Alabama Commission on Higher Education

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New Program Proposal

The following must be submitted to complete a new program request:

Submission Checklist:

☒ New Program Proposal

☒ Business Plan (https://www.ache.edu/index.php/forms/)

☒ Undergraduate or Graduate Curriculum Plan (https://www.ache.edu/index.php/forms/)

Primary Contact Information

Institution: Marion Military Institute

Contact: David P. Ivey

Title: Chief Academic Officer

Email: divey@marionmilitary.edu

Telephone: (334)302-1013

Program Information

Date of Proposal Submission: 9/12/2025

Award Level: Associate's Degree

Award Nomenclature (e.g., BS, MBA): AAS

Field of Study/Program Title: Criminal Justice

CIP Code (6-digit):   43.0107

Administration of the Program

Name of Dean: David P. Ivey

Name of College/School: Marion Military Institute

Name of Chairperson: Chief Darrell Martin

Name of Department/Division: Workforce Development

Implementation Information

Proposed Program Implementation Date: 8/12/2026

Anticipated Date of Approval from Institutional Governing Board: 3/13/2026

Anticipated Date of ACHE Meeting to Vote on Proposal: 3/13/2026

SACSCOC Sub Change Requirement (Notification, Approval, or NA): NA

Other Considerations for Timing and Approval (e.g., upcoming SACSCOC review):

New Program Proposal

I. Program Description

A. Concise Program Summary (one paragraph) to be included in ACHE Agenda:

Marion Military Institute (MMI) proposes an Associate in Applied Science (AAS) degree in Criminal Justice to prepare cadets for careers in law enforcement, corrections, and judicial administration. The program will combine academic coursework in criminal law, criminology, and procedural justice with practical training in investigation and ethical policing, providing a foundation for direct entry into public safety organizations or for transfer to a four-year institution to pursue a bachelor's degree in a related field. Graduates will be equipped with the knowledge and analytical skills necessary to serve as effective, ethical professionals in municipal, state, or federal criminal justice agencies.

B. Specific Rationale (Strengths) for the Program

List three (3) to five (5) strengths of the proposed program as specific rationale for recommending approval of this proposal.

1. Workforce Demand and Public Safety: The program addresses a critical and consistent demand for educated and trained law enforcement and public safety personnel throughout the state and region. Graduates will fill roles in policing, courts, and correctional facilities.
2. Emphasis on Core Values: MMI places a strong emphasis on character development, integrity, and personal responsibility. These values align perfectly with the ethical standards required of law enforcement officers, preparing students to handle complex situations with good judgment and professionalism.
3. Integrated Military and Academic Training: Cadets receive a comprehensive education that combines the core principles of criminal justice with the structured, disciplined environment of a military college. This dual focus helps develop skills like leadership, teamwork, and critical thinking, which are highly valued in law enforcement.
4. Community Partnerships: The program will foster strong partnerships with local and regional police departments, sheriff's offices, and correctional facilities for practical experience, internships providing cadets with firsthand experience and connections at the local, state, and national level.
5. Transferable Skills: The training received at MMI, such as physical stamina, problem-solving, and de-escalation techniques, are directly transferable to a law enforcement career. The regimented environment helps students develop the resilience and focus needed to work effectively in high-stress situations.

C. External Support (Recommended)

List external entities (more may be added) that may have supplied letters of support attesting to the program's strengths and attach letters with the proposal at the end of this document.

1. Montgomery PD
2. Shelby County Sherriff's Dept
3. ALEA

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D. Student Learning Outcomes

List four (4) to seven (7) of the student learning outcomes of the program.

1. Students will interpret and apply core concepts of substantive and procedural criminal law, including constitutional mandates, to perform law enforcement duties legally and effectively.
2. Students will analyze the interconnected components of the criminal justice system (police, courts, corrections) and evaluate criminal behavior using relevant criminological theories.
3. Students will apply theoretical and practical knowledge, including incident management principles and investigative skills, to manage and resolve real-world public safety scenarios.
4. Students will demonstrate the ethical, social, and legal responsibilities inherent to the criminal justice profession, adhering to industry standards and preparing them for the demands of public service.
5. Students will demonstrate effective written communication, including professional documentation and report writing, and utilize appropriate interpersonal communication skills for public and professional interactions.

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E. Similar Programs at Other Alabama Public Institutions

List programs at other Alabama public institutions of the same degree level and the same (or similar) CIP codes. If no similar programs exist within Alabama, list similar programs offered within the 16 SREB states. If the proposed program duplicates, closely resembles, or is similar to any other offerings in the state, provide justification for any potential duplication.

CIP Code	Degree Title	Institution with Similar Program	Justification for Duplication
43.0107	AAS in Criminal Justice	Chattahoochee Valley Community College	Regional demand and a different service area focus, potentially serving the military-oriented cadet population. Addressing high workforce demand and focusing on MMI's unique leadership development.
43.0107	AAS in Criminal Justice/Law Enforcement	Jefferson State Community College	Regional demand and a different service area focus, potentially serving the military-oriented cadet population. Addressing high workforce demand and focusing on MMI's unique leadership development.

F. Relationship to Existing Programs within the Institution

Nearly all new programs have some relationship to existing offerings through shared courses, faculty, facilities, etc. Is the proposed program associated with any existing offerings within the institution, including options within current degree programs?   **Yes ☒ No ☐**

If **yes**, please describe these relationships including whether or not the program will replace or compete with existing offerings: (**Note:** If this is a graduate program, list any existing undergraduate programs which are directly or indirectly related. If this is a doctoral program, also list related master's programs.)

AA and AS	General Studies	Will share general education coursework (English, Math, Science, Humanities, etc.).
Leadership/Military Coursework	MMI Mission	Will integrate leadership and command structure training as part of the Criminal Justice curriculum, leveraging MMI's core mission.

If **not**, please describe how the institution plans to support a program unrelated to existing offerings.

G. Collaboration

Have any collaborations **within your institution** (i.e., research centers, across academic divisions, etc.) been explored?   **Yes ☒ No ☐**

If **yes**, provide a brief explanation of the proposed collaboration plan(s) for the program:

The collaborations within the institution will be explored through the use of our current faculty members to teach general education courses. Additionally, the Military Science/Leadership department will collaborate to integrate core competencies of command, discipline, and team management into the specialized CRJ courses.

Have collaborations with **other institutions or external entities** (i.e., local business, industries, etc.) been explored?　　Yes ☒　No ☐

If *yes*, provide a brief explanation of the proposed collaboration plan(s) for the program:

Yes, collaborations have been made with some State and local Law Enforcement agencies such as Shelby County Sherriff's Department, Montgomery PD, ALEA, and APOSTC for practical training facilities, field trainings, and potential articulation agreements for advanced certifications.

H. Programmatic Accreditation

Select the appropriate program accreditor from the drop-down menu below:

Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)

Provide a detailed timeline for gaining accreditation (i.e., when will full candidacy be reached?):

Anticipating June 2026

I. Professional Licensure

Will the program be considered a Professional Licensure Program based on the following definition:　Yes ☒　No ☐

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.

If *yes*, please explain:

Yes, professional licensure and certification are required for employment in law enforcement. Graduates will be prepared for and encouraged to obtain certifications such as APOST Certification, which are essential entry-level professional credentials.

Select the appropriate licensure body from the table below:

Other

Select the appropriate license from the table below:

Police and Sheriff's Patrol Officers

J. Professional Certification

Will students earn industry certifications while completing the degree or be prepared for industry certifications upon graduation?   **Yes** ☐ **No** ☒

If *yes*, please explain:

K. Admissions

Provide any additional admissions requirements beyond the institution's standard admissions process/policies for this degree level. Include prerequisites, prior degrees earned, etc.

- Criminal Background Check: Law Enforcement students will be required to meet the minimum professional requirements such as criminal background checks; drug, health, physical, psychological screenings; credit checks; and codes of professional and ethical conduct due to the nature of the work and requirements for certification.
- Physical Fitness Assessment: Students will need to meet basic physical fitness standards necessary to participate in hands-on law enforcement and emergency practical training.
- Age Requirement: Must be 18 years of age prior to beginning specific certification training components.

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L. Mode of Delivery

Provide the planned delivery format(s) of the program as defined in policy (i.e., in-person, online, hybrid). Please also note whether any program requirements can be completed through competency-based assessment.

The planned delivery of the program will be hybrid and in-person. General education and some core theory courses will be held at Marion Military Institute. Practical skills training, such as defensive tactics and report writing, will be held on campus or at a designated training facility. Internship/field experience components will require in-person and off-campus attendance.

Can students complete the entire degree program through distance education (100% online) based on the following definition?   **Yes** ☐ **No** ☒ (The practical, hands-on, and clinical components require in-person attendance.)

Distance Education: An academic program for which required instructional activities can be completed entirely through distance education modalities. A distance education program may have in-person requirements that are non-instructional (e.g., orientation, practicum).

M. Instructional Site(s)

Provide the planned location(s) where the program will be delivered (i.e., main campus, satellite campus, off-campus site.) If the program will be offered at an off-campus site, provide the existing site name or submit an *Off-Campus Site Request* if new.

Main Campus (Marion Military Institute) for academic coursework.

Local Law Enforcement/Correctional Facilities (Off-Campus Instructional Site for internships, ride-along, and practical scenario training). Specific site to be determined via collaboration agreement.

Will more than 50% of this program be offered at an off-campus site(s)   **Yes** ☐ **No** ☒

   If **yes**, which sites?

N. Industry Need

Using the federal **Standard Occupational Code (SOC) System**, indicate the top three occupational codes related to post-graduation employment from the program. A full list of SOCs can be found at https://www.onetcodeconnector.org/find/family/title#17.

SOC 1 (required): 33-3051 Police Officers

SOC 2 (optional): 33-3012 Criminal Investigators and Special Agents

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SOC 3 (optional): 33-3012 Correctional Officers and Jailers

Briefly describe how the program fulfills a specific industry or employment need for the State of Alabama. As appropriate, discuss alignment with Alabama's Statewide or Regional Lists of In-Demand Occupations (https://www.ache.edu/index.php/policy-guidance/) or with emerging industries as identified by Innovate Alabama or the Economic Development Partnership of Alabama (EDPA).

The AAS degree provides a targeted solution to the ongoing challenges in police recruitment and retention across Alabama:

Immediate Workforce Entry: The AAS degree is focused on occupational skills, making graduates job-ready for entry-level roles in municipal and county law enforcement, corrections, and public safety communications. This fast-tracks new hires to help agencies that are consistently operating below their authorized staffing levels, a national trend confirmed by law enforcement surveys.

Meeting Agency Preferences: While many departments have lowered standards due to the crisis, many still prefer or require a post-secondary degree, or a degree provides a strong competitive edge. The AAS meets this educational requirement in the most direct and accessible way for individuals seeking immediate employment.

Targeted Outreach and Partnerships: The program creates a formal pathway for educational partnerships with local police and sheriff's departments. This aligns with recommended solutions to the recruitment crisis, such as expanding outreach and offering cadet programs or internships integrated into the curriculum.

Alignment with InnovateAlabama and EDPA Priorities
While InnovateAlabama and EDPA focus on innovation, technology, and advanced manufacturing, the Criminal Justice AAS supports their broader workforce and economic development objectives:

Foundational Public Safety: Both organizations understand that a safe and secure community is a non-negotiable prerequisite for economic development and for attracting high-wage industry. By stabilizing the law enforcement workforce, the AAS degree directly supports the environment required for all other economic growth initiatives. Public safety is explicitly recognized as a strategic priority in various Alabama development plans.

Regional and Rural Impact: InnovateAlabama prioritizes initiatives that have a regional or rural impact. Law enforcement agencies in smaller, rural, and mid-sized communities often face the most acute staffing shortages. A local community college AAS program can serve as a critical

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regional talent pipeline, training students who are more likely to stay and serve in their home communities.

Developing a Skilled Talent Pipeline: The overall goal of Alabama's workforce transformation, as championed by the state, is to develop, retain, and attract skilled talent. The AAS degree achieves this by providing specialized life upskilling and workforce training in a high-demand public service field, ensuring the state's "human capital drives continued economic growth."

O. Additional Education/Training

Please explain whether further education/training is required for graduates of the proposed program to gain entry-level employment in the SOC occupations selected above.

Yes, the AAS in Criminal Justice is designed to prepare students for entry-level employment. However, to work as a certified Police Officer or Sheriff's Patrol Officer, graduates must successfully complete an accredited police academy and obtain APOSTC certification. The degree provides the necessary educational foundation for this process. To advance in the career (e.g., to Lieutenant, Investigator, or Chief), additional years of experience and further specialized training or a bachelor's degree will be required.

However, to work as a certified Police Officer or Sheriff's Patrol Officer in Alabama, graduates must still attend a certified police academy and obtain Alabama Peace Officers' Standards and Training Commission (APOSTC) certification.

Marion Military Institute's Role: While the AAS degree itself does not confer APOSTC certification, the program is specifically designed to meet or exceed the educational prerequisites required by APOSTC for academy admission. Furthermore, MMI plans to apply to become an APOSTC-certified training academy. If approved, this would allow graduates to complete both their Associate degree and the mandated academy training at MMI, making them immediately eligible for employment as certified officers upon graduation. To advance in their careers (e.g., to Lieutenant, Investigator, or Chief), additional years of experience and further specialized training or a bachelor's degree will be required.

P. Student Demand

Please explain how you projected the student enrollment numbers in the **Business Plan, Lines 24-27** and provide evidence to substantiate student demand (i.e., surveys, enrollments in related courses, etc.).

Student enrollment is projected based on market analysis showing consistent regional and statewide demand for law enforcement and criminal justice professionals and internal surveys indicating cadet interest in public service and paramilitary careers. The program offers a valuable alternative career pathway for cadets interested in military or public service. The high demand for

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certified professionals in all regions of Alabama ensures a stable employment outlook, which will attract students seeking immediate career entry.

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II. Program Resources and Expenses

A. All Proposed Program Personnel

Provide all personnel counts for the proposed program.

Employment Status of Program Personnel		Personnel Information		
		Count from Proposed Program Department	Count from Other Departments	Subtotal of Personnel
Current	Full-Time Faculty	0	7	6
	Part-Time Faculty	0	6	6
	Administration	2	0	2
	Support Staff	1	0	1
**New To Be Hired	Full-Time Faculty	0	0	0
	Part-Time Faculty	0	0	0
	Administration	0	0	0
	Support Staff	0	0	0
	Personnel Total			

Provide justification that the institution has proposed a sufficient number of faculty (full-time and part-time) for the proposed program to ensure curriculum and program quality, integrity, and review:

Justification: The proposed staffing includes one open position as a FT Criminal Justice Instructor that has not been filled, but will be filled beginning in Fall 26.This will allow coverage of the core program requirements to be offered in criminal justice with assistance of our current adjunct instructor.

Note: Include ***any new funds*** designated for compensation costs (faculty, administration, and/or support staff to be hired) in the **Business Plan, Line 7 - Personnel Salaries and Benefits**. Current personnel salary/benefits ***should not be included*** in the Business Plan.

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B. Proposed Faculty Roster*

Complete the following **Faculty Roster** to provide a brief summary and qualifications of current faculty and potential new hires specific to the program.

***Note**: Institutions must maintain and have current as well as additional faculty curriculum vitae available upon ACHE request for as long as the program is active, but CVs are **not** to be submitted with this proposal.

Current Faculty			
1	2	3	4
CURRENT FACULTY NAME (FT, PT)	COURSES TAUGHT including Term, Course Number, Course Title, & Credit Hours (D, UN, UT, G, DU)	ACADEMIC DEGREES and COURSEWORK Relevant to Courses Taught, including Institution and Major; List Specific Graduate Coursework, if needed	OTHER QUALIFICATIONS and COMMENTS Related to Courses Taught and Modality(ies) (IP, OL, HY, OCIS)
Ashley Plummer(FT)	Orientation 101 – 1hour	MED in Library Media(University of West Alabama)/MED Elementary Education(University of Montevallo(63 hours total of Grad level Coursework)	
Shenita Evans(FT)	MTH100(Intermediate College Algebra), MSC110(Finite Math) In (3 hours each)	MAT in Mathematics(University of West Alabama) 24 Graduate hours in math	
LTC Darrell Martin(PT)	PED105(Personal Fitness) (1hour)	MA in Education-Human Performance from the University of Alabama. 32 Grad hours in Human Performance/Kinesthetics	
Brant Thomason(FT)	HIS201 (US History I)(3 hours)	MA in History from the University of Alabama. 50 Grad hours in History.	
Nichole Peacock(FT)	ENG101(English Comp 1) and ENG102(English Comp 2)(3 hours each)	MA in English from the University of Montevallo. 30 Graduate hours in English	
Dr. David Spewak(FT)	PHL106(Intro to Philosophy)(3 hours)	PHD from The University of California 64 Graduate hours in Philosophy	
Jillian Stone(PT)	PSY200(General Psychology(3 hours)	MS in Counseling from Troy University – 18 Grad hours in Counseling	
Eric Allison(PT)	CIS146(Computer Applications)(3 hours)	MS in SCIS from NOVA Southeastern University 18 Graduate hours in Computer Science	
Eva Painter(PT)	SPH107(Intro to Speech)(3 hours) To be offered beginning Fall 2026	MA in Communication Studies from the University of Alabama. 27 Grad hours in Communication	
Curt Meisenheimer(FT)	PHS111 and 112(Physical Science I &II)	MS in Applied Physics. Naval Post Graduate School. 36 Grad Hours in Physics.	
Bret Tecklenburg(PT)	Leadership100- Introduction to Public Safety Leadership	MS of Military Operational Art and Science 33 Graduate Hrs	MLA – LSU in Military History US Army 24 years Active Duty – Infantry Officer

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Current Faculty			
1	2	3	4
CURRENT FACULTY NAME (FT, PT)	**COURSES TAUGHT** including Term, Course Number, Course Title, & Credit Hours (D, UN, UT, G, DU)	**ACADEMIC DEGREES and COURSEWORK** Relevant to Courses Taught, including Institution and Major; List Specific Graduate Coursework, if needed	**OTHER QUALIFICATIONS and COMMENTS** Related to Courses Taught and Modality(ies) (IP, OL, HY, OCIS)
Carmon Fields(PT)	CRJ100 Intro to Criminal Justice CRJ110 Introduction to Law Enforcement CRJ130 Introduction to Law and Judicial Process CRJ146 Criminal Evidence CRJ147 Constitutional Law	JD in Law from Birmingham School of Law	
Open Position to be field in CRJ	CRJ100 Introduction to Criminal Justice CRJ110 Introduction to Law Enforcement CRJ130 Introduction to Law and Judicial Process CRJ150 Introduction to Corrections CRJ208 Introduction to Criminology CRJ216 Police Organization and Administration CRJ140 Criminal Law and Procedure CRJ146 Criminal Evidence CRJ147 Constitutional Law CRJ160 Introduction to Security CRJ178 Narcotics/Dangerous Drugs CRJ209 Juvenile Delinquency CRJ220 Criminal Investigation CRJ227 Homicide Investigation CRJ230 Criminalistics CRJ236 Advanced Criminalistics CRJ280 Internship in Criminal Justice	Minimum of a Masters and 18 Grad hours in CRJ or a JD	
Darrell Martin	Law Enforcement training courses(Extra-curricular currently)	APOSTC Certified, MS. EDD	
Tony Buford	Law Enforcement training courses(Extra-curricular currently)	APOSTC Certified	

Additional Faculty (To Be Hired)			
1	2	3	4
FACULTY POSITION (FT, PT)	**COURSES TO BE TAUGHT** including Term, Course Number, Course Title, & Credit Hours (D, UN, UT, G, DU)	**ACADEMIC DEGREES and COURSEWORK** Relevant to Courses Taught, including Institution and Major; List Specific Graduate Coursework, if needed	**OTHER QUALIFICATIONS and COMMENTS** Related to Courses Taught and Modality(ies) (IP, OL, HY, OCIS)

Abbreviations: (FT, PT): Full-Time, Part-Time; (D, UN, UT, G, DU): Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate, Dual: High School Dual Enrollment

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Course Modality: (IP, OL, HY, OCIS): In-Person, Online, Hybrid, Off-Campus Instructional Site

C. Equipment

Will any special equipment be needed specifically for this program?   Yes ☒ No ☐

If *yes*, list the special equipment and include all special equipment costs in the ***Business Plan, Line 8***:

Estimated expenses from line 8 in the Business plan are expected yearly based on need and projected increase in enrollment and total $49,450 over the 7-year projected business plan.

Special equipment includes:
training weapons(pistols) for virtual range
ammo
maintenance/upkeep of weapons

D. Facilities

Will new facilities or renovations to existing infrastructure be required specifically for the program?
Yes ☐ No ☒

If *yes*, describe the new facilities or renovations and include all *new* facilities and/or *renovation* costs in the ***Business Plan, Line 9***:

E. Assistantships/Fellowships

Will the institution offer any assistantships specifically for this program?   Yes ☐ No ☒

If *yes,* provide the number of assistantships to be offered and include all *new* costs for assistantships in the ***Business Plan, Line 10.***

Explain the function of the Assistantships (i.e., teaching, research, etc.)?:

F. Library

Will any **additional** library resources be purchased to support the program?   Yes ☐ No ☒

If *yes*, briefly describe new resources to be purchased and include the cost of new library resources in the ***Business Plan, Line 11***:

G. Accreditation Expenses

If programmatic accreditation was indicated above, please include all accreditation costs in the ***Business Plan, Line 12*** and itemize and explain below:

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H. Other Costs

Please include all other costs incurred with program implementation, such as marketing or recruitment, in the ***Business Plan, Line 13*** and explain below:

III. Program Revenue and Funding

A. Tuition Revenue: Please describe how you calculated the tuition revenue that appears in the ***Business Plan, Line 17***. Specifically, did you calculate using cost per credit hour or per term? Did you factor in differences between resident and non-resident tuition rates?
Note: Tuition Revenue should be proportional to total enrollment.

Tuition and fees revenue were based upon per term costs calculated as a FT student.

B. External Funding: Will the proposed program require external funding (*e.g.*, Perkins, Foundation, Federal Grants, Sponsored Research, etc.)? **Yes ☒ No ☐**

If ***yes***, please include all external funding in the ***Business Plan, Line 18*** and explain specific sources and funding below:

MMI receives a $10,000 in yearly grants for a total of $70,000 over a seven-year period

National Rifle Association: $5000
Work Force Development funding: $5000

C. Reallocations: For each year will tuition revenue and/or external funding cover projected expenses? **Yes ☐ No ☒**

If ***not***, budget reallocation may be required. Please include all reallocations in the ***Business Plan, Line 19*** and describe below how your institution will cover any shortfalls in any given year.

ACADEMIC DEGREE PROGRAM BUSINESS PLAN

INSTITUTION:	Marion Military Institute							
PROGRAM NAME:	AAS in Law Enforcement						**CIP CODE:**	**43.0107**
SELECT LEVEL:	UNDERGRADUATE (ASSOCIATE)							

ESTIMATED *NEW* EXPENSES TO IMPLEMENT PROPOSED PROGRAM

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	TOTAL
PERSONNEL SALARIES & BENEFITS								$0
EQUIPMENT	$9,300	$2,800	$9,300	$5,800	$8,750	$6,250	$7,250	$49,450
FACILITIES								$0
ASSISTANTSHIPS/FELLOWSHIPS								$0
LIBRARY								$0
ACCREDITATION								$0
OTHER COSTS								$0
TOTAL EXPENSES	$9,300	$2,800	$9,300	$5,800	$8,750	$6,250	$7,250	**$49,450**

NEW REVENUES AVAILABLE FOR PROGRAM SUPPORT

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	TOTAL
TUITION + FEES	$100,752	$100,752	$139,032	$173,790	$208,548	$208,548	$243,206	$1,174,628
EXTERNAL FUNDING	$10,000	$10,000	$10,000	$10,000	$10,000	$10,000	$10,000	$70,000
REALLOCATIONS								$0
TOTAL REVENUES	$110,752	$110,752	$149,032	$183,790	$218,548	$218,548	$253,206	**$1,244,628**

ENROLLMENT PROJECTIONS

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	AVERAGE
FULL-TIME ENROLLMENT HEADCOUNT	No data reporting	6	8	10	12	12	14	**10.33**
PART-TIME ENROLLMENT HEADCOUNT								**0.00**
TOTAL ENROLLMENT HEADCOUNT		6	8	10	12	12	14	**10.33**
NEW ENROLLMENT HEADCOUNT		8	10	12	12	14	14	**11.67**
Validation of Enrollment		YES	YES	YES	YES	YES		

DEGREE COMPLETION PROJECTIONS

Note: Do not count Lead "0"s and Lead 0 years in computing the average annual degree completions.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	AVERAGE
DEGREE COMPLETION PROJECTIONS	No data reporting	6	6	8	8	10	10	**8.00**

Undergraduate Curriculum Plan

Undergraduate Curriculum Checklist:
1. Overview   X
2. Components   X
3. Options (as required)

1. Undergraduate Overview

Enter the credit hour value for all applicable components (N/A if not applicable).
The credit hours MUST match the credit hours in the Curriculum Components table.

Curriculum Overview of Proposed Program	
Credit hours required in **General Education**	22
Credit hours required in **Program Courses & Required Electives**	44
Credit hours in **Program Options (concentrations/specializations/tracks)**	
Credit hours in **Free Electives**	
Credit hours in required **Capstone/Internship/Practicum**	
Total Credit Hours Required for Completion:	**66**

Maximum number of credits that can be transferred in from another institution and applied to the program:	32
Intended program duration in semesters for full-time students:	
Intended program duration in semesters for part-time students:	

Does the program require students to demonstrate industry-validated skills, specifically through an embedded industry-recognized certification, structured work-based learning with an enployer partner, or alignment with nationally recognized industry standards?:

YES

☐

If **yes**, please explain (i.e., number of hours required, etc.):Yes, professional licensure and certification are required for employment in law enforcement. Graduates will be prepared for and encouraged to obtain certifications such as APOST Certification, which are essential entry-level professional credentials. The AAS in Criminal Justice is designed to prepare students for entry-level employment. However, to work as a certified Police Officer or Sheriff's Patrol Officer, graduates must successfully complete an accredited police academy and obtain

Does the program inlcude any concentrations/ tracks/ options?   No

If **yes**, please explain (i.e., define):

2. Undegraduate Components

Please provide all course information as indicated in the following table. Indicate new courses with "Y" in the associated column. If the course includes a required work-based learning component, such as an internship or practicum course, please indicate with a "Y" in the WBL column.

Insert Additional Rows as Needed				
Institution:	Marion Military Institute			
Program Name:	Law Enforcement Program			
Program Level:	UNDERGRADUATE (ASSOCIATE)			
Curriculum Components of Proposed Program				
Course Number	**Course Name**	**Credit Hours**	**New? (Y)**	**WBL? (Y)**
General Education Courses				
MTH100	Intermediate College Algebra	3	N	
ENG101	Eng Comp I	3	N	
CIS146	Computer Applications	3	N	
ENG02	Eng Comp II	3	N	
SPH106	Fundamentals of Oral Communication	3	N	
PSY200 or SOC200	Gen PSY or Intro to SOC	3	N	
PHL206	Ethics	3	N	
Science Elective	BIO CHM, or PHS	4	N	
Program Courses and Required Electives		**25**		
CRJ100	Intro to CRJ	3	N	
ORI101	Orientation	1	N	
PED105	Personal Fitness(1 hr per semester with a total of 4 hrs)	4	N	
CRJ 110	Intro to Law Enforcement	3	N	
CRJ150	Intro to Corrections	3	Y	F26
EMS100	CPR I	1	Y	F26
EMS104	First Aid	1	Y	F26
LDR100	Intro to Public Safety Leadership	1	Y	F26
CRJ130	Intro to Law and the Jud Sys	3	N	
CRJ216	Police Org and Admn	3	Y	F26
CRJ208	Intro to Crim	3	Y	F26
CRJ Required Elect	Per Program(5 Courses)	15	Y	F26
Program Options (enter total credit hours from all options below)		**41**		
Free Electives				
Capstone/Internship/Practicum				
Total Credit Hours Required for Completion:		**66**		

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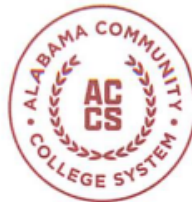
JIMMY H. BAKER
CHANCELLOR

October 23, 2025

Alabama Peace Officers' Standards and Training Commission
RSA Union Building
100 N Union Street, Suite 600
Montgomery, AL 36130-0075

I write to you to provide the Alabama Community College System's (ACCS) full and enthusiastic support for establishing Marion Military Institute (MMI) as an Alabama Law Enforcement (LE) Credentialing institution.

ACCS colleges make vital contributions to the residents of Alabama and are at the forefront of innovation and creative solutions to address Alabama's workforce needs. Designating MMI as a LE credentialing institution is just such an initiative.

MMI's unique mission and structure provides for leader development within a traditional college education supporting both military and non-military public service. Beginning in 2016, MMI developed an extra-curricular Public Safety Program leveraging MMI's military environment to align with the needs of Fire, EMS, and LE career fields. This effort has proven the viability of Public Safety as a career option within MMI's educational structure.

MMI is now developing formalized public safety programs by establishing Associate of Applied Science (AAS) degrees for each of these public safety professions. MMI's LE AAS is made possible by on-site capabilities including simulators that support APOST course work, physical fitness, weapons usage, situational judgment/decision-making, and tactical driving. This, in combination with MMI's rigorous college academics, military environment, and a co-curricular leadership and character development program will provide Alabama's LE community with well-educated, certified, motivated, mature, career ready graduates.

MMI's program would reduce or eliminate LE agency costs since these are absorbed within MMI tuition and fees. This will especially benefit smaller departments with less resources. In addition, the MMI program would reduce time-to-hire as MMI graduates would have no contractual obligation to a specific sponsoring agency, thus creating a pool of certified candidates ready for hire state-wide immediately upon graduation.

MMI could help provide for well-educated and well-trained LE officers across the state that would directly benefit Alabama's citizens while helping the state to better attract national and international business. Therefore, ACCS enthusiastically supports APOSTC approval for designating MMI as Alabama LE Credentialling Institution.

Jimmy H. Baker, Chancellor

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