Occupational Code (SOC) system and which are all included on the 2024-25 Alabama Demand Occupations list:

- Exercise Trainers and Group Fitness Instructors (SOC 39-9031)
- Coaches and Scouts (SOC 27-2022)
- Cardiovascular Technologists and Technicians (SOC 29-2031)

The exercise science job market is growing faster than the national average per the US Bureau of Labor Statistics (BLS), with a national growth rate of 18%. For various sub-disciplines of exercise science, the labor market increases up to 10% for Exercise Physiologists, 9% for Coaches/Scouts, and 14% for Fitness Trainers. Advance degrees in the field of exercise science sum up to 34%, which is 4% lower than the national average for all fields per the US BLS, hence the need for more advanced degree offerings. BLS projects that there will be about 39,900 openings for strength and conditioning coaches and scouts each year from 2021 to 2031. This is much faster than the average job growth for all occupations. According to the 2024-25 Alabama Demand Occupations List, there are 805 average annual job openings in the area of Exercise Trainers & Group Fitness Instructors; 550 for Coaches and Scouts; and 90 for Cardiovascular Technologists & Technicians.

Student Demand: Enrollments within existing offerings provide the best evidence for student demand. Currently, there are more than ten students enrolled in the MS in Physical Education Non-Certification degree that seek more in-depth knowledge about the Exercise Science field. Enrollment in master's-level classes such as Nutrition, Strength Training and Conditioning, and Exercise Prescription, is consistently at 15-20 students per academic year. The proposed MS will add additional specialized classes such as Exercise Management for Chronic Diseases and Special Populations, Advanced Exercise Physiology, Advanced Biomechanics, and Measurement, Evaluation and Applied Statistics in Kinesiology to further advance their education.

Resources:

Personnel:

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

The program will utilize existing faculty with expertise in the courses designated for the program.

Assistantships: The program will offer one assistantship at a cost of $35,000 per year. The graduate assistant will teach a total of 6 credit hours per semester, a combination of in-person and online courses during the Fall and Spring semesters. Having a graduate assistant to cover some undergraduate courses will free up some instructional time for faculty members to support the proposed graduate program.

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

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

Library: UWA's Julia Tutwiler Library plans to expand its collections to support the proposed Exercise Science program. Current library database subscriptions include CINAHL Complete, ProQuest Central, APA Psych Info and APA Psych Articles and Academic Search Premier. Open-access options include the indexing databases MEDLINE and PubMed. The library will subscribe to SPORTDiscus with Full Text, which will provide immediate access to current scholarship in the field of sports, sports medicine and exercise science; upgrade CINAHL Complete to CINAHL Ultimate to increase access to full text articles; and supplement current print and electronic book holdings. Interlibrary loan service has been established, so students and faculty are able to borrow items from other libraries. The library has also recently begun demand driven acquisition of e-books but has not yet purchased any new e-books. The proposal projects $25,834 over the first four years to shore up existing library resources.

Other: Funds of $7,050 will be required to support initial accreditation review by CAAHEP and ERP recognition by NSCA.

Program Budget: UWA projects that the proposed program will require $277,884 in new funds to deliver over the first seven years. Over the same period, the program expects to generate $863,082 through tuition.

Attachment 3

University of West Alabama
MS in Exercise Science

Course Number and Title	Number of Credit Hours	* If New Course
Program Courses	**12**	
EX 515 Measurement, Evaluation and Applied Statistics in Kinesiology	3	*
EX 541 Research Methods in Exercise Science	3	*
EX 543 Sport Nutrition for Health and Performance	3	*
EX 548 Advanced Exercise Physiology	3	*
Program Electives/Concentrations/Tracks	**9**	
Free Electives *(6 hours required for Thesis and 9 hours for Non-Thesis)*	**6-9**	
EX 548 Personal Training	3	*
EX 580 Neuromuscular Physiology	3	*
EX 597 Independent Study in Exercise Science	3	
PE 573 Prevention, Care, and Treatment of Athletic Injuries Credits	3	
PE/SM 532 Organization and Administration in Health and Human Performance	3	
Required Research/Thesis	**3-6**	
NS 565 Thesis Proposal and Design *(Required for Thesis students)*	3	*
EX 599 Thesis Defense *(Required for Thesis students)*	3	*
EX 507 Practicum in Exercise Science *(Required for Non-Thesis students)*	3	* WBL
Total hours for MS Degree	**33**	

Exercise Science Concentration:

Course Number and Title	Number of Credit Hours	* If New Course
Program Concentration	**9**	
EX 552 Fitness Assessment and Management	3	*
EX 559 Exercise Management for Chronic Diseases and Special Population	3	*
EX 566 Advanced Biomechanics	3	*

Strength Training and Conditioning Concentration:

Course Number and Title	Number of Credit Hours	* If New Course
Program Concentration	**9**	
EX 545 Motor Development Applications in Kinesiology	3	*
EX 572 Performance Enhancement Specialist	3	*
EX 575 Advanced Strength and Conditioning Programs	3	*

DECISION ITEM: C-7

Calhoun Community College, Associate of Applied Science in Diesel Technology (CIP 47.0605)

Staff Presenter:

Mrs. Kristan White
Academic Program Analyst

Staff Recommendation:

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

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

Implementation Date: The proposed program will be implemented in Fall 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, professional certification, and/or acceptance into a baccalaureate program.

Calhoun Community College (CAL) will be required to phase out the program if any of the post-implementation conditions are not met. The institution must present documentation regarding the post-implementation conditions, as well as a general assessment of the program, in a report submitted to the Commission no later than September 1, 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 diesel technicians for heavy machinery, commercial vehicles, and industrial equipment, which are included on the 2024-25 Alabama Demand Occupations List.

2. The program will incorporate work-based learning and preparation for industry-recognized certifications, such as Automotive Service Excellence (ASE) certification, which will enhance graduates' employability.

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 January 29, 2025, with supplemental information. Available upon request.

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

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

Attachment 1

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY							
INSTITUTION: Calhoun Community College							
PROGRAM: Associate of Applied Science in Diesel Technology (CIP 47.0605)							

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM							
	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	TOTAL
FACULTY	$101,012	$101,012	$101,012	$101,012	$101,012	$101,012	$101,012	$707,084
STAFF	$0	$0	$0	$0	$0	$0	$0	$0
EQUIPMENT	$85,000	$50,000	$50,000	$0	$0	$0	$0	$185,000
FACILITIES	$32,000	$42,000	$0	$0	$0	$0	$0	$74,000
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	$218,012	$193,012	$151,012	$101,012	$101,012	$101,012	$101,012	$966,084

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	$230,000	$50,000	$0	$0	$0	$0	$0	$280,000
TUITION	$44,550	$97,500	$193,000	$193,000	$193,000	$193,000	$193,000	$1,107,050
TOTAL	$274,550	$147,500	$193,000	$193,000	$193,000	$193,000	$193,000	$1,387,050

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	18	35	35	35	35	35	32.2
PART-TIME HEADCOUNT	Year 1 - No data reporting required	5	5	5	5	5	5	5.0
TOTAL HEADCOUNT	Year 1 - No data reporting required	23	40	40	40	40	40	37.2
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	20	30	30	30	30	30	28.3

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	13	28	28	28	28	28	25.5

Attachment 2
Summary of Background Information

Calhoun Community College
Associate of Applied Science in Diesel Technology

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

Program Description/Objectives: The proposed AAS in Diesel Technology will prepare students to repair, service and maintain light-duty diesel vehicles, heavy commercial vehicles, agricultural equipment with implements, and heavy equipment and machinery. Graduates will demonstrate competency in the removal, rebuilding, and replacement of a diesel engine and drivetrain including its components in accordance with appropriate Automotive Service Excellence (ASE) recommendations and manufacturers' requirements. They will also be able to successfully diagnose component failures, remove and repair/ replace faulty system components, and perform an Alabama Department of Transportation (DOT) Annual Inspection.

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

1. Acquire technical knowledge and skills to repair, service and maintain the following: Light-Duty Diesel Vehicles, Heavy Commercial Vehicles, Agricultural Equipment with Implements, Heavy Equipment and Machinery.

2. Demonstrate competency in the removal, rebuilding, and the replacement, of a diesel engine and drivetrain including their components; overhaul to include disassembly, cleaning, measuring, inspecting, reassembly, and troubleshooting in accordance with appropriate ASE and manufacturers' regulations and best practices.

3. Demonstrate how to successfully diagnose component failures, remove and repair/replace faulty system components in the following areas: heavy duty brakes and steering and suspension; diesel electrical systems; HVAC for light and heavy trucks; hydraulics and pneumatics; and diesel emissions and aftertreatment.

4. Demonstrate the ability to successfully perform a DOT Annual Inspection and build a maintenance program for the following: light-duty diesel vehicles; heavy commercial vehicles; agriculture equipment with implements; and heavy equipment and machinery.

Administration: The program will be administered by the Department of Technologies, John Holley Dean, and Lewis Nall, Chair.

Public Review: The revised program proposal was posted on the Commission website from March 31, 2025 to April 19, 2025 (twenty days) for public review and comments. No comments were received.

Similar Programs: Lurleen B. Wallace Community College is the only other community college to offer an associate's degree and certificate in Diesel Technology at the same CIP 47.0605. The following institutions offer a CER at the same CIP Code: Bevill State CC; Bishop State CC; Gadsden State CC; Ingram State Technical College; Lawson State CC; Shelton State CC; Trenholm State CC; and Wallace State CC- Hanceville. The proposed program will be the only associate degree to serve the Greater Huntsville area and provide accessibility for students juggling school, job, and family responsibilities.

Relationship to Existing Coursework: The proposed program will share key resources with CAL's existing AAS in Automotive Technology (CIP 47.0604), including NC3 certification kits, specialized equipment trainers, and when necessary, shop space for hands-on instruction. Additionally, both programs will align fundamental learning outcomes, such as safety protocols, diagnostic procedures, and industry-standard repair techniques, ensuring consistency in skill development and maximizing the efficient use of instructional resources.

Collaboration: Collaborations with local employers will provide students with internship opportunities, allowing them to apply their skills in professional settings and build industry connections. A local Ford dealership will offer co-op opportunities for students and assist in finding equipment and automobiles for use in the program. The ability to learn on relatively new automobiles will help students arrive ready to successfully begin their careers.

Professional Licensure/Certification: Graduates are not required to seek professional licensure for entry-level employment. The program will incorporate preparation for industry-recognized certifications, such as ASE (Automotive Service Excellence) certification, which will enhance graduates' employability.

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

Mode of Delivery: Course content will be delivered in-person on campus and be supplemented with the college-wide learning management system Canvas.

Curriculum: The curriculum for the program is designed to align with the specific skills and knowledge required for diagnostics, repair techniques, system maintenance, and safety protocols. With the integration of new technologies in diesel and heavy equipment industries, the program will also include training in advanced diagnostic tools, alternative fuels, and environmentally sustainable practices. All program courses with a DEM prefix currently exist in the ACCS catalog but will be new to Calhoun.

Curriculum Overview of Proposed Program	
Credit hours required in **general education**	16
Credit hours required in **program courses**	48
Credit hours in **program electives/concentrations/tracks**	0
Credit hours in **free electives**	0
Credit hours in **required research/thesis**	0
Total Credit Hours Required for Completion	64

All students will be required to successfully earn an industry-recognized credential and participate in structured work-based learning to complete the degree.

Work-Based Learning: Collaborations with local employers will provide students with internship opportunities, allowing them to apply their skills in professional settings and build industry connections. Students will take DEM 154 Vehicle Maintenance and Safe Operating Practices and complete 70 hours of field work.

Industry Need: The proposed program is designed to prepare graduates for employment in the following occupations: Bus and Truck Mechanics and Diesel Engine Specialist (SOC 49-3031, included on the 2024-25 Alabama Demand Occupations List); Farm Equipment Mechanics and Service Technicians (SOC 49-3041); and Mobile Heavy Equipment Mechanics, Except Engines (SOC 49-3042, included on the 2024-25 Alabama Demand Occupations List). The diesel technology program will address a critical industry need in Alabama by preparing a skilled workforce for the state's robust transportation, manufacturing, and logistics sectors. Diesel technicians are essential for maintaining and repairing heavy machinery, commercial vehicles, and industrial equipment that drive Alabama's economy. The program aligns with Alabama's Demand Occupations, which highlight diesel engine specialists as a priority. Additionally, the program supports emerging industries identified by Innovate Alabama and EDPA, such as advanced manufacturing and sustainable transportation solutions, ensuring graduates are equipped for both current and future workforce demands in the state.

Student Demand: The primary methods used to determine the level of student demand for the program included analyzing enrollment trends in related coursework at Calhoun and conducting a student interest survey. Enrollment data from previous semesters were reviewed to identify patterns of consistent or growing participation in relevant courses. In a related program, Automotive Technology, enrollment has

grown from 37 students in Fall 2019 to 60 students in Fall 2024. A survey was distributed to a sample of current and prospective students as well as community members. Of the respondents, 75% expressed strong interest in the program, citing factors such as career advancement opportunities, alignment with job market trends, and availability of cutting-edge training resources.

Resources:

Personnel:

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

The proposed staffing aligns with comparable programs and adheres to accreditation standards. Qualifications for the existing and new faculty members meet or exceed institutional and program-specific requirements with degrees in Diesel Mechanics and ASE Certification.

Equipment: Calhoun has budgeted $185,000 over the first three years to purchase new equipment including two new tractors and numerous tools, and training kits.

Facilities: Calhoun will utilize two existing facilities for the program: one that is currently being used for the Automotive program; and a second that will require minimal refurbishment to meet initial and future requirements as the program grows. The College has budgeted $74,000 in the first two years for refurbishment.

Library: The current status of Calhoun's library collection is sufficient to support the diesel technology program, as evidenced by a wide range of relevant and high-quality resources. These include studies on diesel engine performance, machining deformation under multi-stress conditions, heat transfer systems, biodiesel fuel blends, fault diagnosis techniques, and noise and vibration analysis in diesel-related machinery. Examples of such resources are articles from respected journals like the International Journal of Advanced Manufacturing Technology, Journal of Thermal Analysis & Calorimetry, and Shock & Vibration. This comprehensive coverage ensures adequate support for academic and practical aspects of the program.

Program Budget: The proposal projects that $966,084 in new funds will be required to support the program over the first seven years. The program is expected to generate $1,107,050 through tuition over the seven-year period and will require $280,000 in supplemental start-up funding. Initial funding has been made possible through a 2023 bond issue that provided over $1 million for program improvements and the development of new instructional programs. The bond proceeds are being strategically invested to ensure long-term impact across the college's career and technical education (CTE) divisions, with the diesel program identified as a high-priority need based on labor market demand and industry input. Calhoun also anticipates further support through Perkins funding allocations in fiscal year 2025–2026. These federal funds will be used to assist with the purchase of specialized equipment required for diesel training, ensuring that students have access to industry-standard tools and technology. As part of its commitment to expanding technical education and supporting student success, Calhoun will also allocate a portion of its reserve funding to help cover additional costs associated with launching and sustaining the diesel program.

Attachment 3

Calhoun Community College
Associate of Applied Science in Diesel Technology

Course Number and Title	Number of Credit Hours	*If New Course
General Education	**16**	
ENG101: English Composition	3	
Humanities/ Fine Arts Elective	3	
MTH 103 Technical Math	3	
History, Social or Behavioral Science	3	
Science Elective	4	
Program Courses	**48**	
DEM 104 Basic Engines	3	
DEM 105 Preventive Maintenance	3	
DEM 122 Heavy Vehicle Brakes	3	
DEM 124 Electronic Engine Systems	3	
DEM 125 Heavy Vehicle Drive Trains	3	
DEM 126 Advanced Engines	3	
DEM 127 Fuel Systems	3	
DEM 128 Heavy Vehicle Drive Trains Lab	3	
DEM 129 Diesel Engine Lab	3	
DEM 130 Electrical Electronic Fundamentals	3	
DEM 135 Heavy Vehicle Steering and Suspension Systems	3	
DEM 137 Heating, Air Conditioning and Refrigeration	3	
DEM 139 Diesel Emissions and After Treatment Systems	3	
DEM 234 Diesel Electronic Systems Cab/Chassis	3	
DEM 154 Vehicle Maintenance and Safe Operating Practices	3	WBL
DEM 156 CDL License Test Prep	3	
Total Hours Required for AAS Degree	**64**	

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, June 13, 2025

DECISION ITEM: C-8 <u>Substantive Modification to Academic Program Inventory: Southern Union State Community College</u>

<u>Staff Presenter:</u>   Dr. Robin McGill
Deputy Director for Academic Affairs

<u>Staff Recommendation:</u>   That the Commission approve Southern Union State Community College's request to revise its Academic Program Inventory with updated program titles and CIP codes as presented, with 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).

<u>Background:</u>   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

Southern Union State Community College (SOU) is proposing to make the following modifications to its Program Inventory that require Commission approval:

- Converting the existing AOT in Occupational Technology (CIP 30.9999) into three separate AAS programs corresponding to its three existing options:
  - AAS in Cosmetology (CIP 12.0401)
  - AAS in Heating & Air Conditioning (CIP 47.0201)
  - AAS in Automotive Service Technology (CIP47.0604)
- Separating the existing AAS/CER in Industrial Maintenance Technology (CIP 47.0303) into four distinct programs:

- o AAS/CER in Mechatronics (CIP 15.0407)
- o AAS/CER in Plastics Engineering Technology (CIP 15.0607)
- o AAS/CER in CNC Machining (CIP 48.0501)
- o AAS/CER in Welding Technology (CIP 48.0508)

- Separating the existing AAS/CER in Aviation Maintenance Technology (CIP 47.0607) into two distinct programs:
  - o AAS/CER in Aviation Maintenance Technology— Airframe (retaining CIP 47.0607)
  - o AAS/CER in Aviation Maintenance Technology— Powerplant (CIP 47.0608)

Staff recommendation for approval of the substantive changes to SOU's Program Inventory is based on the following rationale:

1. The proposed changes to SOU'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 (ACCS), 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.

In addition, SOU requested several Academic Program Inventory changes that require notification only, and it seemed expedient for the Commission to review all the changes together. These changes can be grouped as follows:

- Changes to STCs associated with the degree changes noted above
- Additions of STCs to align with current offerings
- Deletions of programs that are no longer being taught
- Updates to program titles

Supporting Documentation:

1. Table of Proposed Changes to Program Inventory for Southern Union State Community College, attached.

2. Correspondence with representatives of SOU and ACCS regarding proposed Inventory changes. Available upon request.

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.

Attachment 1

Table of Proposed Changes to Academic Program Inventory for Southern Union State Community College

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

Action Needed	Existing CIP	*New CIP*	Award	Existing Program Title	*New* Program Title
Substantive changes related to the existing AOT in Occupational Technology (CIP 30.9999)					
Remove AOT, Split into 3 CIPs	30.9999		AOT	**Occupational Technology**	
Split CIP, Update Title	**30.9999**	**12.0401**	**AAS**	**Occupational Technology--Cosmetology**	**Cosmetology**
Retain	12.0401		CER	Cosmetology	
Add new STC		12.0401	STC		Cosmetology Instructor Training
Split CIP, Update Title	**30.9999**	**47.0201**	**AAS**	**Occupational Technology – Heating & Air Conditioning**	**Heating and Air Conditioning**
Retain	47.0201		CER	Heating & Air Conditioning	
Remove	47.0201		STC	Heating, Air Conditioning and Refrigeration Mechanic and Repairer	
Split CIP, Update Title	**30.9999**	**47.0604**	**AAS**	**Occupational Technology – Automotive Mechanics**	**Automotive Service Technology**
Update Title	47.0604		CER	Auto Mechanics	Automotive Service Technology
Update Title	47.0604		STC	Auto/Automotive Mechanic/Technician	Automotive Service
Substantive changes related to the existing AAS/CER in Industrial Maintenance Technology (CIP 47.0303)					
Remove, Split into 4 CIPs	47.0303		AAS/ CER	**Industrial Maintenance Technology**	
Remove	47.0303		STC	Advanced Manufacturing	
Remove	47.0303		STC	Industrial Maintenance w/emp in Technology Management	
Remove	47.0303		STC	Industrial Maintenance Machinery and Repair	
Split CIP, Update Title	**47.0303**	**15.0407**	**AAS/CER**	**Industrial Maintenance Technology**	**Mechatronics**
Move CIP, Update Title	47.0303	15.0407	STC	Industrial Maintenance emphasis in Mechatronics	Mechatronics
Add new STC		15.0407	STC		Mechatronics–Basic Electricity
Add new STC		15.0407	STC		Mechatronics–Industrial Motor Controls
Add new STC		15.0407	STC		Industrial Safety
Add new STC		15.0407	STC		Industrial Systems
Add new STC		15.0407	STC		Manufacturing Production Technician
Split CIP, Update Title	**47.0303**	**15.0607**	**AAS/CER**	**Industrial Maintenance Technology**	**Plastics Engineering Technology**
Move CIP, Update Title	47.0303	15.0607	STC	Basic Mold Setter	Basic Molding
Move CIP, Update Title	47.0303	15.0607	STC	Industrial Maintenance	Process Technician
Move CIP, Update Title	47.0303	15.0607	STC	Industrial Maintenance w/emp in Basic Tool and Die Mold focus	Basic Tool & Die

Action Needed	Existing CIP	*New CIP*	Award	Existing Program Title	*New* Program Title
Move CIP	47.0303	15.0607	STC	Mold Setter	Mold Setter
Split CIP, Update Title	**47.0303**	**48.0501**	**AAS/CER**	**Industrial Maintenance Technology**	**CNC Machining**
Add new STC		48.0501	STC		CNC Milling
Update Title	48.0503		STC	Machine Tool Tech w/emp in Die Mold Maint. and repair and Tool	Basic CNC
Update Title	48.0503		STC	Machine Shop Assistant	Conventional Machining
Remove	~~48.0503~~		~~CER~~	Machine Shop Technology	
Update Title	48.0507		STC	Machine Tool Technology w/emp	CNC Turning
Split CIP, Update Title	**47.0303**	**48.0508**	**AAS**	**Industrial Maintenance Technology**	**Welding Technology**
Update Title	48.0508		CER	Welding	Welding Technology
Update Title	48.0508		STC	Welding Technology w/emp	Basic Gas Metal Arc Welding
Update Title	48.0508		STC	Welding	Basic Shielded Metal Arc Welding
Update Title	48.0508		STC	Welder/Welding Technologist	Carbon Arc Pipe Welding
Add new STC		48.0508	STC		Basic Gas Tungsten Arc Welding
Substantive changes related to the existing AAS/CER in Aviation Maintenance Technology (CIP 47.0607)					
Retain CIP, Update Title	47.0607	47.0607	AAS/CER	Aviation Maintenance Technology	Aviation Maintenance Technology – Airframe
Retain CIP, Update Title	47.0607	47.0607	STC	Aviation Maintenance Technology	Aviation Maintenance Technology – Airframe
Split CIP, Update Title	**47.0608**	**47.0608**	**AAS/CER**	**Aviation Maintenance Technology**	**Aviation Maintenance Technology-Powerplant**
Split CIP, Update Title	47.0608	47.0608	STC	Aviation Maintenance Technology	Aviation Maintenance Technology-Powerplant
Other Program Inventory changes requiring notification only					
Add new STC		11.0101	STC		Information Systems – Cloud Computing
Add new STC		19.0708	STC		Child Development Associate
Add new STC		47.0105	STC		Commercial Industrial Wiring
Remove STC	~~11.0101~~		~~STC~~	App Development with Swift	
Remove STC	~~15.0613~~		~~STC~~	Automotive Manufacturing Technology	
Remove STC	~~15.0613~~		~~STC~~	Automotive Manufacturing w/emp in Plastics Injection Molding	
Remove STC	~~15.0613~~		~~STC~~	Manufacturing Technology w/emp	
Remove STC	~~31.0507~~		~~STC~~	Wellness and Personal Trainer w/emp in Kinesiology/Exercise Science	
Remove STC	~~31.0507~~		~~STC~~	Wellness and Personal Trainer w/emp in Physical Education/Coaching	
Remove STC	~~31.0507~~		~~STC~~	Wellness and Personal Trainer w/emp in Wellness and Personal Trainer	
Remove STC	~~31.0507~~		~~STC~~	Wellness and Personal Trainer w/emp in Sport Management	
Remove STC	~~51.0909~~		~~STC~~	Surgical/Operating Room Technician	
Remove CER	~~51.0909~~		~~CER~~	Surgical Technology	

Action Needed	Existing CIP	*New CIP*	Award	Existing Program Title	*New* Program Title
Remove STC	~~51.0911~~		~~STC~~	Medical Radiologic Technology/Technician	
Remove STC	~~51.2602~~		~~STC~~	Home Health Aide	
Remove STC	~~51.3902~~		~~STC~~	Nursing Assistant	
Remove STC	~~52.0101~~		~~STC~~	Business Foundations	
Update Title	15.1301		AAS	Drafting and Design Technology	Engineering and Design
Update Title	15.1301		STC	Engineering, Graphics and Design w/emp	Additive Manufacturing
Update Title	15.1301		STC	Drafting & Design Technology w/emp in Reverse Engineering	Architecture/Civil
Update Title	15.1301		STC	Drafting, General	Basic CAD
Update Title	19.0708		STC	Child Development, Care and Guidance	Child Development
Update Title	47.0105		STC	Industrial Electronics Installer and Repairer	Industrial Electricity-Basic Electricity
Update Title	47.0105		STC	Industrial Electronics	Industrial Electricity-Industrial Motor Controls
Update Title	47.0105		STC	Industrial Electronics w/emp in Water Quality and Waste Managemen	Industrial Process Controls
Update Title	47.0105		STC	Industrial Electricity/Electronics w/emp	Solid State
Update Title	52.0101		AAS/ CER	Business Management and Entrepreneurship	Business Management
Update Title	52.0101		STC	Business Management and Entrepreneurship	Business Management
Update Title	52.0101		STC	Business Management and Supervision	Business Management-Supervision
Update Title	52.0401		AAS/ CER	Office Management-Support Technology	Office Administration
Update Title	52.0401		STC	Office Management-Support Technology	Office Administration
Update Title	52.0401		STC	Medical Office Specialist	Office Administration-Medical
Move CIP, Update Title	52.0401	52.0101	STC	Business Management and Entrepreneurship: Accounting	Business Management-Accounting

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, June 13, 2025

DECISION ITEM: C-9   Approval of Service Areas for Public Universities and Two-Year Institutions

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

Staff Recommendation: That the Commission approve the institutional service areas for public universities as presented, in keeping with current practice and updated Commission policies on determination of service areas.

That the Commission approve the institutional service areas for two-year institutions as presented, in keeping with areas recognized by the Alabama Community College System and updated Commission policies on determination of service areas.

Background: In December 2024, the Commission voted to adopt a new rule within its Administrative Procedures entitled, "Review of Off-Campus Instruction Offered by Public Postsecondary Institutions and Determination of Service Areas" (§300-2-1-.05), which became effective on February 14, 2025. This rule relates to the Commission's authority to authorize and regulate off-campus offerings as established in *Code of Alabama* §16-5-8(d), specifically including designation of institutional service areas. Under the new rule, "service area" is defined as "the geographical area within the state of Alabama where an institution is recognized as a primary provider of for-credit postsecondary instruction," and all geographic areas of the state must be served by at least one university and one two-year institution.

The attached "Table of Service Areas for Public Universities in Alabama" retains the existing service area configurations for universities, with only non-substantive changes to improve clarity. Service areas for public universities were last approved by the Commission in 2007 when the Administrative Procedures for off-campus instruction were previously updated. At that time, the Commission recognized institutions' responsibilities to serve the educational needs of their home counties and contiguous counties, and it recognized the statewide service areas for Auburn University and The University of Alabama. In addition, the Commission took care to ensure that every county within the State was included within the service area for at least one geographically proximate university.

Service areas for Alabama's two-year colleges were last reviewed by the Commission in 2007, but since then, there have been numerous changes following institutional mergers and modifications to off-campus instructional sites. The attached "Map of Service Areas for the Alabama Community College System" and associated "Table of Service Areas for Two-Year Institutions" reflect the current geographical boundaries of service areas, which were updated by the Alabama Community College System (ACCS) in 2022.

Supporting Documentation:

1. "Table of Service Areas for Public Universities in Alabama," attached.

2. "Map of Service Areas for the Alabama Community College System" and associated "Table of Service Areas for Two-Year Institutions," attached.

3. "Unified Table of Service Areas for Public Postsecondary Institutions by County," attached.

4. "Review of Off-Campus Instruction Offered by Public Postsecondary Institutions and Determination of Service Areas," Ala. Admin. Code (Commission on Higher Education), §300-2-1-.05. Available upon request.

Attachment 1

Table of Service Areas for Public Universities in Alabama

University	Counties in Service Area
Alabama Agricultural & Mechanical University (AAMU) 4900 Meridian St N Huntsville, Alabama 35811	Madison (home county, shared with UAH) Cullman (shared with UAH and ATSU) Jackson (shared with UAH) Marshall (shared with UAH) Morgan (shared with UAH and ATSU)
Alabama State University (ASU) 915 S. Jackson Street Montgomery, Alabama 36104	Montgomery (home county, shared with AUM and TROY) Autauga (shared with AUM and TROY) Bullock (shared with AUM and TROY) Crenshaw (shared with AUM and TROY) Dallas (shared with AUM and TROY) Elmore (shared with AUM and TROY) Lowndes (shared with AUM and TROY) Macon (shared with AU, AUM, and TROY)
Athens State University (ATSU) 300 North Beaty Street Athens, Alabama 35611	Limestone (home county) Cullman (shared with AAMU and UAH) Lawrence (shared with UNA) Morgan (shared with AAMU and UAH)
Auburn University (AU) Auburn, Alabama 36849 *This institution has a constitutional statewide mission.*	All counties are included in AU's statewide service area. The following counties are served by AU as a geographically proximate institution: Lee (home county) Chambers Macon (shared with ASU, AUM, and TROY) Russell (shared with TROY) Tallapoosa
Auburn University at Montgomery (AUM) 7400 East Drive Montgomery, Alabama 36117	Montgomery (home county, shared with ASU and TROY) Autauga (shared with ASU and TROY) Bullock (shared with ASU and TROY) Crenshaw (shared with ASU and TROY) Dallas (shared with ASU and TROY) Elmore (shared with ASU and TROY) Lowndes (shared with ASU and TROY) Macon (shared with AU, ASU, and TROY)

Jacksonville State University (JSU) 700 Pelham Rd. North Jacksonville, Alabama 36265	Calhoun (home county) Cherokee Clay Cleburne DeKalb Etowah Randolph St. Clair (shared with UAB and UM) Talladega (shared with UM)
Troy University (TROY) University Ave. Troy, Alabama 36082	Pike (home county, main campus) Houston (home county, Dothan campus) Montgomery (home county, Montgomery campus) Autauga (shared with ASU and AUM) Barbour Bullock (shared with ASU and AUM) Butler Coffee Conecuh Covington Crenshaw (shared with ASU and AUM) Dale Dallas (shared with ASU and AUM) Elmore (shared with ASU and AUM) Geneva Henry Lowndes (shared with ASU and AUM) Macon (shared with ASU, AU, and AUM) Russell (shared with AU)
The University of Alabama (UA) 500 University Boulevard East Tuscaloosa, Alabama 35401 *This institution has a constitutional statewide mission.*	All counties are included in UA's statewide service area. The following counties are served by UA as a geographically proximate institution: Tuscaloosa (home county) Bibb (shared with UAB and UM) Fayette Greene (shared with UWA) Hale Lamar Pickens (shared with UWA) Walker (shared with UAB)
The University of Alabama at Birmingham (UAB) 1720 2nd Ave South Birmingham, Alabama 35294	Jefferson (home county) Bibb (shared with UA and UM) Blount St. Clair (shared with JSU and UM) Walker (shared with UA)

The University of Alabama in Huntsville (UAH) 301 Sparkman Drive Huntsville, Alabama 35899	Madison (home county, shared with AAMU) Cullman (shared with AAMU and ATSU) Jackson (shared with AAMU) Marshall (shared with AAMU) Morgan (shared with AAMU and ATSU)
University of Montevallo (UM) 75 College Drive Montevallo, Alabama 35115	Shelby (home county) Bibb (shared with UA and UAB) Chilton Coosa Talladega (shared with JSU) St. Clair (shared with JSU and UAB)
University of North Alabama (UNA) One Harrison Plaza Florence, Alabama 35632	Lauderdale (home county) Colbert Franklin Lawrence (shared with ATSU) Marion Winston
University of South Alabama (USA) 307 N. University Boulevard Mobile, Alabama 36688	Mobile (home county) Baldwin Clarke (shared with UWA) Escambia Monroe Washington
University of West Alabama (UWA) 100 US-11 Livingston, Alabama 35470	Sumter (home county) Choctaw Clarke (shared with USA) Greene (shared with UA) Marengo Perry Pickens (shared with UA) Wilcox

Attachment 2

Map of Service Areas for the Alabama Community College System
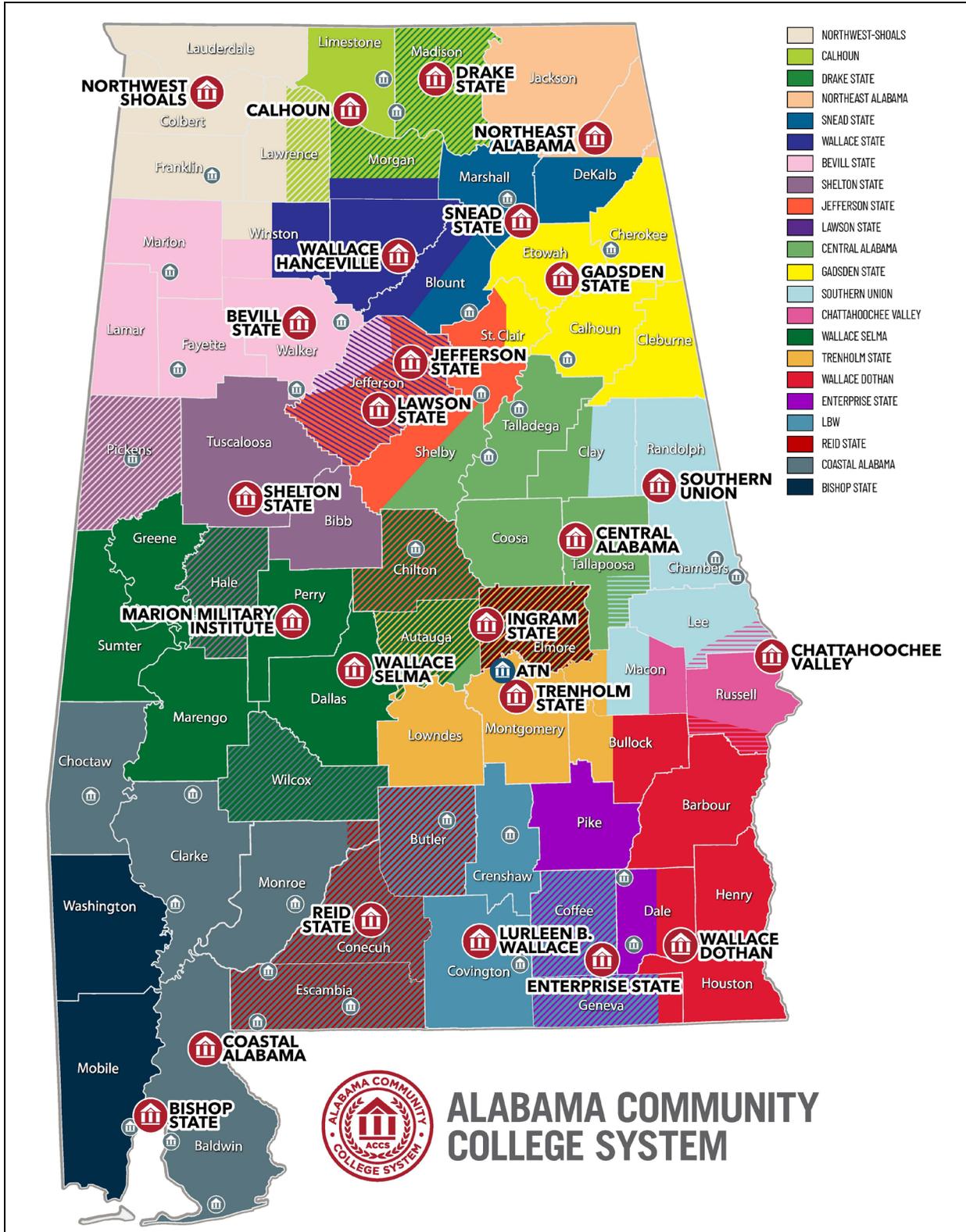
Table of Service Areas for Two-Year Institutions

College	Counties in Service Area
Bevill State Community College (BEV) 1411 Indiana Avenue Jasper, AL 35501	Fayette Jefferson (shared with LAW and JSC) Lamar Marion Pickens (shared with SHC) Walker Winston (southwestern one-fourth)
Bishop State Community College (BIS) 351 North Broad Street Mobile, AL 36603-5898	Mobile Washington
Calhoun Community College (CAL) P.O. Box 2216 Decatur, AL 35609-2216	Lawrence (eastern one-third shared with NWS) Limestone Madison (shared with DRA) Morgan (northern two-thirds shared with DRA)
Central Alabama Community College (CEN) 1675 Cherokee Road Alexander City, AL 35010	Clay (shared with SOU) Coosa Autauga (shared with WSS) Elmore (shared with TRE) Shelby (shared with JSC) Talladega Tallapoosa (southeast corner shared with SOU)
Chattahoochee Valley Community College (CVCC) 2602 College Drive Phenix City, AL 36869	Lee (southeastern corner shared with SOU) Macon (eastern one-third) Russell (southern one-third shared with WSD)
Coastal Alabama Community College (Coastal) 1900 U.S. Highway 31, South Bay Minette, AL 36507	Choctaw Clarke Wilcox (shared with REI and WSS) Baldwin Mobile (Alabama Aviation Center only) Conecuh (shared with REI) Escambia (shared with REI) Monroe (northeastern corner shared with REI)
Drake State Community and Technical College (DRA) 3421 Meridian Street, North Huntsville, AL 35811	Madison (shared with CAL) Morgan (northern two-thirds shared with CAL)

Enterprise State Community College (ENT) P.O. Bo 1300 Enterprise, AL 36331	Coffee (shared with LBW) Dale (western half) Geneva (western two-thirds shared with LBW) Pike
Gadsden State Community College (GAD) P.O. Box 227 Gadsden, AL 35902-0227	Calhoun Cherokee (all but northern one-sixth) Cleburne Etowah St. Clair (northeastern third)
Ingram State Technical College (ING) P.O. Box 220350 Deatsville, AL 36022	Statewide Responsibility
Jefferson State Community College (JSC) 2601 Carson Road Birmingham, AL 35215	Chilton (shared with WSS) Jefferson (shared with LAW and BEV) Shelby (western one-half shared with LAW) St. Clair (southwestern two-thirds)
Lawson State Community College (LAW) 3060 Wilson Road, SW Birmingham, AL 35221	Jefferson (shared with JSC and BEV) Shelby (western one-half shared with JSC)
Lurleen B. Wallace Community College (LBW) P.O. Drawer 1418 Andalusia, AL 36420	Butler (shared with REI) Coffee (shared with ENT) Covington Crenshaw Geneva (western two-thirds shared with ENT)
Northeast Alabama Community College (NEC) P.O. Box 159 Rainsville, AL 35986-0159	Cherokee (northern one-sixth) DeKalb (northern half) Jackson
Northwest-Shoals Community College (NWS) P.O. Box 2545 Muscle Shoals, AL 35662	Colbert Franklin Lauderdale Lawrence (eastern one-third shared with CAL) Winston (northwestern one-fourth)
Reid State Technical College (REI) P.O. Box 588 Evergreen, AL 36401	Butler (shared with LBW) Conecuh (shared with Coastal) Escambia (shared with Coastal) Monroe (northeastern corner shared with Coastal) Wilcox (shared with WSS and Coastal)

Shelton State Community College (SHC) 9500 Old Greensboro Road Tuscaloosa, AL 35405	Bibb Hale (shared with WSS) Pickens (shared with BEV) Tuscaloosa
Snead State Community College (SND) P.O. Box 734 Boaz, AL 35957	Blount (eastern half) DeKalb (southern half) Marshall
Southern Union State Community College (SOU) P.O. Box 1000 Wadley, AL 36276	Chambers Clay (eastern half) Lee (southeastern corner shared with CVCC) Macon (middle one-third) Randolph Tallapoosa (southeast corner shared with CEN)
Trenholm State Community College (TRE) P.O. Box 10048 Montgomery, AL 36108	Bullock (western half) Elmore (shared with ING and CEN) Lowndes Macon (western one-third) Montgomery
Wallace Community College – Dothan (WSD) 1141 Wallace Drive Dothan, AL 36303	Barbour Bullock (eastern half) Dale (eastern half) Geneva (eastern one-third) Henry Houston Russell (southern one-third shared with CVCC)
Wallace State Community College –Hanceville (WSH) P.O. Box 2000 Hanceville, AL 35077-2000	Blount (western half) Cullman Morgan (southern one-third) Winston (eastern half)
Wallace State Community College – Selma (WSS) P.O. Box 2530 Selma. AL 36702	Autauga (shared with CEN) Chilton (shared with JSC) Dallas Perry Hale (shared with SHC) Sumter Greene Marengo Wilcox

Note: Shared means two or more colleges provide services in an area. In counties shared between two or more colleges, the Alabama Community College System (ACCS) will assist colleges in developing workable solutions to program offerings.

Attachment 3

Unified Table of Service Areas for Public Postsecondary Institutions by County

County	Institution
Autauga	Alabama State University
Autauga	Auburn University at Montgomery
Autauga	Central Alabama Community College
Autauga	Troy University
Autauga	Wallace State Community College Selma
Baldwin	Coastal Alabama Community College
Baldwin	University of South Alabama
Barbour	Troy University
Barbour	Wallace Community College Dothan
Bibb	Shelton State Community College
Bibb	University of Alabama
Bibb	University of Alabama at Birmingham
Blount	Snead State Community College (partial)
Blount	Wallace State Community College Hanceville (partial)
Blount	University of Alabama at Birmingham
Bullock	Alabama State University
Bullock	Auburn University at Montgomery
Bullock	Trenholm State Community College (partial)
Bullock	Wallace Community College Dothan (partial)
Bullock	Troy University
Butler	Lurleen B. Wallace Community College
Butler	Reid State Technical College
Butler	Troy University
Calhoun	Gadsden State Community College
Calhoun	Jacksonville State University
Chambers	Auburn University
Chambers	Southern Union State Community College
Cherokee	Gadsden State Community College (partial)
Cherokee	Northeast Alabama Community College (partial)
Cherokee	Jacksonville State University
Chilton	Jefferson State Community College
Chilton	University of Montevallo
Chilton	Wallace State Community College Selma
Choctaw	Coastal Alabama Community College
Choctaw	University of West Alabama
Clarke	Coastal Alabama Community College
Clarke	University of South Alabama
Clarke	University of West Alabama
Clay	Central Alabama Community College
Clay	Jacksonville State University

Clay	Southern Union State Community College (partial)
Cleburne	Gadsden State Community College
Cleburne	Jacksonville State University
Coffee	Enterprise State Community College
Coffee	Lurleen B. Wallace Community College
Coffee	Troy University
Colbert	Northwest-Shoals Community College
Colbert	University of North Alabama
Conecuh	Coastal Alabama Community College
Conecuh	Reid State Technical College
Conecuh	Troy University
Coosa	Central Alabama Community College
Coosa	University of Montevallo
Covington	Lurleen B. Wallace Community College
Covington	Troy University
Crenshaw	Alabama State University
Crenshaw	Auburn University at Montgomery
Crenshaw	Lurleen B. Wallace Community College
Crenshaw	Troy University
Cullman	Alabama A&M University
Cullman	Athens State University
Cullman	University of Alabama in Huntsville
Cullman	Wallace State Community College Hanceville
Dale	Enterprise State Community College (partial)
Dale	Wallace Community College Dothan (partial)
Dale	Troy University
Dallas	Alabama State University
Dallas	Auburn University at Montgomery
Dallas	Marion Military Institute
Dallas	Troy University
Dallas	Wallace State Community College Selma
DeKalb	Jacksonville State University
DeKalb	Northeast Alabama Community College (partial)
DeKalb	Snead State Community College (partial)
Elmore	Alabama State University
Elmore	Auburn University at Montgomery
Elmore	Central Alabama Community College
Elmore	Ingram State Technical College
Elmore	Trenholm State Community College
Elmore	Troy University
Escambia	Coastal Alabama Community College
Escambia	Reid State Technical College
Escambia	University of South Alabama
Etowah	Gadsden State Community College
Etowah	Jacksonville State University

Fayette	Bevill State Community College
Fayette	University of Alabama
Franklin	Northwest-Shoals Community College
Franklin	University of North Alabama
Geneva	Enterprise State Community College
Geneva	Lurleen B. Wallace Community College
Geneva	Troy University
Geneva	Wallace Community College Dothan (partial)
Greene	Marion Military Institute
Greene	University of Alabama
Greene	University of West Alabama
Greene	Wallace State Community College Selma
Hale	Marion Military Institute
Hale	Shelton State Community College
Hale	University of Alabama
Hale	Wallace State Community College Selma
Henry	Troy University
Henry	Wallace Community College Dothan
Houston	Troy University
Houston	Wallace Community College Dothan
Jackson	Alabama A&M University
Jackson	Northeast Alabama Community College
Jackson	University of Alabama in Huntsville
Jefferson	Bevill State Community College
Jefferson	Jefferson State Community College
Jefferson	Lawson State Community College
Jefferson	University of Alabama at Birmingham
Lamar	Bevill State Community College
Lamar	University of Alabama
Lauderdale	Northwest-Shoals Community College
Lauderdale	University of North Alabama
Lawrence	Athens State University
Lawrence	Calhoun Community College
Lawrence	Northwest-Shoals Community College
Lawrence	University of North Alabama
Lee	Auburn University
Lee	Chattahoochee Valley Community College
Lee	Southern Union State Community College
Limestone	Athens State University
Limestone	Calhoun Community College
Lowndes	Alabama State University
Lowndes	Auburn University at Montgomery
Lowndes	Trenholm State Community College
Lowndes	Troy University
Macon	Alabama State University

Macon	Auburn University
Macon	Auburn University at Montgomery
Macon	Chattahoochee Valley Community College (partial)
Macon	Southern Union State Community College (partial)
Macon	Trenholm State Community College (partial)
Macon	Troy University
Madison	Alabama A&M University
Madison	Calhoun Community College
Madison	Drake State Community and Technical College
Madison	University of Alabama in Huntsville
Marengo	Marion Military Institute
Marengo	University of West Alabama
Marengo	Wallace State Community College Selma
Marion	Bevill State Community College
Marion	University of North Alabama
Marshall	Alabama A&M University
Marshall	Snead State Community College
Marshall	University of Alabama in Huntsville
Mobile	Bishop State Community College
Mobile	University of South Alabama
Monroe	Coastal Alabama Community College
Monroe	Reid State Technical College
Monroe	University of South Alabama
Montgomery	Alabama State University
Montgomery	Auburn University at Montgomery
Montgomery	Trenholm State Community College
Montgomery	Troy University
Morgan	Alabama A&M University
Morgan	Athens State University
Morgan	Calhoun Community College
Morgan	Drake State Community and Technical College
Morgan	University of Alabama in Huntsville
Morgan	Wallace State Community College Hanceville (partial)
Perry	Marion Military Institute
Perry	University of West Alabama
Perry	Wallace State Community College Selma
Pickens	Bevill State Community College
Pickens	Shelton State Community College
Pickens	University of Alabama
Pickens	University of West Alabama
Pike	Enterprise State Community College
Pike	Troy University
Randolph	Jacksonville State University
Randolph	Southern Union State Community College
Russell	Auburn University

Russell	Chattahoochee Valley Community College
Russell	Troy University
Russell	Wallace Community College Dothan
Shelby	Central Alabama Community College
Shelby	Jefferson State Community College
Shelby	Lawson State Community College
St. Clair	Gadsden State Community College (partial)
St. Clair	Jefferson State Community College (partial)
St. Clair	Jacksonville State University
St. Clair	University of Alabama at Birmingham
St. Clair	University of Montevallo
Sumter	Marion Military Institute
Sumter	University of West Alabama
Sumter	Wallace State Community College Selma
Talladega	Central Alabama Community College
Talladega	Jacksonville State University
Talladega	University of Montevallo
Tallapoosa	Auburn University
Tallapoosa	Central Alabama Community College
Tallapoosa	Southern Union State Community College
Tuscaloosa	Shelton State Community College
Tuscaloosa	University of Alabama
Walker	Bevill State Community College
Walker	University of Alabama
Walker	University of Alabama at Birmingham
Washington	Bishop State Community College
Washington	University of South Alabama
Wilcox	Marion Military Institute
Wilcox	Reid State Technical College
Wilcox	University of West Alabama
Wilcox	Wallace State Community College Selma
Winston	Bevill State Community College (partial)
Winston	Northwest-Shoals Community College (partial)
Winston	Wallace State Community College Hanceville (partial)
Winston	University of North Alabama

Information Items

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, June 13, 2025

INFORMATION ITEM: D-1   <u>Implementation of For-Credit Non-Degree Certificate Programs</u>

Staff Presenter: Ms. Lakerri Gill
                                           Credential Registry Specialist

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

<u>Background</u>:   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:

<u>Four-Year Institutions</u>

Athens State University

- Certificate in Genocide Studies (CIP 30.2101, Level 1b)

Auburn University

- Graduate Certificate in Electronics Parts, Manufacturing, and Packaging Engineering (CIP 14.4101, Level 6)

- Graduate Certificate in Space Systems (CIP 14.0201, Level 6)

- Certificate in Healthcare Systems Engineering (CIP 14.2701, Level 1b)

- Graduate Certificate in Healthcare Systems Engineering (CIP 14.2701, Level 6)

Jacksonville State University

- Graduate Certificate in Cannabis Science (CIP 26.9999, Level 6)

- Graduate Certificate in Geographic Information Science and Technology (CIP 45.0702, Level 6)

Troy University

- Graduate Certificate in Sport Management (CIP 31.0504, Level 6)

- Graduate Certificate in General Business (CIP 52.0201, Level 6)

- Graduate Certificate in Business Exchange (CIP 52.0201, Level 6)

- Graduate Certificate in Management (CIP 52.0201, Level 6)

- Graduate Certificate in Human Resources Management (CIP 52.1001, Level 6)

- Graduate Certificate in Cybersecurity (CIP 52.1201, Level 6)

University of Alabama

- Certificate in Adaptive Apparel (CIP 19.0901, Level 1b)

- Graduate Certificate in Archiving and Preservation of Audiovisual Media (CIP 25.0103, Level 6)

- Graduate Certificate in Operational Hydrology (CIP 40.0605, Level 6)

- Graduate Certificate in Nursing Education (CIP 51.3203, Level 6)

University of Alabama at Birmingham

- Graduate Certificate in Artificial Intelligence in Health Services (CIP 11.0102, Level 6)

- Graduate Certificate in Interdisciplinary Teaching and Learning in Higher Education (CIP 13.1214, Level 6)

- Graduate Certificate in Medical Signal Image Analysis (CIP 14.0903, Level 6)

- Graduate Certificate in Climate and Health (CIP 51.2202, Level 6)

- Graduate Certificate in Artificial Intelligence in Nursing (CIP 51.2706, Level 6)

University of Alabama in Huntsville

- Certificate in Artificial Intelligence for Engineers (CIP 14.9999, Level 1b)

- Certificate in Gulf Scholars (CIP 30.3301, Level 1b)

University of North Alabama

- Graduate Certificate in Higher Education Administration (CIP 13.0406, Level 6)

- Graduate Certificate in Teaching College English (CIP 23.0101, Level 6)

- Graduate Certificate in History Pedagogy (CIP 54.0101, Level 6)

Two-Year Institutions

Wallace State Community College – Hanceville

- Short-Term Certificate in Early Childhood Education II (CIP 19.0708, Level 1b)

- Short-Term Certificate in Preschool/Family Child Care II (CIP 19.0708, Level 1b)

<u>Supporting Documentation:</u>

1. Summary of New For-Credit Non-Degree Certificate Programs, attached.

2. "Reasonable Extensions and Alterations of Existing Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.06. Available upon request.

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

Attachment 1

Summary of New For-Credit Non-Degree Certificate Programs

FOUR-YEAR INSTITUTIONS

ATHENS STATE UNIVERSITY (ATSU)

Certificate in Genocide Studies (CIP 30.2101, Level 1b)

Offered by the Department of Humanities and Social Sciences within the College of Arts and Sciences, the Undergraduate Certificate in Genocide Studies will equip students with the foundational knowledge and skills needed for careers related to genocide studies, whether in research, teaching, or advocacy. The program focuses on understanding the contested definition of genocide, identifying risk factors and triggers, and examining specific cases of genocide in modern history. Students will also analyze international responses to genocide, learn key terminology and concepts within the field, and develop a comprehensive understanding of the historical chronology of genocides. The proposed delivery format is 100% online. This certificate requires 12 credit hours.

AUBURN UNIVERSITY (AU)

Graduate Certificate in Electronics Parts, Manufacturing, and Packaging Engineering (CIP 14.4101, Level 6)

Offered by the Department Mechanical Engineering within the College of Engineering, the Graduate Certificate in Electronics Parts, Manufacturing, and Packaging Engineering prepares engineers, scientists, and technical managers to address the complex challenges involved in developing electronic systems for harsh environments. The program emphasizes the integration of electrical and mechanical components with a focus on advanced manufacturing and automation. Students gain knowledge in applied mechanics, instrumentation, machine design, automated control, fluid and thermal dynamics, circuit analysis, and solid-state electronics. Upon completion, graduates will be equipped to manage electronic parts procurement, ensure compliance with engineering standards, design protective packaging for extreme conditions, evaluate component reliability, and develop testing protocols for screening and qualification. The proposed delivery format is 100% online and face- to-face. This certificate requires 12 credit hours.

Graduate Certificate in Space Systems (CIP 14.0201, Level 6)

Offered by the Department of Aerospace Engineering and Physics within the College of Engineering and Sciences/Mathematics, the Graduate Certificate in Space Systems prepares individuals to apply mathematical and scientific principles to the design, development, and operational evaluation of aircraft, missiles, space vehicles, and their systems. The curriculum emphasizes applied research in flight and orbital mechanics, as well as the development of systems and procedures for the launching, guidance, and control of air and space vehicles. Designed to meet the growing workforce development needs of the aerospace industry, the program provides students with the expertise needed to succeed in this high-demand field. They examine components of space systems operations, characterize orbital maneuvers and mission orbits, and analyze the effectiveness of space systems operational architectures. Through this program, students also gain a strong understanding of the spacecraft design process and space mission planning, positioning them for advanced roles in the aerospace industry. The proposed delivery format is 100% online. This certificate requires 9 credit hours.

Certificate in Healthcare Systems Engineering (CIP 14.2701, Level 1b)

Offered by the Department of Industrial and System Engineering within the College of Engineering, the Undergraduate Certificate in Healthcare Systems Engineering will equip students with the specialized skills needed to work successfully in healthcare, a field distinct from other industries due to its focus on patient safety, unique culture, and specific systems. Graduates will gain a credential that enhances their access to healthcare engineering roles. Through the program, students will learn to describe healthcare delivery systems and their components, design efficient and patient-centered healthcare systems, and apply ergonomic and systems concepts to minimize errors and injuries while integrating appropriate technology. The proposed delivery format is face-to-face. This certificate requires 12 credit hours.

Graduate Certificate in Healthcare Systems Engineering (CIP 14.2701, Level 6)

Offered by the Department of Industrial and System Engineering within the College of Engineering, the Graduate Certificate in Healthcare Systems Engineering is designed to prepare engineers for the unique challenges of working in the healthcare industry. This program emphasizes the development of skills to analyze and improve healthcare delivery systems. Students learn to evaluate the components of healthcare systems, such as workforce, technology, financing, and data reporting, while addressing key issues like cost, quality, and access. The program also trains students to design efficient and patient-centered processes, applying system-thinking principles to reduce errors, enhance safety, and optimize worker and patient experiences. Students will gain the expertise needed to solve complex healthcare challenges, making them well-equipped to contribute effectively as engineers in the healthcare field. The proposed delivery format is 100% online and face-to-face. This certificate requires 9 credit hours.

JACKSONVILLE STATE UNIVERSITY (JSU)

Graduate Certificate in Cannabis Science (CIP 26.9999, Level 6)

Offered by the Department of Biology within the College of Arts, Humanities, and Sciences, the Graduate Certificate in Cannabis Science will offer students a focused, evidence-based education in one of the fastest-growing industries in the nation. Designed to position students as competitive candidates in the expanding cannabis workforce, the program blends scientific theory with practical application and internship opportunities for real-world experience. Students will gain advanced knowledge of cannabis chemistry, pharmacology, and its physiological effects, while critically evaluating the therapeutic use of cannabis for specific medical conditions. Ethical considerations and challenges in cannabis-related research are integrated throughout the curriculum. The program also provides training in cultivation practices, including plant genetics, pest management, and post-harvest processing, with an emphasis on product quality and safety. Students will be well-prepared to contribute to this evolving field with scientific expertise and practical skills rooted in research and industry standards. The proposed delivery format is hybrid. This certificate requires 15 credit hours.

Graduate Certificate in Geographic Information Science and Technology (CIP 45.0702, Level 6)

Offered by the Department of Chemistry and Geosciences within the College of Arts Humanities and Sciences, the Graduate Certificate in Geographic Information Science and Technology program provides students with a focused understanding of core concepts and essential practical skills within Geographic Information Science and Technology (GIST). The curriculum emphasizes proficiency in spatial analytics, methods for spatial data collection and management, and the principles of effective digital cartographic layout and design. Students will complete a structured sequence of courses designed to build a strong foundation in GIST methodologies. The proposed delivery format is 100% online. This certificate requires 12 credit hours.

TROY UNIVERSITY (TROY)

Graduate Certificate in Sport Management (CIP 31.0504, Level 6)

Offered by the Department of HR Management and Law within the Sorrell College of Business, the Graduate Certificate in Sport Management provides specialized training to help professionals advance in the sports industry, particularly in administration at college and professional levels. It covers managing sports organizations, events, and facilities, preparing students for roles in marketing, athletic administration, event coordination, and team management. Key skills include problem-solving, decision-making, and leadership. The program also teaches how to apply business, coaching, and physical education principles to manage athletic programs, fitness facilities, and sports services, including planning, finance, marketing, event management, legal aspects, and safety. The proposed delivery format is 100% online. This certificate requires 12 credit hours.

Graduate Certificate in General Business (CIP 52.0201, Level 6)

Offered by the Department of HR Management and Law within the Sorrell College of Business, the Graduate Certificate in General Business program equips working professionals and those with non-business backgrounds with essential business skills, allowing them to customize their learning through various business courses to align with their career aspirations. The curriculum focuses on building foundational business knowledge, developing critical thinking and problem-solving abilities, and understanding organizational dynamics and adaptation. It covers core business functions like management, human resources, accounting, logistics, marketing, and decision-making. The proposed delivery format is 100% online. This certificate requires 12 credit hours.

Graduate Certificate in Business Exchange (CIP 52.0201, Level 6)

Offered by the Department of Business within the Sorrell College of Business, the Graduate Certificate in Business Exchange is designed for working business professionals and those transitioning into economics and finance, focuses on strengthening expertise in these areas. Students will learn and apply key economic and financial practices to real-world business situations, demonstrate an understanding of effective economics and finance principles, and identify critical economic and financial issues that impact organizational effectiveness. The curriculum also encompasses core business functions like management, human resources, accounting, logistics, marketing, and decision-making, providing a well-rounded understanding of how these elements interact within a business exchange context, where goods, services, and information are traded, emphasizing mutual value. The proposed delivery format is 100% online. This certificate requires 12 credit hours.

Graduate Certificate in Management (CIP 52.0201, Level 6)

Offered by the Department of HR Management and Law within the Sorrell College of Business, the Graduate Certificate in Management is designed for working professionals and those with non-business backgrounds, aiming to develop strong management and leadership skills for career advancement. This graduate certificate provides essential foundational business knowledge, explores key theories of organizational behavior and leadership, and emphasizes understanding of how organizations adapt to internal and external changes for improved performance. Additionally, it examines theories and practices for effective leadership in a global and multicultural context, preparing individuals to plan, organize, direct, and control organizational functions across various business areas like human resources, accounting, logistics, marketing, and decision-making. The proposed delivery format is 100% online. This certificate requires 12 credit hours.

Graduate Certificate in Human Resources Management (CIP 52.1001, Level 6)

Offered by the Department of HR Management and Law within the Sorrell College of Business, the Graduate Certificate in Human Resources Management offers comprehensive training in managing organizational human capital, encompassing policy development, labor relations, legal compliance, compensation strategies, and career advancement. Participants will gain practical skills in recruitment, selection, and training, along with a thorough understanding of relevant laws and effective workplace planning. The curriculum emphasizes the ability to diagnose organizational training and development needs, ensuring participants can contribute to enhanced organizational effectiveness through strategic human resource management practices. The proposed delivery format is 100% online. This certificate requires 12 credit hours.

Graduate Certificate in Cybersecurity (CIP 52.1201, Level 6)

Offered by the Department of Accountancy within the Sorrell College of Business, the Graduate Certificate in Cybersecurity is designed for practicing professionals seeking to enhance their expertise and individuals aiming to transition into the cybersecurity field. Integrating essential business concepts, the curriculum focuses on core domains including security and risk management, asset security, and security operations. Students will develop the ability to evaluate organizational cybersecurity posture and effectiveness by analyzing key performance data. Key learning areas encompass cybersecurity management principles such as governance, compliance, ethical considerations, risk identification, incident response, and data governance across the entire data lifecycle. Additionally, the program emphasizes understanding critical cybersecurity operations, including disaster recovery, business continuity planning, physical security requirements, and secure logging architectures. Graduates will strengthen their cybersecurity knowledge, preparing them for career advancement or entry into roles demanding strategic and operational cyber expertise. The proposed delivery format is 100% online. This certificate requires 12 credit hours.

UNIVERSITY OF ALABAMA (UA)

Certificate in Adaptive Apparel (CIP 19.0901, Level 1b)

Offered by the Department of Clothing, Textiles, and Interior Design within the College of Human Environmental Sciences, the Undergraduate Certificate in Adaptive Apparel focuses on the specialized field of designing, developing, and marketing apparel tailored to meet the unique physical needs of diverse individuals, including those with disabilities, chronic conditions, or age-related challenges. Students explore principles of inclusive design, functionality, and accessibility in clothing. Coursework covers introductory concepts, specific design techniques for adapted apparel, marketing and retailing strategies for this niche market, and advanced topics in the field. The proposed delivery format is 100% online. This certificate requires 12 credit hours.

Graduate Certificate in Archiving and Preservation of Audiovisual Media (CIP 25.0103, Level 6)

Offered by the Department of School of Library and Information Systems within the College of Communication and Information Sciences, the Graduate Certificate in Archiving and Preservation of Audiovisual Media program equips students with specialized skills and knowledge in the archiving and preservation of cultural heritage materials, with an emphasis on both analog and digital audiovisual formats. The program prepares individuals to identify, manage, preserve, and make accessible records with long-term value for legal, historical, research, and cultural purposes. Students will receive instruction in key areas such as archival appraisal and collection development, information and records management, preservation techniques, access systems, management of electronic records, archival outreach, and the legal and ethical issues relevant to archival practice. Ideal for students interested in careers in libraries, archives, museums, and other cultural institutions, this program addresses the growing need for professionals trained in the stewardship of audiovisual media. The proposed delivery format is 100% online and hybrid format to main campus students. This certificate requires 15 credit hours.

Graduate Certificate in Operational Hydrology (CIP 40.0605, Level 6)

Offered by the Department of Geological Sciences within the College of Arts and Sciences, the Graduate Certificate in Operational Hydrology program provides interdisciplinary education in the scientific study of water, encompassing its occurrence, circulation, and properties, with a focus on applying advanced prediction tools like AI and machine learning to improve hydrologic forecasting. It covers diverse subjects such as geophysics, thermodynamics, and environmental science, aiming to equip graduates with the skills to utilize new techniques in operational hydrology, prepare them for professional careers in the field, and facilitate their networking and career development. The proposed delivery format is 100% online. This certificate requires 15 credit hours.

Graduate Certificate in Nursing Education (CIP 51.3203, Level 6)

Offered by the Department of Nursing within the College of Capstone College of Nursing, the Graduate Certificate in Nursing Education is designed to support current MSN students with the specialized skills and knowledge necessary to transition into teaching roles within academic and clinical settings. The curriculum provides instruction in key areas such as advanced nursing practice, professional role development, curriculum and course design, clinical instruction, and the evaluation of student learning. Upon completion, graduate students in non-educational nursing programs will be prepared to sit for the Certified Nurse Educator Novice exam, developed by the National League of Nursing. The proposed delivery format is 100% online. This certificate requires 9 credit hours.

UNIVERSITY OF ALABAMA AT BIRMINGHAM (UAB)

Graduate Certificate in Artificial Intelligence in Health Services (CIP 11.0102, Level 6)

Offered by the Department of Health Services Administration within the School of Health Professions, the Graduate Certificate in Artificial Intelligence in Health Services equips graduates to utilize, translate, and apply artificial intelligence effectively within the diverse health services landscape. Students will learn to leverage AI for enhancing clinical care delivery, streamlining administrative operations, advancing health data analytics, and improving patient care management. The curriculum emphasizes the development, application, and communication of responsible AI, incorporating critical ethical, legal, and regulatory considerations. Graduates will be prepared for numerous in-demand roles where AI proficiency is essential in the rapidly evolving health services sector and its supporting industries, a significant economic force locally, nationally, and globally. The proposed delivery format is 100% online. This certificate requires 15 credit hours.

Graduate Certificate in Interdisciplinary Teaching and Learning in Higher Education (CIP 13.1214, Level 6)

Offered by the Department of Interdisciplinary Graduate and Professional Studies within the Graduate School and Global Affairs, the Graduate Certificate in Interdisciplinary Teaching and Learning in Higher Education aims to provide graduate and post-graduate students with the essential skills and competencies needed to effectively support and improve student learning within diverse higher education settings. Upon completion, students will be able to demonstrate a solid understanding of learning theories in higher education, effectively utilize various teaching models and strategies to enhance student learning across different environments, skillfully assess learning and instruction by aligning standards, outcomes, curriculum, and programming, and critically evaluate teaching practices. The proposed delivery format is 100% online. This certificate requires 15 credit hours.

Graduate Certificate in Medical Signal Image Analysis (CIP 14.0903, Level 6)

Offered by the Department of Electrical and Computer Engineering within the School of Engineering, the Graduate Certificate in Medical Signal Image Analysis addresses the growing need to analyze complex medical data like scans and signals, which are often too vast and intricate for humans alone to process accurately. This certificate teaches students the science and techniques behind using computers to understand these medical images and signals. The goal is to prepare graduates for careers in analyzing medical data, developing new technologies, and contributing to medical research, all while understanding the ethical implications of using computers in healthcare. The proposed delivery format is 100% online. This certificate requires 15 credit hours.

Graduate Certificate in Climate and Health (CIP 51.2202, Level 6)

Offered by the Department of Environmental Health Sciences within the School of Public Health, the Graduate Certificate in Climate and Health aims to equip students with skills relevant to understanding and addressing the health impacts of climate change. While it ostensibly teaches the design, analysis, and maintenance of computer systems using math and science, including topics like programming and statistics, its true purpose is to provide a foundation for tackling climate-related health issues. The certificate specifically focuses on the effects of a changing climate on human health, including issues of equity and how different populations are affected. It also covers methods for preventing, lessening, or adapting to climate change, allowing students to specialize further. The proposed delivery format is 100% online. This certificate requires 15 credit hours.

Graduate Certificate in Artificial Intelligence in Nursing (CIP 51.2706, Level 6)

Offered by the Department of Academic Affairs within the School of Nursing, the Graduate Certificate in Artificial Intelligence is designed to train nurses in the application and management of artificial intelligence within healthcare. This certificate enhances existing nursing programs by focusing specifically on integrating advanced AI into nursing clinical practice, aiming to prepare nurses to be leaders and innovators in a healthcare environment increasingly shaped by AI. It provides comprehensive training to ensure nurses can confidently navigate and contribute to the evolving healthcare landscape with AI advancements. The proposed delivery format is 100% online. This certificate requires 15 credit hours.

UNIVERSITY OF ALABAMA IN HUNTSVILLE (UAH)

Certificate in Artificial Intelligence for Engineers (CIP 14.9999, Level 1b)

Offered by the Department of Electrical and Computer Engineering within the College of Engineering, the Undergraduate Certificate in Artificial Intelligence for Engineers is comprised of existing or developing courses relevant across engineering majors and will equip students to understand and compare fundamental AI architectures, training methods, and their diverse engineering applications. Students will develop proficiency in designing, developing, and optimizing machine learning models, specifically exploring optimization techniques, supervised and unsupervised learning strategies, and deep learning approaches tailored for engineering problems. A key component involves demonstrating the ability to apply probability theory and statistical techniques to effectively solve AI challenges such as inference, prediction, and decision-making under uncertainty. Furthermore, the curriculum fosters the capacity to critically analyze the complex social challenges and ethical considerations inherent in the deployment of AI technologies, preparing students to innovate responsibly in this rapidly evolving field. The proposed delivery format is face-to-face. This certificate requires 12 credit hours.

Certificate in Gulf Scholars (CIP 30.3301, Level 1b)

Designed in collaboration with Calhoun Community College, the Undergraduate Certificate in Gulf Scholars Program prepares students to become future leaders, advocates, and change agents addressing critical challenges in the Gulf region. The program combines classroom learning with hands-on, community-based experience. Students from diverse disciplines will explore the root causes of

ecological decline and environmental inequities, gaining the tools to develop practical, inclusive solutions. Using Bronfenbrenner's ecological systems theory as a philosophical framework, the program emphasizes holistic, place-based learning and interdisciplinary collaboration. Participants will complete 30 hours of community service as part of a capstone project that translates theory into real-world impact. The certificate is designed for students who want to actively shape a more just, sustainable, and resilient future for the Gulf region and beyond. The proposed delivery format is face-to-face. This certificate requires 12 credit hours.

UNIVERSITY OF NORTH ALABAMA (UNA)

Graduate Certificate in Higher Education Administration (CIP 13.0406, Level 6)

Offered by the Department of Interdisciplinary and Professional Studies within the College of Arts, Sciences, and Engineering, the Graduate Certificate in Higher Education Administration is designed to promote professional development and leadership among current and aspiring professionals in the higher education sector. The program provides a comprehensive introduction to the structure, governance, and operational practices of colleges, universities, and higher education systems. Students examine topics such as higher education finance, policy and planning, curriculum development, student affairs, institutional research, faculty and labor relations, and legal and ethical issues. The program also explores current challenges in evaluation, accountability, and strategic marketing in postsecondary institutions. Ideal for working professionals seeking advancement, individuals considering a career transition, or those pursuing entry-level roles in higher education, this certificate equips students with the knowledge and skills necessary to function effectively in administrative and leadership roles across a variety of higher education settings.

Graduate Certificate in Teaching College English (CIP 23.0101, Level 6)

Offered by the Department of English within the College of Arts, Sciences, and Engineering, the Graduate Certificate in Teaching College English will offer a broad exploration of the English language, its history, structure, and use in various cultural and communicative contexts. The program provides a strong foundation in language analysis, critical thinking, and effective communication, while also emphasizing the literature, traditions, and cultural expressions of English-speaking societies. Primarily designed for individuals seeking to teach English within community college settings, the program supports careers in education, writing, editing, and other communication-driven fields. The proposed delivery format is 100% online. This certificate requires 12 credit hours.

Graduate Certificate in History Pedagogy (CIP 54.0101, Level 6)

Offered by the Department of History within the College of Arts, Sciences, and Engineering, the Graduate Certificate in History Pedagogy will provide students with a comprehensive foundation in the study and interpretation of the past. The program focuses on gathering, recording, synthesizing, and critically analyzing historical evidence and theories. Students explore historiography, historical research methods, and thematic studies across various time periods, issues, and cultures. The curriculum includes practical applications of historical study in fields such as historic preservation, public policy, and records administration. Designed for educators, public historians, and professionals in cultural institutions, the program enhances both content knowledge and pedagogical skills. Students will develop tools to teach, interpret, and apply history effectively in academic and public settings. The proposed delivery format is 100% online. This certificate requires 12 credit hours.

TWO-YEAR INSTITUTIONS

WALLACE STATE COMMUNITY COLLEGE – HANCEVILLE (WSH)

Short-Term Certificate in Early Childhood Education II (CIP 19.0708, Level 1b)

The Short-Term Certificate in Early Childhood Education II provides specialized training for individuals seeking entry-level positions in the early childhood education field, including positions within programs like First Class Pre-K and Head Start. The curriculum builds on the existing STC in Early Childhood Education I, and courses cover essential topics including an Introduction to Early Care and Education of Children, methods for fostering Children's Literature and Language Development, and Principles of Administration of Child Development Programs. The proposed delivery format is 100% online. This certificate requires 9 credit hours.

Short-Term Certificate in Preschool/Family Child Care II (CIP 19.0708, Level 1b)

The Short-Term Certificate in Preschool/Family Child Care II provides essential training for individuals seeking entry-level positions in family-based or community-based childcare settings. The curriculum builds upon the existing STC in Preschool/Family Childcare I and is designed to equip students with the foundational knowledge and practical skills required to work effectively with young children in diverse settings. Emphasis is placed on preparing students for supportive roles such as childcare workers and teacher assistants. The proposed delivery format is 100% online. This certificate requires 9 credit hours.

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, June 13, 2025

INFORMATION ITEM: D-2   <u>Changes to the Academic Program Inventory</u>

<u>Staff Presenter:</u>   Ms. Lakerri Gill
                                 Credential Registry Specialist

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

<u>Background:</u>   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.

<u>Supporting Documentation:</u>   1. Summary of Changes to Existing Degree Programs,
                                     attached.

                                 2. Summary of Changes to Existing For-Credit Non-Degree
                                     Certificate Programs, attached.

                                 3. Academic Program Inventory. Available on the
                                     Commission's Website: www.ache.edu.

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

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

Attachment 1

Summary of Changes to Existing Degree Programs

A. Changes in Award Nomenclature, Program Title, or CIP Code

The following changes in award nomenclature, program title, or CIP code represent no changes in program requirements, content, and objectives and are recommended as information items. The existing record in the Academic Program Inventory appears on top with strikethrough text, with the updated record on the bottom.

Institution	Nomenclature	Program Title	CIP
Auburn University	PhD	~~Rehabilitation and Special Education~~ Special Education	13.1099
Auburn University	BS	~~Geospatial and Environmental Informatics~~ Geospatial Information Science	45.0702
Jacksonville State University	MS	~~Sport Management~~ Sports Industry	31.0504
Troy University	BSBA	~~Global Business~~ Business Administration	52.0201
University of Alabama	~~BSHES~~ BS	Food & Nutrition	19.0504
University of Alabama	PhD	~~Human Nutrition~~ Nutrition Sciences	~~19.0504~~ 30.1901
University of Alabama in Huntsville	BSBA	Analytics	~~52.1301~~ 30.7102
University of Alabama in Huntsville	MS	~~Management Science—Business Analytics~~ Business Analytics	~~52.1301~~ 30.7102
University of North Alabama	BA/BS	Geography	~~45.0701~~ 30.4401
University of South Alabama	~~BSIS~~ BSCIS	~~Information Systems~~ Computer Information Systems	11.0401
University of South Alabama	MS	~~Information Systems~~ Computer Information Systems	11.0401

University of South Alabama	~~BS~~ BSBA	~~Business and Commerce, General~~ General Business	52.0101
University of South Alabama	~~BS~~ BSBA	~~Business Management & Admin~~ Management	52.0201
University of South Alabama	~~BS~~ BSBA	Accounting	52.0301
University of South Alabama	~~BS~~ BSBA	Economics and Finance	52.0801
University of South Alabama	~~BS~~ BSBA	Marketing	52.1401
University of South Alabama	BS	~~Geography~~ Geography and GIS	45.0701
University of West Alabama	MS	~~Family Counseling~~ Applied Psychology	42.2813

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.

- **Alabama A & M University**, PhD in Reading (CIP 13.1315) – Deletion Requested

- **University of Alabama in Huntsville**, MA in Public Affairs and Policy (CIP 44.0401) – Inactivation Requested, to be deleted in 2030

- **University of Montevallo**, BS in Education of the Deaf and Hard of Hearing (CIP 51.0202) – Deletion Requested, coursework to be offered as Minor in Deaf Studies

- **University of Montevallo**, BS in Data Analytics (CIP 52.1301) – Deletion Requested, to be replaced by BBA in Data Analytics

- **Chattahoochee Valley Community College**, AAS in Business/Entrepreneurship (CIP 52.0201) – Deletion Requested

Attachment 2

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

A. Changes in CIP Code or Program Level

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

Institution	Program Level	Program Title	CIP
University of Alabama	~~Post-Master~~ Post-Baccalaureate	Graduate Certificate in Women's Studies	50.0207
University of Alabama	~~Post-Master~~ Post-Baccalaureate	Graduate Certificate in College Teaching	13.0406
University of Alabama	~~Post-Master~~ Post-Baccalaureate	Graduate Certificate in Instructional Technology	13.0501
University of Alabama	~~Post-Master~~ Post-Baccalaureate	Graduate Certificate in Qualitative Research	13.0603
University of Alabama	~~Post-Master~~ Post-Baccalaureate	Graduate Certificate in Quantitative Research	13.0603
University of Alabama	~~Post-Master~~ Post-Baccalaureate	Graduate Certificate in Archival Studies	25.0101
University of Alabama at Birmingham	~~Post-Master~~ Post-Baccalaureate	Foundations of Business Administration	52.0201
University of Alabama in Huntsville	STC	~~Data Science~~ Artificial Intelligence and Data Science	30.7001
University of Alabama in Huntsville	Post-Baccalaureate	~~Data Science~~ Artificial Intelligence and Data Science	30.7001

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.

- **University of Alabama at Birmingham,** Certificate in Practitioner Teaching (CIP 30.9999, Level 1b) – Inactivation Requested, to be deleted in 2030

- **University of Alabama at Birmingham**, Certificate in Scholar Teaching (CIP 30.9999, Level 1b) – Inactivation Requested, to be deleted in 2030

- **University of North Alabama**, Certificate in Public History (CIP 54.0105, Level 1b) – Deletion Requested

- **University of South Alabama,** Post-Baccalaureate Certificate in Radiation Therapy (CIP 51.0907, Level 6) – Deletion Requested

- **University of South Alabama,** Post-Baccalaureate Certificate in Ultrasound (CIP 51.0910, Level 6) – Deletion Requested

- **University of South Alabama**, Post-Baccalaureate Certificate in Computed Tomography (CIP 51.0911, Level 6) – Deletion Requested

- **University of South Alabama**, Post-Baccalaureate Certificate in Interventional Radiology (CIP 51.0911, Level 6) – Deletion Requested

- **University of South Alabama,** Post-Baccalaureate Certificate in Radiology Administration (CIP 51.0911, Level 6) – Deletion Requested

- **University of South Alabama,** Post-Baccalaureate Certificate in Mammography (CIP 51.0919, Level 6) – Deletion Requested

- **University of South Alabama,** Post-Baccalaureate Certificate in Magnetic Resonance Imaging (CIP 51.0920, Level 6) – Deletion Requested

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, June 13, 2025

INFORMATION ITEM: D-3   Curricular Modifications for Existing Degree Programs

Staff Presenter: Ms. Lakerri Gill
                               Credential Registry Specialist

Staff Recommendation: For information only.

Background: Alabama Administrative Code §300-2-1-.06 ("Reasonable
                               Extensions and Alterations of Existing Programs of Instruction")
                               provides that an institution may make certain substantive
                               modifications to its program offerings so long as the Commission
                               is notified before the change is implemented. The following
                               curricular changes for degree programs are considered
                               substantive – requiring notification:

                               1. Addition of Program Options: An institution may request to
                                   add an option to an existing degree program when the option
                                   constitutes less than 50% of the total program coursework
                                   and shares a common program core with the other options
                                   of the same degree program.

                               2. Substantive Changes to Degree Requirements:
                                   Modifications to program coursework or other degree
                                   requirements that affect between 25% and 49% of the
                                   curriculum are considered substantive – requiring notification
                                   and may be implemented after being presented to the
                                   Commission as information items. Modifications that affect
                                   less than 25% of the curriculum are considered non-
                                   substantive and do not require notification. Proposed
                                   modifications that will affect 50% or more of the curriculum
                                   must be approved by the Commission, unless changes are
                                   required for specialized accreditation or professional
                                   licensing entities. Institutions are responsible for determining
                                   the percentage of the program to be modified.

                               3. Addition of a Long Certificate to an Existing Associate
                                   Pathway: An institution may add a long certificate (CER) with
                                   prior notification (rather than program approval) only if all of
                                   the coursework for the CER also meets requirements for an
                                   existing associate degree at the same CIP, and if no new
                                   resources are required to implement the CER.

                               In reviewing the documentation submitted by institutions, ACHE
                               staff has determined that the curricular changes summarized in
                               the attachments do not require Commission approval and can be
                               processed as information items.

Supporting Documentation: 1. Addition of Options to Existing Programs of Instruction, see
                                   attached.

                               2. Summary of Other Curricular Modifications, see attached.

                                   a. Substantive Changes to Degree Requirements

                                   b. Additions of Long Certificates to Associate Pathways

3. "Reasonable Extensions and Alterations of Existing Programs of Instruction," Ala. Admin. Code (Commission on Higher Education), r. 300-2-1-.06. Available upon request.

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

Attachment 1

Addition of Options to Existing Programs of Instruction

Options can be variously referred to as concentrations, tracks, specializations, or emphases. Consistent with Commission policy and operational definitions, options will not be identified separately in the Commission's Academic Program Inventory, and an institution may not identify an option as a standalone degree program. Typically, options are offered at the baccalaureate level and above.

Auburn University

1. Addition of a BSN to DNP Option within the existing DNP in Nursing (CIP 51.3818)

Auburn University at Montgomery

1. Addition of an Option in Artificial Intelligence to the existing BSBA in Information Systems (CIP 11.0103)

2. Addition of an Option in Artificial Intelligence to the existing MS in Management Information Systems (CIP 11.0103)

3. Addition of the following Concentrations within the existing BS in Computer Science (CIP 11.0701)
    a. Information Technology and Cybersecurity
    b. Animation, Interactive Simulation, and Video Game Development
    c. Artificial Intelligence, Machine Learning, and Robotics

4. Addition of the following Concentrations within the existing MS in Computer Science (CIP 11.0701)
    a. Artificial Intelligence, Machine Learning, and Robotics
    b. Animation, Interactive Simulation, and Video Game Development

5. Addition of an Option in Healthcare Administration to the existing BIS in Interdisciplinary Studies (CIP 30.0000)

6. Addition of an Option in Artificial Intelligence to the existing BSBA in General Business (CIP 52.0101)

7. Addition of an Option in Artificial Intelligence to the existing MBA in Business Administration (CIP 52.1399)

Jacksonville State University

1. Addition of a Concentration in Sports Media and Analytics within the existing BA in Communication (CIP 09.0100)

2. Addition of the following Concentrations within the existing MS in Sport Industry (CIP 31.0504):
    a. Sport Management
    b. Sport Communication

3. Addition of the following Concentrations within the existing MS in Criminal Justice (CIP 43.0104):
    a. Forensic Investigation
    b. Geographic Information Science and Technology

4. Addition of the following Concentrations within the existing MS in Geographic Information Science and Technology (CIP 45.0702):

    a. Public Administration

    b. Criminal Justice

5. Addition of a Concentration in Music Industry within the existing BA in Music (CIP 50.0901)

6. Addition of a Concentration in Banking and Financial Services within the BS in Finance (CIP 52.0801)

Troy University

1. Addition of a Concentration in Applied Physiology within the existing MS in Kinesiology (CIP 26.0908)

2. Addition of a Concentration in Mathematical Physics within the existing MS in Mathematical Sciences (CIP 27.0301)

3. Addition of an Option in Licensed Practical Nurse to Registered Nurse (LPN to RN) within the existing ASN in Nursing (CIP 51.3801)

4. Addition of a Concentration in Supply Chain Management within the existing BSBA in Global Business (CIP 52.0201)

5. Addition of the following Concentrations in the existing MBA in Business Admin (CIP 52.0201):

    a. Artificial Intelligence

    b. Business Exchange

    c. Cybersecurity Management

    d. General Business

    e. Health Services Management

    f. International Relations

    g. Management

    h. Public Administration

    i. Sport Management

    j. Strategic Communication

6. Addition of the following Concentrations within the existing MSM in Management (CIP 52.0201):

    a. Artificial Intelligence

    b. Business Exchange

    c. Cybersecurity Management

    d. General Business

    e. Health Services Management

    f. International Relations

    g. Management

    h. Public Administration

    i. Sport Management

    j. Strategic Communication

7. Addition of the following Concentrations within the existing MS in HR Management (CIP 52.1001):

    a. Business Exchange

    b. Cybersecurity Management

    c. General Business

    d. Health Services Management

    e. International Relations

    f. Management

    g. Public Administration

    h. Sport Management

    i. Strategic Communication

University of Alabama

1. Addition of a Concentration in Elementary Mathematics Specialist within the existing EdS in Elementary Education (CIP 13.1202)

2. Addition of a Concentration in Russian within the existing BA in Foreign Languages and Literature (CIP 16.0101)

3. Addition of a Concentration in Data Science within the existing MS in Applied Statistics (CIP 27.0601)

4. Addition of a Concentration in Orchestral Conducting within the existing DMA in Music (CIP 50.0901)

University of Alabama in Huntsville

1. Addition of a Concentration in Criminology and Intelligence Studies within the existing BA in Sociology (CIP 45.1101)

2. Addition of a Concentration in Psychiatric Mental Health Nurse Practitioner within the existing MSN in Nursing (CIP 51.3801)

University of North Alabama

1. Addition of a Concentration in Communication Studies within the existing BA/BS in Mass Communication (CIP 09.0102)

2. Addition of a Concentration in Occupational and Environmental Health and Safety within the existing BS in Engineering Technology (CIP 15.0000)

3. Addition of the following Concentrations within the existing MBA in Business Administration (CIP 52.0201):

    a. Engineering Management

    b. Manufacturing Engineering

4. Addition of a Concentration in Public History within the existing MA in History (CIP 54.0101)

University of South Alabama

1. Addition of a Concentration in Applied AI within the existing BS in Information Systems (CIP 11.0401)

2. Addition of a Concentration in Nurse Anesthesia within the existing DNP in Nursing (CIP 51.3818)

Wallace State Community College – Hanceville

1. Addition of an Option in Barbering to the existing AAS in Salon and Spa Management (CIP 12.0412)

Attachment 2

Summary of Other Curricular Modifications

a. Substantive Changes to Degree Requirements

The following institutions have notified the Commission of substantive changes to curriculum that do not require Commission approval, such as those affecting between 25% and 49% of the curriculum for an existing degree program and changes required by licensing or accrediting entities. Institutions may begin advertising the program with the modified curriculum once notification has been received by ACHE staff, but they should not begin delivering the updated curriculum until the change has been presented as an Information Item.

Auburn University

1. BS in Wildlife Ecology and Management (CIP 03.0601): Curricular changes of approximately 27% of program coursework, including reduction in overall credit hours from 124 to 120

2. EdS in Education (CIP 13.0101), Concentrations in Spanish and French: Curricular changes over 50% to align with Alabama State Department of Education (ALSDE) expectations for advanced degrees, ensuring a clear distinction between the MEd and EdS programs

3. BS in Early Childhood/Elementary Special Education (CIP 13.1099): Curricular changes of between 25-49% needed to align with updated Educator Preparation Program requirements, including Numeracy Act provisions

4. BS in Collaborative Teacher Special Education (CIP 13.1099): Curricular changes of between 25-49% needed to align with updated Educator Preparation Program requirements, including Numeracy Act provisions

5. MEd in Collaborative Teacher Special Education, Class A and Alternative A (CIP 13.1099): Curricular changes of between 25-49% needed to align with updated Educator Preparation Program requirements, including Numeracy Act provisions

6. MEd in Early Childhood/Elementary Special Education, Class A and Alternative A (CIP 13.1099): Curricular changes of between 25-49% needed to align with updated Educator Preparation Program requirements, including Numeracy Act provisions

7. BS in Elementary Education (CIP 13.1202): Curricular changes of between 25-49% needed to align with updated Educator Preparation Program requirements, including Numeracy Act provisions

8. MEd in Secondary Education (CIP 13.1205), Concentrations in Spanish and French: Curricular changes of over 50% to align with updated Educator Preparation Program requirements

9. BS in Early Childhood Education (CIP 13.1210): Curricular changes of between 25-49% needed to align with updated Educator Preparation Program requirements, including Numeracy Act provisions

10. MEM in Engineering Management (CIP 15.1501): Addition of three new courses affecting 30% of curriculum

11. MS in Nutrition (CIP 30.1901): Increase total credits from 30 to 33 and change of 9 credit hours (30%) made for dietetic internship

12. MS in Speech, Language, and Hearing Sciences (CIP 51.0204): Curricular changes of approximately 34% of program coursework needed to align with accreditation guidelines and better prepare students for clinical experiences

13. MSN in Nursing (CIP 51.3801): Curricular changes needed to accommodate new BSN to DNP pathway, including an increase in total credit hours from 43 to 50 and in clinical hours from 750 to 840

14. DNP in Nursing (CIP 51.3818): Curricular changes needed to accommodate new BSN to DNP pathway, including two new courses and an increase in total credit hours from 40 to 41

Troy University

1. MS in Counseling (CIP 42.2803): Inactivation of Concentration in Substance Abuse Counseling consisting of 48 credit hours of graduate coursework

University of Alabama in Huntsville

1. MS in Applied Behavior Analysis (CIP 42.2814): Curricular changes of approximately 33% of program coursework needed to align with accreditation guidelines and better prepare students for clinical experiences, including an increase in program length from 33 to 36 credit hours

b. Additions of Long Certificates to Associate Pathways

This type of curricular modification typically applies to two-year institutions only. The following college(s) have notified the Commission that they intend to add a long certificate (CER) to their program inventory at IPEDS Level 2 and that a new program proposal is not required since the CER is considered a component of an existing associate degree.

NONE

ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, June 13, 2025

INFORMATION ITEM: D-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

Athens State University
1. Reorganization of minor instructional units within the College of Arts and Sciences resulting in the replacement of the current departments with the following units:
   a. Division of Arts and Humanities
   b. Division of Behavioral Sciences
   c. Division of Health and Life Sciences
   d. Division of Mathematics/ Computer/ Applied Sciences
2. Reorganization of minor instructional units within the College of Business resulting in the replacement of the current departments with the following units:
   a. Division of Accounting
   b. Division of Management
   c. Division of Core
3. Reorganization of minor instructional units within the College of Education resulting in the replacement of the current departments with the following units:
   a. Division of Elementary, Early Childhood, and Inclusive Studies
   b. Division of Professional and Secondary Education

B. Changes to Minor Units of Instruction

- **Auburn University at Montgomery**, Reorganization of the Department of Criminal Justice and the Department of Sociology, Anthropology, and Social Work to form the following departments:
  a. Department of Criminal Justice and Sociology
  b. Department of Social Work and Anthropology

- **University of Alabama**, Change in the name of the Department of Human Nutrition, Hospitality and Sport Management to the Department of Nutrition and Dietetics

- **University of Alabama**, Establishment of the Department of Hospitality and Sport Management as a new department within the College of Human Environmental Sciences

- **University of South Alabama**, Closure of the Department of Hospitality and Tourism in the College of Education and Professional Studies

C. **Changes to Non-Instructional Academic Units**

- **Jacksonville State University**, Establishment of the Center for Best Practices in Rural Behavioral Health as a new unit of research and public service within the College of Social and Behavioral Sciences

- **University of Alabama at Birmingham**, Change in the name of the Center for Women's Reproductive Health to the Center for Research in Women's Health

- **University of Alabama at Birmingham**, Reinstatement of the Center for Cyber Security as a unit of research and public service

INFORMATION ITEM: D-5	<u>Implementation of Distance Education Programs</u>

<u>Staff Presenter:</u>   Ms. Lakerri Gill
Credential Registry Specialist

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

<u>Background:</u>   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 up to 100% of program coursework through distance education for the following programs:

Auburn University

EdS in Education (CIP 13.0101)
- Concentration in Special Education Collaborative Teacher
- Concentration in Spanish Education
- Concentration in French Education

MEd/MS in Special Education, (13.1099)
- Concentration in Collaborative Teacher
- Concentration in Early Childhood/Elementary

MEd in Secondary Education (CIP 13.1205)
- Concentration in Spanish Education
- Concentration in French Education

Post-Bacc Certificate in Community Music (CIP 13.1206)

MS in Nutrition (CIP 30.1901)

MPA in Public Administration (CIP 44.0401)

MSN in Nursing (CIP 51.3801)

DNP in Nursing (CIP 51.3818)

Post-Bacc Certificate in Business Analytics and AI (CIP 52.1301)

Auburn University at Montgomery
BSW in Social Work (CIP 44.0701)

Alabama State University
MSW in Social Work (CIP 44.0701)

University of South Alabama
BS in Marketing (CIP 52.1401)
BA in Art History (CIP 50.0701)

<u>Supporting Documentation:</u>   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.

DECISION ITEM: E   <u>Preliminary Approval of Administrative Procedures for the New Chapter 300-4-15: Alabama Law Enforcement Officers' Family Scholarship</u>

<u>Staff Presenter</u>:   Mrs. Takena V. Jones
Grants and Scholarships Associate

<u>Staff Recommendation</u>:   That the Commission preliminarily approve the proposed administrative procedures for the new Chapter 300-4-15: Alabama Law Enforcement Officers' Family Scholarship.

<u>Background</u>:   (Under Separate Cover)

<u>Supporting Documentation</u>:   1. Proposed Administrative Procedures for the Alabama Law Enforcement Officers' Family Scholarship will be distributed under separate cover.