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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: Troy University

Contact: Mary Anne Templeton, Ph.D., CRC

Title: Associate Provost, Dean of the Graduate School

Email: mtempleton@troy.edu

Telephone: (334) 670-3189

Program Information

Date of Proposal Submission: 9/2/2025

Award Level: Master's Degree

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

Field of Study/Program Title: Master of Science in Artificial Intelligence and Innovation

CIP Code (6-digit):   11.0102 Artificial Intelligence

Administration of the Program

Name of Dean: Judson Edwards, Ph.D.

Name of College/School: Sorrell College of Business

Name of Chairperson: Dr. Josh McGowan

Name of Department/Division: Carr School of Accountancy

Implementation Information

Proposed Program Implementation Date: 8/1/2026

Anticipated Date of Approval from Institutional Governing Board: Click or tap to enter a date.

Anticipated Date of ACHE Meeting to Vote on Proposal: 12/12/2025

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

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

SACSCOC notification will be required

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I. Program Description

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

This proposed graduate program at Troy University is designed to meet the growing demand for professionals equipped to lead in an era increasingly shaped by artificial intelligence. AI and its subfields, particularly machine learning, are advancing at a rapid pace, transforming every sector of the economy. Accordingly, business graduates must be prepared to not only use AI technologies effectively, but to innovate with them responsibly. The proposed **MSAII** program provides a framework for the ethical use of artificial intelligence in developing innovative business strategies and managerial decisions. Throughout all proposed program courses, innovative strategies, policy compliance and ethical uses of artificial intelligence are a consistent theme. The proposed **Master of Science in Artificial Intelligence and Innovation (MSAII)** program is a 30-hour, 10-course program **taught in a cohort model**. Students choose between two options for successful completion of the degree: (1) a thesis option, and (2) an internship/practitioner option. Both options share a nine course, 27-credit hour core. Because of the business college approach, students do not need a computer science or engineering background to master the learning outcomes. The cohort approach mirrors the methods of successful professional programs and builds a shared learning experience and cohesiveness for students. AI tools are applied in innovative and practical real-world contexts. The program emphasizes the development, training, and oversight of predictive models, the importance of sound governance policies, and the strategic identification of latent patterns in data to inform decision-making. These capabilities naturally foster an innovative and effective approach for AI's business and institutional use.

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. The Troy University Center for Artificial Intelligence Research and Education, housed within the Sorrell College of Business, will be uniquely positioned as the only comprehensive center dedicated to teaching business students how to apply AI and predictive modeling to enhance decision-making across a range of business disciplines. Our approach integrates AI directly into the business curriculum for practical, innovative-driven knowledge. This distinction responds directly to increasing demand from both students and professionals for actionable, **career-relevant** AI education. The MSAII program is designed to equip them with an innovative, practical understanding of AI applications in business—paired with a strong foundation in character and ethical responsibility. This combination will empower graduates with the strategic insight needed to critically evaluate data, identify potential biases, and assess the appropriateness of AI-generated recommendations.

2. At the heart of the Center's mission is the belief that personal character and ethical judgment are essential to understanding the broader implications of AI-driven decisions and managing the risks involved. Students will be challenged to look beyond the surface of AI outputs and consider the real-world impact on individuals, institutions and communities. The appropriateness of the data used to train AI models is a core principle of responsible implementation of AI. Ethical principles are a part of our courses and commitment to fostering a culture of character in all aspects of the program. For these reasons, applicants to the proposed program will be reviewed to determine not only their academic capacity, but also their goals, motivations and characteristics to successfully join a cohort and contribute to the learning experience.

3. The MSAII program will broaden opportunities for students at Troy University by integrating foundational AI skills into undergraduate studies. By increasing early exposure to AI concepts,

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the program aims to inspire students to pursue the MSAII degree or related graduate studies with AI-focused coursework. The current AI courses can be included in an AI concentration in the MBA and MSM degree programs. The Troy Center for AI Research and Education is positioned to become a national leader in providing accessible, practical AI education for students without technical engineering or computer science backgrounds. With the emergence of user-friendly AI interfaces, students from nearly any academic discipline can learn to apply AI tools and explore data-driven solutions. The efforts of the Center will support and expand Troy's AI Forward initiative already in place. This inclusive approach will also promote collaborative research between faculty and students, supporting innovation and driving efficiency across a variety of sectors.

4. Troy University leadership, led by Chancellor Dr. Jack Hawkins, Jr., made substantial investments in highly advanced computing infrastructure to support the teaching and research of machine learning and artificial intelligence. The Center for AI Research and Education will house one of the most powerful AI systems found nationally within any college of business. The system is capable of supporting both instructional and research activities at the graduate and undergraduate levels. This high-performance computing resource enables students to engage in meaningful, hands-on research in innovative AI applications—not only in business, but across a wide range of academic disciplines where AI can drive transformational improvement. Along those thoughts, the State of Alabama has made the efficiency of government operations a strategic priority, recognizing the potential of artificial intelligence to provide data-informed strategies reducing waste and improving the quality of public services. AI faculty have made, and will make presentations to state agency leadership and counsel on this new technology and how it can be used to promote efficiency in public services. The Center will offer targeted skills workshops and continuing education opportunities to support the expansion of AI knowledge and practical application within state agencies.

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. Ms. Donna G. Cooper, Market President, SmartBank, 207 Montgomery Street, Ste. 100, Montgomery, Alabama 36104

2. Terry G. Davis, Esq., Davis Hatcher Law, P.C., 4183 Carmichael Road, Ste. B, Montgomery, Alabama 36106

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D. Student Learning Outcomes

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

Students graduating from the proposed Master of Science in Artificial Intelligence and Innovation (MSAII) will be able to master the following **five** student learning outcomes:

1. Align Artificial Intelligence (AI) deployment within an organization with its vision and mission strategies. Innovate using artificial intelligence tools to maximize efficiency and effectiveness of processes and business objectives. Determine that AI deployment complies with regulatory obligations for organization.
Learning outcome will be assessed in **AI 66XX Innovation Capstone** through assignments and a project evaluating the student on meeting the goal at a mastery level of 80 percent or better to be satisfactory.
    The learning outcome factors include:
    - Determine an organization's vision and mission strategy.
    - Innovate using AI to improve efficiencies and effectiveness.
    - Ensure AI deployment is aligned with the organization's mission strategy.
    - Compliance with regulatory requirements.

Students in the Innovation Thesis track of the proposed program will be assessed in **AI 66XX AI Innovation Thesis**, <u>to the extent appropriate</u> based on the research topic, the above factors will be evaluated in the assessing rubric to determine mastery at the 80 percent level as satisfactory. (*It is possible that an AI research thesis might be on a theory not appropriate for assessing these factors.*)

2. Define the benefits and costs of AI platform options appropriate for an organization's deployment goals. Appraise the advantages/disadvantages of AI cloud applications versus hardware acquisition. Understand how artificial networks learn. Mastery of the learning outcome will be assessed in **AI 6610 Machine Intelligence Platforms** through activities, projects and exams in the course. The student will have mastered the learning outcome at an 80 percent success level.
    The learning outcome factors include:
    - Determine the organization's AI deployment needs.
    - Evaluate the benefits and costs of appropriate AI platform options.
    - Recommend whether an AI cloud application or hardware acquisition is appropriate for an organization.
    - Demonstrate an understanding of how artificial intelligence networks learn.

3. Employ selection criteria to choose an appropriate model for AI deployment goals and available relevant data. Determine if data is appropriate to train model to avoid/minimize bias. Assess model results and refine to achieve confidence in meeting deployment goals. Mastery of the learning outcomes will be assessed in **AI 6620 Data Visualization and Communication** through assignments, exams or projects. Students will have accomplished the learning outcomes at an 80 percent or greater mastery level.
    The learning outcome factors include:
    - Determine an organization's deployment goals for AI.
    - Evaluate data appropriate to train model(s) consistent with AI goals.
    - Run model(s) to assess results and determine appropriate model(s).
    - Refine to reach confidence in meeting deployment goals.

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4. Demonstrate reasonable AI skills to manage in dynamic, entrepreneurial environments. Assess risks and innovate AI deployment to accomplish organizational goals. Ensure compatibility of AI tools used in organization for cross-disciplinary efficiency.

   Mastery of the learning outcome will be assessed in **AI 66XX Leading Innovation** through case-study assignments and examination. Students will have accomplished the learning outcome at an 80 percent or greater mastery level.

   The learning outcome factors include:
   - Evaluate the AI needs for an organization.
   - Determine the risks for the organization using AI and innovate to achieve acceptable level of effectiveness.
   - Assess compatibility of AI tools deployed in organization for cross-disciplinary efficiency.

5. Identify and resolve ethical issues embedded in the use of AI in organizational strategies, including privacy rights, transparency, discriminatory bias, legal compliance and regulatory obligations in differing jurisdictions or business disciplines.

   Mastery of the learning outcome will be assessed in **AI 66XX AI Law and Ethics** through case studies, examination and a research paper developed and written by student using AI.

   The learning outcome factors include:
   - Identify the ethical vision of an organization employing AI.
   - Assess the data being used by AI to determine whether bias discriminates illegally.
   - Evaluate the deployment of AI to identify legal and regulatory compliance in discipline.
   - Determine any jurisdictional requirements for privacy and transparency concerns.

The initial assessing courses for mastery of the five learning outcomes are as follows:

AI 6610   Machine Intelligence Platforms

AI 6620   Data Visualization and Communication

AI 66XX Leading Innovation

AI 66XX AI Law and Ethics

AI 66XX AI Innovation Thesis.

AI 66XX Innovation Capstone

Assessments will be made every two years by faculty in the courses and applied to a student mastery rubric. The results will be evaluated by program faculty for appropriate adjustments, and forwarded to appropriate assurance of learning officials at Troy with faculty adjustments noted. Students will be tracked through the program based on the cohort model.

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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
11.0102	MS in Artificial Intelligence Engineering	Auburn University	The curriculum is similar in some basic areas, but the degree is focused on engineering. The thesis option was not identified. Troy's proposed program focuses on practical business applications, innovation and ethics in AI deployment, for business and not engineering .
11.0102	MS in Artificial Intelligence for Medicine	UAB	Program focus is medicine and medical technology. The proposed Troy degree is not limited to one business discipline, but is broadly applicable to many business applications.
11.0102	MS in Artificial Intelligence	U Texas, Austin	Online degree without cohort model. Troy's proposed degree will be offered in person and with a cohort model. The curriculum may be similar in some basic fundamentals but without an emphasis on innovation and ethics in a business setting.
11.0102	MS in Artificial Intelligence Systems	.U. Florida	An engineering/computer science curriculum, which is substantially different from Troy's proposed program for business emphasis.
11.0102	M.S. in Artificial Intelligence	U. Georgia	The degree is multidisciplinary in scope and does not require a STEM background, but the proposed Troy program focuses on business strategies and ethics in the use of AI. Interest in the field is so substantial that duplication would not be viewed as a problem.
30.7101	MS Artificial Intelligence – Data Analytics, General	Auburn University at Montgomery	The AUM program teaches some of the same data methods that appear in the Troy proposed program because they are fundamental in preparing data for use in training machine learning models. However, the proposed Troy program is AI innovative in an entrepreneurial sense, encouraging new business strategies using AI and emphasizing ethical considerations. Some duplication is natural in the introductory courses, but the Troy program will diverge when students are encouraged to develop innovative strategies for AI applications, and recognize new opportunities for entrepreneurship using AI, all with a practical business focus. The proposed Troy program will prepare students to become business and institutional leaders with confidence in their AI skills and the efficiencies that such can provide when used responsibly. AUM moved its MSAI program away from a cohort model as originally proposed, and towards STEM and data analytics for international recruitment. Legal compliance and ethics as a course was abandoned from AUM's plan of study. Troy's proposed program views an understanding of the legal environment of AI technology and its ethical use as essential for a future or current businessperson's graduate school preparation.

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			This is a secondary CIP for the proposed Troy MSAII program. It is included because the knowledge of AI systems will open occupational doors for graduates becoming IT leaders/administrators in business. The program at ASU is not specific to AI and is a part of the College of Education. The ASU program encompasses broad technology from telecommunications and networking, to creating digital media for classroom instruction and learning management system purposes.
11.1099	MS Applied Technology	Alabama State University	

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.)

Related Degree Program Level	Related Degree Program Title	Explanation of the Relationship Between the Programs
Graduate/Master	Master of Science in Management (MSM)	Six courses considered a part of the proposed MSAII degree are available for credit as an AI concentration in the MSM degree plan with approval.(18 credit hours for concentration).
Graduate/Master	Master of Business Administration (MBA)	Four courses considered a part of the proposed MSAII degree are available for credit as an AI concentration in the MBA degree plan with approval.(12 credit hours for concentration)
Graduate/Master	Master of Science in Computer Science – AI Concentration (MSCS)	Some AI courses considered a part of the proposed MSAII degree are available for credit in the MSCS – AI Concentration degree plan, with approval.

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:

Discussions are occurring on how the proposed MSAII program and its emphasis on innovation, ethics and entrepreneurial vision for AI can complement programs across the curriculum at Troy University. Students in the graduate computer sciences program can take courses in the proposed MSAII program for credit within their graduate program, with approval. Courses included in the MSAII program are

recognized as possible AI concentrations for students in the MSM and MBA programs. The AI faculty are requested for virtual meetings with students in online courses to talk about the changes that machine learning is bringing into different disciplines. These include undergraduate and graduate courses.

The proposed MSAII program is a complement to the Computer Science Department's AI courses. Similar attributes exist in the fundamental courses that teach data management and analysis strategies. However, the courses in the proposed MSAII curriculum approach AI deployment and solutions from a more strategic and governance perspective, rather than the more technical approach of computer science. There is validity in both approaches, but for business students, the broader considerations, including ethical and legal aspects, offer knowledge beyond the immediate data driven decision and towards responsible application of AI for sound institutional decision making.

Troy has an AI initiative called *AI Forward* designed to offer faculty and students practical knowledge and discussion on how this technology is changing the academic landscape, within and beyond the classroom. The establishment of the Center for AI Research and Education on the Montgomery campus is another step in offering Troy students and stakeholders additional opportunities for better understanding of AI technology. Troy also has a vibrant cybersecurity program and the issues in cybersecurity and AI are running parallel paths, likely to merge as the interdependence and reliance, each upon the other, grows and evolves. It is an expansion of Troy's commitment to our students and this state to be an educational leader and public servant.

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:

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?):
Should the Commission take favorable action on this application on December 12, 2025, an application for approval of program will be submitted to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) immediately

I. Professional Licensure

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

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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:

Select the appropriate licensure body from the table below:

Choose an item.

Select the appropriate license from the table below:

Choose an item.

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.

Applicants must hold a bachelor's degree from a regionally accredited four-year college or university with a minimum overall GPA of 3.0 on a 4.0 scale. Alternatively, applicants with a master's degree from an appropriately accredited institution must have earned a GPA of 3.0 or higher on a 4.0 scale at the conclusion of the graduate program. Applicants who hold a doctoral degree from a regionally accredited institution are exempt from the GPA requirement.

Due to the cohort-based model of instruction, admission to the MSAII program is competitive and limited. An admissions committee will review the required admission's essay of applicants who meet the minimum academic qualifications to determine final admission decisions. The committee will evaluate, and rank essays generally based on the following criteria:

- Clarity and articulation of the applicant's professional goals

- Reasons for pursuing a graduate degree in Artificial Intelligence

- Reflections on the role of character and ethics in AI

- Insights into current and future innovations in the field of AI

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As part of the application process, each applicant must submit an original, human-authored essay of approximately 1,000 words addressing the four areas outlined above. Submissions with errors in English language usage, grammar and spelling will not be favorably considered by the admissions committee. The use of spellcheck or grammar assist is encouraged and does not violate the "human-authored" requirement.

The MSAII program admissions committee shall include the Executive Director of the Center (or designee), at least one faculty member teaching in the MSAII program and a designee made by the Dean of the Sorrell College of Business. Any faculty members who are teaching courses in the MSAII degree program may participate in the admissions committee. The discussions, evaluation and deliberations of this admissions committee shall be confidential and private to protect the interests of the applicants and promote candid debate and exchange among the members. This committee will report on the evaluation of applications to the Dean for final approval. The timeline for submission of application materials and essays will be established in conjunction with the Troy University Admissions Department.

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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 primary course modality for the proposed MSAII program will be in-person instruction at the Montgomery campus of Troy University. This is consistent with a cohort model of learning often followed by major institutions and universities. Cohort participation encourages a candid exchange of ideas between the students, and builds a networking relationship between the students and faculty.

In order to meet the 10-month completion timeline, two of the ten courses will be taught in an asynchronous online format during the entire 16-week fall and spring semester. One course is online for 16 weeks in the fall and one course is taught online for 16 weeks during the spring semester. The spring semester 16-week term will usually be when a student takes either the internship/practitioner option course, or the alternative thesis option course. This is explained in greater detail in the program duration section of this submission.

Can students complete the entire degree program through distance education (100% online) based on the following definition?   **Yes ☐ No ☒**

The proposed MSAII degree program is not presently planned for degree completion through online instruction. Access to the AI computer requires additional security precautions which will not be immediately available to support remote online instruction. The AI hardware does not function like a traditional desktop computer. Students will develop their strategies and train models while logged directly into the network on campus.

However, with the development of additional security protocols and full operational capacity in the powerful AI computer, faculty may be able to offer more of the program coursework in an online format. This would eventually allow a student to complete the proposed degree online. At some point in the future, the program would be able to offer different modality options. Initially though, the cohort model with in-person instruction is the best option for program integrity and rigorous graduate studies and research into artificial intelligence.

It should be noted that six of the current AI courses are taught online to facilitate the AI concentrations for the MSM and MBA degree programs. There are possibilities for the future, however the basis of the MSAII program is the cohort, in-person instruction and interaction among the students solving challenges for AI business applications.

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).

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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.

The proposed MSAII program will be primarily delivered at the Montgomery Campus of Troy University. Some courses may be taught at the main campus in Troy to accommodate students in the MSM or MBA concentration.

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 (**11.1021**): **General and Operations Managers** - Graduates of the MSAII program will be equipped to leverage machine learning and generative AI in leading and managing operations across public and private sector organizations. They will be prepared to oversee diverse functions, potentially spanning multiple departments or locations. Their responsibilities may include policy development, operational oversight, and strategic planning for resource allocation, including materials, budgets, and personnel. Due to the broad and interdisciplinary nature of their roles, these graduates may not fit neatly into a single area of management or administration. Instead, they will serve as organizational leaders, guiding teams through supervisory structures to drive innovation and efficiency.

SOC 2 (13-1111): **Management Analyst** - Graduates of the MSAII program will be equipped to conduct comprehensive organizational studies and evaluations, using artificial intelligence to identify operational challenges and then design improved systems and procedures for workflow simplification and performance measurement. Through predictive modeling and advanced data analysis, they will be able to anticipate organizational needs and develop operational manuals, policy statements and systems that support management in achieving greater efficiency and effectiveness.

SOC 3 (15-2051.00): **Data Scientist** - MSAII graduates will be trained to develop and implement advanced analytical techniques and applications that transform raw data into actionable insights using data-oriented programming languages and visualization tools. They will be proficient in applying data mining, data modeling, natural language processing, and machine learning to extract and analyze information from large, complex structured and unstructured datasets. Additionally, they will be capable of visualizing, interpreting, and communicating data findings through strategic models tailored to the needs of diverse organizations and institutions. A subset of this SOC is 15.2051.01 which includes Business Intelligence Analyst who produce financial and market intelligence by querying data repositories and generating periodic reports. Using AI, devise methods for identifying data patterns and trends in available information sources and predict opportunities and challenges.

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As outlined within this submission, nearly every occupation listed in the Standard Occupational Classification (SOC) system now includes a potential role for artificial intelligence. Individuals who are equipped to effectively apply machine learning and drive innovation through AI will be in especially high demand across industries. Conversely, occupations that fail to adapt and integrate AI technologies risk obsolescence, much like those that lagged in adopting the Internet. The critical distinction, however, lies in the accelerated pace at which AI is transforming the professional landscape, making it imperative that today's students are prepared to engage with these technologies from the outset of their careers.

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).

A review of the Alabama Statewide List of In-Demand Occupations provides numerous opportunities for graduates of the Troy University, MSAII program. Twenty occupations (at least) are those wherein AI is or will become a major factor in the performance of the corresponding duties. A sample listing of those occupations in Alabama from the **ACCCP 2024-2025** list is provided below:

ACCCP Demand Occupations 2024-2025 (SOC Code in parentheses)	Avg. Annual Openings	Median Salary
(11-1021) General & Operations Managers	3,690	$98,085
(13-1111) Management Analysts	630	$93,662
(11-3021) Computer & Information Sys. Managers	425	$128,733
(15-1212) Information Security Analysts	255	$104,650
(15-1211) Computer Systems Analysts	340	$102,699

The Alabama Department of Labor's website (**Alabama Works**) in August 2025 shows **1,378 jobs currently available** in the state referring to "AI" in the job description. Two hundred twenty-two of the positions are Management Occupations. One hundred sixty-five are Business and Financial Operations occupations. In the Computer and Mathematical Occupations, 499 positions are available that reference AI in the job description.

When the search is narrowed to include jobs mentioning "artificial intelligence", we find 302 potential positions.

A position in Huntsville with 9th Way Insignia as a **Solutions Developer – Applied Analytics** has a salary range of $98,135 to $130,000. The job description includes the following, "9th Way Insignia is looking for a business-minded Solutions Developer - Applied Analytics with hands-on experience using no-code and low-code tools like Power BI and Alteryx to rapidly turn messy data into clean, usable insights. This is not a coder role were looking for a pragmatic problem-solver who can understand the business challenge, propose a smart data-driven solution, and quickly build it using modern platforms.

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The company NTT American, Inc. seeks a **Senior Business Manager** in Montgomery with experience in machine learning and a salary range of $107,000 to $171,300. The position is characterized as "management analyst".

Oracle seeks a **Software Development Senior Manager** in Montgomery, posted on 8-20-25 with a salary range of $107,100 to $251,600. Oracle seeks applicants with a graduate degree in AI. The announcement includes, "Oracle has formed a new organization- Oracle Health & AI -focused on product development and strategy to modernize and automate healthcare. We are building a next-generation platform designed with a bold, entrepreneurial spirit that fosters creativity, innovation, and engineering excellence. Within Oracle Health & AI, the Agentic Experience team is responsible for designing and delivering a suite of intelligent AI agents that automate workflows in clinical decision-making, patient engagement, and reimbursement operations. This is a unique opportunity to define and deliver AI-first systems that directly improve healthcare outcomes at scale." (This is the type of position the proposed MSAII degree will prepare students to seek and acquire.)

Deloitte seeks both a Data Scientist and Manager, Data Scientist in Birmingham. A reasonable estimate of salary for the manager's role is $113,100 - $232,300, and the Data Scientist is $76,600 to $157,200. These positions require a graduate degree like the one proposed by Troy.

This is just a sampling of the advertised positions in Alabama. They reflect the current and growing need for graduates with developed skills in artificial intelligence in varied roles across our state and beyond. These demands will continue to grow as more firms recognize the competitive advantage of using AI for efficiency and innovation in their markets. The MSAII will only enhance these opportunities for our students, and accelerate their advancement in these organizations.

The fields of Artificial Intelligence (AI), machine learning (ML), and large language model (LLM) development are advancing so rapidly that many industries have yet to fully define job roles dedicated to these areas. However, a growing number of organizations recognize the urgent need to integrate these technologies to remain competitive, efficient, and relevant across all aspects of business. Mid-level managers are increasingly being directed to "get up to speed" with AI and understand its implications for their organizations. Likewise, professionals across disciplines are actively seeking knowledge about AI from a wide range of sources.

Virtually every occupation that involves data collection or access, can benefit from predictive modeling to inform resource allocation, eliminate inefficiencies, and uncover innovative opportunities. Machine learning enables the analysis of historical data to identify patterns and forecast outcomes—insights that previously required significant manual effort. As a result, institutions and organizations are becoming increasingly dependent on AI as a critical decision-making tool for managers.

The MSAII program is designed to not only equip students with foundational AI competencies, but also to foster innovative thinking and strategic application of AI across a wide range of professional fields. These efforts are intended to drive opportunities, enhance organizational performance, and support forward-thinking leadership.

The Master of Science in Artificial Intelligence and Innovation (MSAII) is housed within the Troy University Center for Artificial Intelligence Research and Education, part of the Sorrell College of Business. This intentional placement reflects the reality that most applications of AI and machine learning will be driven by

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business professionals rather than computer scientists or engineers. These innovative business leaders are expected to implement and manage AI solutions in diverse operational settings, sometimes without initially recognizing the AI components in the systems they use.

AI is evolving at a disruptive pace that exceeds the speed and growth of previous technologies such as the Internet. With advances like quantum computing and machine-to-machine learning on the near horizon, the field continues to transform rapidly. The Center's faculty are committed to staying at the forefront of this evolution—adapting to student needs, conducting innovative research, and helping institutions and organizations throughout Alabama remain prepared for the future.

A defining feature of the MSAII program is its emphasis on innovation, encouraging students to see opportunities that others may overlook. At the same time, the program is deeply grounded in ethical principles and regulatory frameworks essential to the responsible use of AI. Beyond the technical foundations and the potential for data bias, students will be guided to understand how character and sound judgment shape ethical and effective business decisions. Many courses will incorporate case study methodologies to help students evaluate governance issues and ethical complexities that may not always be immediately apparent.

The Center for Artificial Intelligence Research and Education is also distinguished by its strong commitment to public outreach. The faculty and students will actively engage with local, state, and federal entities to offer AI training for workforce development and provide an academic pathway for those seeking graduate education. These initiatives will include partnerships with the armed services—such as the Air University at Maxwell Air Force Base—and other key national institutions. In alignment with Troy University's mission as a public institution, the Center is dedicated to serving the citizens who support it through public funding. The University recognizes this responsibility and views the Center as a vital contributor to its broader outreach mission.

Reference
References
*https://www.ache.edu/wp-content/Instruction/2025_Statewide_InDemand_Occ.pdf

*https://alabamaworks.alabama.gov/vosnet/jobbanks/joblist.aspx?enc=91AiPJzms5asTnW2vfcWh8Nb9n0
4fVG1CBQKwGz3qzc0ah42b+LWu1mHR1kJY8MqcRyiI1hSysIM3CAjtJJYt6+k3LOVDjeeo2VKb8UG4u71
0fn1UTNUEeFBm9xgP05T3voJi+otFkIJuVwfuer30O34aRg0a6sgLO8CddwSr/KPjtYJbHxoogmCFRnyZSy
8#0

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.

It is not anticipated that additional education or training will be required for MSAII graduates to secure meaningful employment in the occupations outlined herein, as well as in many others. While supplementary domain-specific knowledge may be beneficial for those pursuing specialized roles within particular industries, graduates will be fully prepared to enter organizations from day one and assess opportunities for the effective application of artificial intelligence. They will be capable of making informed recommendations regarding the strategic deployment of AI across various operational areas.

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That said, the continued advancement of technologies such as generative AI and quantum computing will naturally drive an ongoing need for professional development—an expectation that is already common across many professional fields. Indeed, it is increasingly the case that traditional professions are incorporating AI competencies into their continuing education and licensure requirements. This underscores the growing importance of attempting to stay current in this rapidly evolving discipline.

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.).

In order to determine student interest and demand, we have circulated an informal student survey on campus in Troy to undergraduate and graduate students, primarily in the Sorrell College of Business. No personally identifiable information was captured, but we did ask for the year of their studies. The survey results provide direct evidence of student interests and meaningful demand for the proposed degree. Artificial intelligence is changing the world in which we live, and work and our students recognize the importance of not only understanding this technology, but also how to use it effectively and ethically. .

The survey asked eight questions to gauge student interest in graduate studies, AI courses and a proposed business AI graduate degree. Of the 232 responses, 62% identified as 2nd or 3rd year students. Another 25% said they were 4th year students. Responses were obtained from 87% of students who are at relevant points in their studies to consider applying/pursuing graduate studies. The responses to each of the eight questions had approximately 229 to 232 participants responding, so these general percentages across the responses should be acceptable. The survey questions were offered to students taking courses at Troy and mostly within the Sorrell College of Business. This was an informal survey without sophisticated psychometric principles or modification of responses. Participation was voluntary and nothing was offered or withheld to students based on the same.

When asked if they thought AI would be a substantial part of business and their work experience, 96% of the respondents agreed. Of that 96% in agreement, nearly half marked "strongly agree". Additionally, 77% of respondents desired more practical AI business courses being offered. Students demonstrated a strong desire for more preparation in their studies of AI technology applications with 52% willing to consider AI as a minor in their undergraduate business studies.

Specifically, when asked about pursuing a graduate business degree, 26% indicated they were definitely pursuing a graduate business degree with an additional 23% responding they were considering graduate studies. A large segment, 38% of respondents indicated that program cost and duration were factors in their consideration of graduate studies.

Students were asked if the Sorrell College of Business offered a master's degree in artificial intelligence for business and innovation, that emphasized ethics and did not require prior coding or computer science experience, 42% of the respondents indicated they would definitely apply or consider applying to such program. Of those responding, 43% said they needed more information about the duration and cost of the program in their decision.

When told in the next question that the proposed degree could be completed in one academic year, 74% of the students responded that this was a positive factor for them. It was not a factor in their decision for 20% of the respondents.

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Moreover, an in-person cohort with interaction with professors and other students (like the modality contemplated in the proposed MSAII program) had a 63% positive factor response from the students.

The informal survey offers meaningful evidence of student interest and demand for AI knowledge in a business graduate program like the proposed MSAII. It is not speculative or based on the conjecture of faculty. The data points coalesce in one direction; students will invest in programs teaching how AI technology functions and what they need to know to effectively use it in their business career pursuits. Those in the workforce who are not prepared may well find it difficult to maintain employment, especially in occupations which can be performed by a trained AI agent or chat bot.

The demand is inherent, obvious and compelling. Our greatest assets in dealing with AI are our capacity to recognize what is ethically sound, our empathy towards others and those embedded characteristics to recognize that which is right, and that which is wrong. Our program defines these elements as character. These qualities will enable students to do amazing things with this technology and not act recklessly or indifferently towards those impacted by their decisions. It is an inchoate attribute essential in leadership and what we strive to teach our students at Troy University.

New Program Proposal

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	3		3
	Part-Time Faculty			
	Administration			
	Support Staff	1		1
**New To Be Hired	Full-Time Faculty	1		1
	Part-Time Faculty			
	Administration			
	Support Staff			
	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:

The three current faculty members and one faculty member to be hired are sufficient to meet the instructional demands for the proposed MSAII program. Each faculty member has extensive experience in the business world, and an area of expertise or strength which will complement the other faculty in the program. Moreover, this team collaborates well with each other and with external groups to offer up-to-date information on the developments in AI technology. The Executive Director is often called upon to consult with external entities on artificial intelligence developments. The faculty consult and collaborate with each other to share and develop new strategies for teaching and research of AI and related fields. Each has contributed to the development of this proposed program and believes that the proposed degree is of great importance for those who will ethically lead in business and society. The faculty in the proposed program are currently under the direction of the Chair of the Carr School of Accountancy, Dr. Josh McGowan who is a respected administrator in the Sorrell College of Business.

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.

New Program Proposal

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)
James M. Locke, Executive Director of the Center for AI Research and Education, Professor of Practice (FT)	AI 6640 *Deep Learning,* 3 Cr. Hrs., Graduate AI 6630 *Generative AI,* 3 Cr. Hrs., Graduate AI 66XX *Artificial Intelligence Capstone,* 3 Cr. Hrs., Graduate	Ph.D. Auburn University: 2021 Management Information Systems. MS, Auburn University, 2016, Management Information Systems. OPM, Harvard University Graduate School of Business Administration, 2001. BA, Auburn University 1989, Major - Economics	Dr. Locke is a nationally recognized expert in artificial intelligence. He serves as the Executive Director of the Troy University Center for AI Research and Education, where he inspires students, faculty, business and government leaders with his insight and leadership in AI research and application. Dr. Locke has extensive experience in business consulting and management. He is a co-author of a textbook on machine learning. He previously taught at Auburn University and Auburn University at Montgomery, where he served as Chair of the Information Systems Department at AUM. He is routinely invited to present at conferences and roundtable policy debates on AI by companies like Nvidia, and institutions like the Harvard Business School. He has taught courses IP, HY and OL modalities at the UG and G level.
Jerry "Jay" Claiborne, Professor of Practice (FT)	AI 6620 *Data Visualization and Communication,* 3 Cr. Hrs., Graduate AI 66XX *Leading Innovation,* 3 Cr. Hrs., Graduate AI 66XX *AI Innovation Thesis,* 3 Cr. Hrs., Graduate	Ph.D. Auburn University, 2022 Business Information Systems Management MMIS, Auburn University, 2009 Management Information Systems MBA, University of West Georgia, 2006 BS, University of Tennessee, 2002 Major - Finance	He has presented three research papers at academic conferences and previously worked with the Metropolitan Atlanta Rapid Transit Authority (MARTA). His research focuses on innovative methods for using AI models for detecting fraud and waste in transportation systems. Dr. Claiborne taught at both Auburn University and Auburn University at Montgomery, contributing his practical and scholarly expertise to the classroom. Dr. Claiborne is a veteran having served honorably as a United States Marine. Dr. Claiborne has taught IP, OL, and HY course modalities at the UG and G level.

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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)
Michael R. White, Professor of Practice (FT)	AI 6600 *Foundations of Innovation and AI,* 3 Cr. Hrs., Graduate AI 66XX *AI Law and Ethics,* 3 Cr. Hrs., Graduate AI 66XX *Internship,* 3 Cr. Hrs., Graduate	J.D./MBA, Samford University, Cumberland School of Law and Brock School of Business, jointly earned degrees, 1981. B.A. Huntingdon College, 1978 Dual Majors – History & Business Administration Minor - Mathematics Certified in the Fundamentals of Deep Learning, Nvidia Deep Learning Institute, Nov. 2023.	His professional background includes extensive legal practice, with recent scholarly contributions including a co-authored, peer-reviewed journal article within the past five years with two Troy faculty members. He has presented on technology law and ethics at numerous events sponsored by Auburn University, AUM, Air University Innovator, GIS of Alabama, and the Alabama Attorney General's Office. His academic career began in 1983 as an adjunct professor teaching management, business law, healthcare law, employment law and business ethics at the undergraduate and graduate level at AUM and Troy. His public service includes Alabama Deputy Attorney General, General Counsel for the Alabama Department of Education, Chief Administrative Law Judge and City Public Defender. He taught business law courses to students in Wuhan, China at the Hubei University of Economics from 2015 to 2024 during the summer. He transitioned into full-time academia in 2016 as a Senior Lecturer of Business Law at AUM, where he was named University Distinguished Lecturer in 2022. He has taught courses in multiple modalities (IP, OL, HY, OCIS) and is trained in using Blackboard, Blackboard Ultra, and Canvas. He served as Interim Graduate Programs Director for five programs in the AUM College of Business from October 2022 to August 2024. He remains an active member of the Alabama State Bar in good standing since 1981.

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)

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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)
New hire, Professor of Practice (FT)	AI 6600 *Foundations of Innovation and AI,* 3 Cr. Hrs., Graduate AI 6610 *Machine Intelligence Platforms,* 3 Cr. Hrs., Graduate AI 6650 *AI Project Mngt. & Low Code/No Code,* 3 Cr. Hrs., Graduate		

Abbreviations: (FT, PT): Full-Time, Part-Time; (D, UN, UT, G, DU): Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate, Dual: High School Dual Enrollment
Course Modality: (IP, OL, HY, OCIS): In-Person, Online, Hybrid, Off-Campus Instructional Site

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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*:

Troy University has made a significant investment in one of the most advanced AI computing systems available from NVIDIA, positioning the institution at the forefront of artificial intelligence research and education in the state and region. This high-performance AI computing system, believed to be among the most powerful in Alabama, provides ample capacity to support instruction within the MSAII program's cohort model, AI courses offered as concentrations of the MSM and MBA program, as well as faculty and student research initiatives. As the field of artificial intelligence continues to rapidly evolve and expand, the supporting infrastructure must also adapt. The university is committed to scaling its AI capabilities in response to growing demand, including increased student enrollment, research activity, sponsored research and community outreach. While the current system fully meets the Center's instructional and research needs, Troy University leadership has pledged to invest in additional resources when needed to ensure the continued success of the proposed MSAII program.

The total cost of the machine is estimated to be $375,725, which will be shared across academic programs (this proposed program as well as the existing concentrations in the MSM and MBA programs) as well as contract research.

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*:

Under the leadership of the Dean of Libraries, the Science Librarian and Business & Management Librarian oversee resources in the subject areas for this program. Both roles encompass stewardship of physical holdings and digital

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resources. To ensure access to materials not available in full text through our subscribed databases, Troy University Libraries offers a robust Interlibrary Loan (ILL) service, providing rapid online delivery of requested resources.

In support of the Master of Science in Artificial Intelligence and Innovation program, the Libraries provide access to the following recommended databases:

Comprehensive journal databases: Academic Search Ultimate, Discovery (an aggregation of databases), Gale PowerSearch, JSTOR Arts and Sciences Collections, ProQuest Central, Sage Journals, ScienceDirect, SCOPUS, Wiley Online Library.
Technology-focused databases: ACM Digital Library (indexing and open-access—additional full text by ILL), IEEE Xplore (indexing and open-access—additional full text by ILL), MathSciNet, Scilit, Security Management Practices.

Additionally, the following full-text academic journals, available through Troy University Library databases, cover a wide range of interdisciplinary topics in artificial intelligence:

Advances in Artificial Intelligence; AI; AI and Society; AI Communication; AI in Civil Engineering; AI Magazine; AI Practitioner; AI Trade News; Annals of Mathematics and Artificial Intelligence (hybrid journal with some open access content); AI Update; Applied AI Letter; Applied Artificial Intelligence; Artificial Intelligence and Law; Artificial Intelligence Industry Profile: Global; Artificial Intelligence Review, The; Artificial Intelligence Software; BRAIN: Broad Research in Artificial Intelligence and Neuroscience; Discover Artificial Intelligence; Frontiers in Artificial Intelligence; Frontiers in Robotics and AI; Global AI, IT and Telecom Industry Snapshot; International Journal of Artificial Intelligence and Expert Systems; International Journal of Interactive Multimedia and Artificial Intelligence; JMIR: AI; Journal of Artificial General Intelligence; Journal of Artificial Intelligence and Soft Computing Research; Journal of Experimental and Theoretical Artificial Intelligence; RAIL: The Journal of Robotics, Artificial Intelligence, and Law; Software, Digital, AI and IT Industry Snapshot.

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:

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 revenue was calculated using the following formula:
Cost per credit hour X number of credit hours per semester expected X number of students each semester

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

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

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.

Troy University has committed to devote **up to** $1.5 million over the next five years from existing revenue to this program as part of an initiative to invest in specific programs on the Alabama campuses. This reallocation includes money for equipment and faculty until the program's tuition revenue meets the amount for new faculty salary. The business plan is based on the expected amount of reallocations.

Addendum - Course Descriptions and Plan of Study for proposed MSAII

AI Course Descriptions – *(all courses are 3 credit hours)*

AI 6600 Foundations of Innovation and AI

This course explores the evolution and impact of machine intelligence through historical context and practical application. It differentiates between rule-based programming and machine learning, introduces key algorithm types—including classifiers, regressors, clustering methods, and neural networks—and examines both supervised and unsupervised learning approaches. Students will gain hands-on experience with data cleaning, model selection, and Generative AI tools to analyze scholarly sources, debug code, and increase learning efficiency. Emphasis is placed on the practical integration of foundational models with real-world data sets.

AI 6620 Data Visualization and Communication

Focuses on crafting compelling narratives from complex datasets using advanced visualization strategies. Students will evaluate visual clarity, detect misrepresentations, and learn to articulate data insights effectively to stakeholders. The course combines theoretical underpinnings with application, using Microsoft PowerBI as a primary tool to transform large, multidimensional data into clear, persuasive visuals and dashboards.

AI 6610 Machine Intelligence Platforms

Provides a practical introduction to the infrastructure and software ecosystems that support AI applications. Topics include GPU acceleration, cloud computing resources, the Linux operating system, Python programming, and specialized libraries such as CUDA. Students will explore the use of structured and unstructured data, with applications in blockchain and AI system design. Lab sessions will highlight how to deploy cost-effective, scalable machine learning environments using both local and cloud-based platforms.

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AI 66XX AI Law and Ethics (Note: A research paper is required in this course.)

Examines the ethical dilemmas and legal uncertainties emerging from the rise of intelligent systems. Students will explore data privacy, intellectual property, bias in algorithms, and corporate compliance and liability. Special emphasis is placed on the formulation of individual and institutional policies for ethical and responsible AI governance. The dynamic and conflicting legal environment is reviewed within state and federal requirements. Coursework involves a substantive research paper *using AI* to develop and prepare. Students explain challenges and best practices in using various types of AI resources when presenting papers. Case-based discussions on current legal challenges shape much of course content.

AI 6630 Generative AI

Covers methods for handling unstructured text data and deriving insights from heterogeneous sources. Students will explore frameworks like LangChain and delve into technologies such as Generative Pre-trained Transformer (GPT) and Grouped Query Attention (GQA). The course includes hands-on training in deploying Large Language Models (LLMs), using Natural Language Processing (NLP) for sentiment analysis, and integrating structured/unstructured data for improved predictions. Applications include scraping web data, analyzing customer behavior, and fine-tuning language models in business contexts.

AI 6640 Deep Learning

Delves into the architecture and logic behind deep neural networks. Students will study forward propagation, backpropagation, CNNs, RNNs, and Bayesian networks, along with the foundations of transformer models used in modern AI systems. The course integrates theoretical learning with hands-on projects in areas such as facial recognition, customer segmentation, investment modeling, and image classification.

AI 66XX Leading Innovation

Explores innovation challenges and AI implementation strategies across sectors through real-world case analysis. Students will investigate the challenges and opportunities of deploying AI in businesses, startups, government, and non-profit sectors. Emphasis will be placed on operational transformation, product innovation, and strategic decision-making using examples ranging from fully AI-integrated firms to those at early adoption stages.

AI 6650 AI Project Management and Low-Code/No-Code

Introduces project management principles for AI initiatives with a focus on accessibility and agility. Students will use Agile methodologies and hands-on tools to develop AI solutions without extensive coding experience. Emphasis is placed on rapid prototyping, stakeholder engagement, and deployment of business applications using intuitive low-code platforms in lab-based exercises.

AI 66XX Innovation Capstone

With a focus on emerging innovations, students work in pairs or small teams to develop AI solutions for real-world or research challenges. Projects may involve developing algorithms or proposing frameworks for emerging technologies such as quantum computing or digital twins. The course includes a primer on quantum computing, including its physical foundations and contrast with classical computing. Students will use quantum circuit simulators and IBM tools to gain experience in this next frontier of computation.

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AI 66 XX AI Internship

A semester at a company, agency or institution working on an AI project for identified needs. After completing this course, students will be able to:

- Combine theory and the practical experience gained at an organization
- Improve professionalism while working in dynamic and innovative environments
- Value wisdom from working with seasoned leaders and executives

OR

AI 66XX AI Innovation Thesis

The outcome to this course would be a research proposal, which can either be geared toward producing a practical/innovative application to a business setting, or conducting AI related research at an academic level for a journal quality paper. A plan and proposal for a student's research must be presented and defended, followed by a journal quality paper to be presented and defended. After completing this course, students will be able to:

- Assess research opportunities and employ fundamental academic research techniques
- Construct an academic research proposal and defend the objectives
- Independently and collaboratively conduct appropriate research
- Create a journal quality paper and defend the research/conclusions

Plan of Study - Cohort Model

Full-time students enrolled in the MSAII program are expected to complete the 30-credit hour degree within a ten-month academic year, aligned with Troy University's academic calendar. The program begins in August and concludes by late May. Students will complete the majority of coursework across four, nine-week terms, supplemented by two courses taken online, one during the Fall and one during the Spring 16-week terms.

In the Fall semester, students will take the *Data Visualization* course (AI 6620) in an online format during the full 16-week term, while also completing two additional courses in each of the Fall nine-week sessions (Troy Term 1 and Term 2).

In the Spring semester, students will select either the *AI Internship* (AI 66XX) or the *AI Innovation Thesis* (AI 66XX), which are taught online and span the full 16-week Spring term. Additionally, they will take two courses in each of the Spring nine-week sessions (Troy Term 3 and Term 4).

Students will complete 15 graduate credit hours in the Fall and 15 credit hours in the Spring, allowing them to fulfill the degree requirements within the ten-month time frame. To graduate, students must maintain an overall GPA of 3.0 on a 4.0 scale. A minimum grade of "B" is required in the thesis, capstone, and designated research courses (*AI Innovation Thesis* AI 66XX and *AI Law and Ethics* AI 66XX). A typical plan of study for a cohort will look like what is set out below:

Fall 16-week Semester.
AI 6620 *Data Visualization and Communication* – (Asynchronous Online Modality)   3 Cr. Hrs.

Fall 9-week Term 1
AI 6600 *Foundations of Innovation and AI* (In Person)   3 Cr. Hrs.
AI 6610 *Machine Intelligence Platforms* (In Person)   3 Cr. Hrs.

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Fall 9-week Term 2
AI 6640 *Deep Learning* (In Person)   3 Cr. Hrs.
AI 6650 *AI Project Mngt. & Low Code/No Code* (In Person)   3 Cr. Hrs.

Winter Break

Spring 16-week Semester
Either AI 66XX *AI Internship* **or** AI 66XX *AI Innovation Thesis*   3 Cr. Hrs.
    (Both tracks are Asynchronous Online Modality with lab and direct faculty support)

Spring 9-week Term 3
AI 66XX *Leading Innovation* (In Person)   3 Cr. Hrs.
AI 6630 *Generative AI* (In Person)   3 Cr. Hrs.

Spring 9-week Term 4
AI 66XX *AI Law and Ethics* (In Person)   3 Cr. Hrs.
AI 6600 *Innovation Capstone* (In Person)   3 Cr. Hrs.

Total Credit Hours Earned for proposed MSAII degree   **30 Cr. Hrs.***

*Twenty-four credit hours are in person courses, six credit hours are earned through asynchronous online instruction.

**Although the MSAII program plans to offer most courses in an in-person modality during the 9-week terms, some courses may be delivered in either a hybrid or fully online format depending on the demands, resources and circumstances supporting such change.

Graduate Curriculum Overview

Graduate Curriculum Checklist: Troy University proposed MSAII degree
1. Overview ☑
2. Components ☑
3. Options (as required) ☑

1. Graduate 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 **Program Courses**	27
Credit hours in **Program Options (concentrations/specializations/tracks)**	3*
Credit hours in **Program Electives**	N/A
Credit hours in **Required Thesis/Research**	3*
Credit hours in **Required Capstone/Internship/Practicum**	3*
Total Credit Hours Required for Completion:	**30**

* **Students elect between an AI internship/practitioner or AI thesis option which is a 3 Cr.Hr.course usually taken online during the Spring 16-week term. For students in the internship option, they will prepare a substantial research paper in the AI Law & Ethics course.**

Maximum number of credits that can be transferred in from another institution and applied to the program:	6**
** **Students must be fully admitted into the Troy graduate program prior to any transfer credit being considered. The courses must be compatible with courses in the MSAII program as determined by MSAII**	
Intended program duration in semesters for full-time students:	2, 16wk
Full-time students should complete the program in a 10 month academic year. Fall, T1 (9wks) 2 courses; T2(9wks) 2 courses; Fall 16 wks semester, 1 course. Spring, T3(9wks) 2 courses, T3(9wks) 2 courses, Spring 16 wks semester, 1 course (either internship or thesis).	
Intended program duration in semesters for part-time students:	NA
Cohort model is not conducive to part-time students. They would be advised to consider the AI concentrations in the MBA or MSM which have online components.	

	YES	NO
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?	☐	☑

If **yes**, please explain (i.e., number of hours required, etc.): **Students in the internship/practitioner option will participate in an AI project at a workplace approved by faculty. Whether the particular industry or sector is governed by national standards will depend on the type of business and scope of the AI project. The learning experience will be structured according to the requirements of the business. Meeting established skills will be a part of the company's feedback for the student.**

	YES	NO
Does the program inlcude any concentrations/ tracks/ options?	☑	☐

If **yes**, please explain (i.e., define): **Students choose either a thesis option or internship/practitioner option. These option are completed in one course during the spring 16-week semester, usually in an online format. Students will have project or thesis approved in advance and may result in a conference presentation or journal publication. Faculty will work closely with students in either track.**

2. Graduate 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:	Troy University			
Program Name:	Master of Science in Artificial Intelligence and Innovation (MSAII)			
Program Level:	GRADUATE (MASTER'S)			
Curriculum Components of Proposed Program				
Course Number	**Course Name**	**Credit Hours**	**New? (Y)**	**WBL? (Y)**
Program Courses				
AI 6600	Foundations of Innovation and AI	3		
AI 6610	Machine Intelligence Platforms	3		
AI 6620	Data Visualization and Communication	3		
AI 6630	Generative AI	3		
AI 6640	Deep Learning	3		
AI 6650	AI Project Management-Low Code/No Code	3		
AI 66XX	Leading Innovation	3	Y	
AI 66XX	AI Law and Ethics	3	Y	
Program Options (enter total credit hours from all options below)		**3***		
Only 3 Cr.Hr. is shown because students choose one option, thesis or internship.				
Program Electives		**N/A**		
Required Thesis/Research		**N/A****		
	** All students will complete a research paper using AI, in the AI Law and Ethics course as a requirement. Therefore students in the internship option will have demonstrated graduate level research and writing skills.			
Capstone/Internship/Practicum		**3**		
AI 66XX	Innovation Capstone	3	Y	
Total Credit Hours Required for Completion:		**30**		

3. Graduate Options

Please provide all concentrations/ tracks/ options 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 and Tables as Needed

Option Name: MSAII Internship Option

Course Number		Credit Hours	New? (Y)	WBL? (Y)
AI 66XX	AI Internship	3	Y	Y
Total Option Credit Hours Required for Completion:		3		

Option Name: MSAII Thesis Option

Course Number		Credit Hours	New? (Y)	WBL? (Y)
AI 66XX	AI Innovation Thesis	3	Y	
Total Option Credit Hours Required for Completion:		3		

Option Name:

Course Number		Credit Hours	New? (Y)	WBL? (Y)
Total Option Credit Hours Required for Completion:				

ACADEMIC DEGREE PROGRAM BUSINESS PLAN								
INSTITUTION:	TROY UNIVERSITY							
PROGRAM NAME:	MASTER OF SCIENCE IN ARTIFICIAL INTELLIGENCE AND INNOVATION						CIP CODE:	11.0102
SELECT LEVEL:	GRADUATE (MASTER'S)							
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	$174,200	$174,200	$174,200	$174,200	$174,200	$174,200	$174,200	$1,219,400
EQUIPMENT	$175,000							$175,000
FACILITIES								$0
ASSISTANTSHIPS/FELLOWSHIPS								$0
LIBRARY								$0
ACCREDITATION								$0
OTHER COSTS								$0
TOTAL EXPENSES	$349,200	$174,200	$174,200	$174,200	$174,200	$174,200	$174,200	**$1,394,400**
NEW REVENUES AVAILABLE FOR PROGRAM SUPPORT								
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	TOTAL
TUITION + FEES	$85,500	$171,000	$199,500	$228,000	$228,000	$242,250	$242,250	$1,396,500
EXTERNAL FUNDING								$0
REALLOCATIONS	$357,725	$174,200	$174,200					$706,125
TOTAL REVENUES	$443,225	$345,200	$373,700	$228,000	$228,000	$242,250	$242,250	**$2,102,625**
ENROLLMENT PROJECTIONS								
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	AVERAGE
FULL-TIME ENROLLMENT HEADCOUNT	No data reporting	12	14	16	16	17	17	**15.33**
PART-TIME ENROLLMENT HEADCOUNT								**0.00**
TOTAL ENROLLMENT HEADCOUNT		12	14	16	12	17	17	**14.67**
***NEW* ENROLLMENT HEADCOUNT**		7	8	9	9	10	10	**8.83**
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	3	4	4	5	7	7	**5.00**

Davis | Hatcher Law, P.C.

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Montgomery, Alabama 36106
(334) 270-0592
Email: tdavis@dhlaw1.com

June 12, 2025

Alabama Commission of Higher Education
100 North Union Street
Suite 782
Montgomery, AL 36104-3758

Re: Troy University's Application for Approval of MSAI Program

Dear Members of the Alabama Commission on Higher Education:

As a long-standing member of the Montgomery Area Chamber of Commerce, I am committed to strengthening the economic vitality of Montgomery and Central Alabama. A resilient economy depends on a steady pipeline of highly-skilled talent, particularly in emerging, high-paying fields such as artificial intelligence (AI). Providing local, advanced AI education is therefore essential. I respectfully urge your approval of Troy University's proposed Master of Science in Artificial Intelligence, to be offered through the Sorrell College of Business.

Troy's program will combine rigorous technical instruction with business acumen, preparing graduates to translate AI breakthroughs into ethical, market-ready solutions. Equipped with these skills, they will lead organizations, create new industries, and drive inclusive growth.

Endorsing this degree will also elevate Alabama's standing as a national leader in technology education. By investing in AI talent at home, we retain our brightest students, attract forward-looking employers, and signal that Alabama intends to shape—rather than follow—the next wave of innovation.

Locating the program within the College of Business is deliberate: tomorrow's CEOs, managers, and policymakers must see AI not merely as a technical specialty, but as a strategic tool. The planned AI Research and Education Center will reinforce this vision by connecting students with real-world projects and industry partners.

Your favorable decision will secure our state's competitiveness for decades to come. Thank you for your thoughtful consideration; I stand ready to support this initiative in any way I can.

Sincerely,

Terry G. Davis.

June 9, 2025

VIA: jmlocke@troy.edu

To Whom it May Concern:

It gives me great pleasure to speak on behalf of Troy University's Master of Science in Artificial Intelligence program. This program will provide students with an extremely important and relevant education but will also provide needed outreach to State agencies as well as the US Military through sponsored research in the application of Artificial Intelligence. This program will emphasize the importance of ethical considerations in the application of AI as well as providing innovation in developing new entrepreneurial opportunities for the use of AI technology.

I am in full support of Troy University and have the greatest respect for the leadership they have chosen to marshal this program.

Sincerely,

Donna G. Cooper

Market President
SmartBank
207 Montgomery Street, Suite 100
Montgomery, AL 36104