



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: Alabama State University

Contact: Dr. Tanjula Petty

Title: Vice President for Institutional Effectiveness, Strategic Initiatives, and Transformation

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Program Information

Date of Proposal Submission: 8/19/2026

Award Level: Bachelor's Degree

Award Nomenclature (e.g., BS, MBA): Bachelor of Science

Field of Study/Program Title: Sports Medicine

CIP Code (6-digit): 51.0913 (Athletic Training/Trainer)

Administration of the Program

Name of Dean: Dr. Anthony Broughton

Name of College/School: College of Education

Name of Chairperson: Dr. Charlie Gibbons

Name of Department/Division: Department of Health, Physical Education, and Recreation

Implementation Information

Proposed Program Implementation Date: 8/9/2027

Anticipated Date of Approval from Institutional Governing Board: 8/14/2026

Anticipated Date of ACHE Meeting to Vote on Proposal: 12/11/2026

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

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



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I. Program Description

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

The Bachelor of Science in Sports Medicine prepares students for careers supporting the health, safety, and physical performance of physically active populations. Grounded in the biological and clinical sciences (anatomy, physiology, biomechanics, exercise physiology) and applied coursework in the care and prevention of athletic injuries, therapeutic exercise and modalities, and clinical practice, the program combines classroom instruction with supervised clinical internship experiences. Graduates will be prepared for entry-level employment in fitness, wellness, and sports-performance settings and for certification examinations such as the ACSM Certified Exercise Physiologist and NSCA Certified Strength and Conditioning Specialist, as well as for graduate study, including CAATE-accredited master's programs in Athletic Training or students pursuing licensure as certified athletic trainers. The program addresses a documented need for allied-health and sports-medicine professionals in Alabama and the Southeast and expands Alabama State University's allied-health portfolio while drawing on existing biology, chemistry, physical education, and health-science coursework already taught at the university.

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. **Efficient Use of Existing Institutional Resources and Faculty Expertise:** Builds primarily on existing ASU courses — Biology, Chemistry, Physics, Statistics, Nutrition, Exercise Physiology, Kinesiology, and Motor Learning — already taught by current faculty. Minimizing new-course development to three or four dedicated courses substantially lowers start-up cost relative to a program built from scratch and allows the university to leverage instructional capacity already in place.
2. **Responds to Strong and Growing Regional Workforce Demand:** The U.S. Bureau of Labor Statistics projects employment of athletic trainers to grow 11 percent and exercise physiologists 9 percent from 2024 to 2034 — both much faster than the average for all occupations — with fitness and performance-related occupations growing even faster. Alabama's large network of K-12 athletics programs, colleges, and professional and collegiate sports organizations creates sustained regional



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demand for graduates trained in injury prevention, rehabilitation, and human performance.

3. Expands Access to Allied-Health Training in an Underserved Region: Alabama State University sits in the Black Belt/River Region, an area with historically limited access to STEM and allied-health higher education relative to its population and healthcare needs. Establishing this program broadens regional access to a hands-on, clinically oriented degree path and helps address existing shortages of athletic trainers and exercise-science-trained professionals serving K-12 and collegiate athletics programs in medically underserved parts of the state.
4. Built-In Interdisciplinary Collaboration: The program offers natural cross-collaboration opportunities with ASU's proposed Biomedical Engineering program — for example, a shared Biomechanics course section — strengthening interdisciplinary ties within the institution and improving instructional efficiency at minimal additional cost.

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. Alabama State University Intercollegiate Athletes – Dr. Jason Cable
2. Lowndes County Public School – Mr. Ervin Starr

D. Student Learning Outcomes

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

1. Upon completion of the program, graduates will be able to:
2. Apply foundational knowledge of human anatomy, physiology, biomechanics, and exercise physiology to the assessment of physically active individuals.
3. Identify, evaluate, and describe appropriate initial care for common athletic and exercise-related injuries and medical conditions.
4. Design and explain therapeutic exercise and conditioning programs appropriate to an individual's injury status, fitness level, and goals.



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5. Demonstrate correct use of common therapeutic modalities and equipment used in injury care and rehabilitation settings.
6. Apply principles of nutrition, sports psychology, and motor learning to the performance and recovery needs of athletes and physically active clients.
7. Communicate professionally and ethically with athletes, patients, coaches, physicians, and allied-health colleagues, consistent with recognized professional standards of practice.
8. Complete a supervised clinical internship demonstrating entry-level readiness for employment or graduate study in athletic training, exercise physiology, or a related allied-health field.



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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
51.0913	B.S., Athletic Training	University of West Alabama	UWA's program is a CAATE-accredited entry-level bachelor's degree serving west Alabama. ASU's proposed B.S. in Sports Medicine is a pre-professional / allied-health degree (not itself a CAATE entry point, since CAATE now requires the master's level) designed to serve the River Region/central Alabama and ASU's historically underserved student population, feeding graduate athletic training, exercise physiology, and related health programs.
51.0913 (legacy)	B.S., Athletic Training (in teach-out)	University of Alabama	UA's undergraduate AT major is being phased out in favor of a professional M.S. in Athletic Training, consistent with the national CAATE transition to graduate-only entry. ASU's proposed program does not duplicate this graduate offering.
31.0505	B.S., Exercise Science	University of South Alabama	South Alabama's program is a general exercise-science degree without a dedicated athletic-injury/clinical-sports-medicine track and is geographically distant (Mobile). ASU's program adds a clinical, injury-care emphasis (care & prevention of athletic injuries, therapeutic exercise/modalities, supervised clinical internships) not offered in the same form at any public institution in central Alabama.

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.)



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

The proposed program is closely related to ASU's existing Kinesiology/Physical Education and Health Science coursework. It shares general-education, biology, chemistry, and several Physical Education (PED) courses including Exercise Physiology and Strength & Conditioning (PED 350), Kinesiology (PED 351), Motor Learning (PED 456), Sports Psychology (PED 451), Care & Prevention of Athletic Injuries (PED 353), Exercise Testing & Prescription (PED 445), and Professional Preparation/Ethics (PED 460) — with current degree offerings in the department. The new program does not replace or directly compete with an existing option; rather, it creates a distinct, clinically focused major built on this shared foundation, and several of the shared PED courses may need a sports-medicine-specific section or content emphasis (see Curriculum Plan).

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 proposed Biomechanics course (BME 210) offers a natural cross-collaboration opportunity with ASU's Biomedical Engineering program, potentially delivered through a dedicated shared section serving students in both majors. This allows the two programs to jointly support a lab-intensive, equipment-dependent course without duplicating faculty load or instructional space improving cost-efficiency for both departments while strengthening interdisciplinary ties between engineering and allied-health training at ASU.

Further collaboration is anticipated with the Department of Athletics, which will serve as an on campus clinical and practicum internship site for students, giving them direct, supervised experience supporting ASU's NCAA Division I student-athletes without requiring new external placement agreements. Additional collaboration is anticipated with the Department of Biology and Chemistry, which will continue to deliver the program's shared prerequisite science coursework (Human Anatomy & Physiology, General Chemistry, Nutrition), consistent with the program's design to build primarily on existing institutional coursework and faculty capacity rather than duplicate instruction elsewhere on campus.

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

I. tation

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

None



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

Since 2023, the Commission on Accreditation of Athletic Training Education (CAATE) accredits only master's-level entry-to-practice Athletic Training programs; there is currently no comparable specialized accreditor for a generalist bachelor's-level Sports Medicine degree. The curriculum has instead been designed to (a) satisfy common prerequisite coursework for CAATE-accredited graduate Athletic Training programs, and (b) align with the National Strength and Conditioning Association's Education Recognition Program (ERP) criteria. ASU can pursue NSCA ERP recognition post-launch; no accreditation-candidacy timeline applies at this time.

J. 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:

The proposed B.S. in Sports Medicine does not, by itself, meet the federal definition of a Professional Licensure Program, because the credential most closely associated with this field of study — Certified Athletic Trainer (via the Board of Certification, BOC) now requires a master's degree from a CAATE-accredited program as of 2023. Graduates seeking AT licensure will need to complete a CAATE-accredited graduate program after finishing this degree. The program does prepare graduates for optional, non-licensure certifications.

Select the appropriate licensure body from the table below:

Choose an item.

N/A

Select the appropriate license from the table below:

Choose an item.

N/A

K. 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:

Graduates will be prepared to pursue voluntary, non-licensure industry certifications, including the American College of Sports Medicine (ACSM) Certified Exercise Physiologist (CEP), the National Strength and Conditioning Association (NSCA) Certified Strength and Conditioning Specialist (CSCS, after required experience hours), and CPR/AED/First Aid certification (embedded in coursework). The curriculum also fulfills common prerequisite



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requirements for CAATE-accredited graduate Athletic Training programs, positioning students to later pursue BOC certification as a Certified Athletic Trainer.

L. Admissions

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

Students will be admitted under ASU's standard undergraduate admissions requirements. In addition, students entering the clinical/internship courses (Clinical Internship I & II) will be required to: maintain a minimum cumulative and major GPA (institution to set threshold, typically 2.5–3.0); complete prerequisite science and PED coursework with a grade of C or better; provide current CPR/First Aid certification; and complete a background check and any immunization/health-screening requirements associated with clinical placement sites, consistent with standard allied-health clinical admission practice.

M. 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.
in-person

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

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).

N. 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.

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

If **yes**, which sites?

O. 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 SOC codes can be found at <https://www.onetcodeconnector.org/find/family/title#17>.

SOC 1 (required): 29-9091 — Athletic Trainers



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SOC 2 (optional): 29-1128 — Exercise Physiologists

SOC 3 (optional): 39-9031 — Exercise Trainers and Group Fitness Instructors

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).

Athletic trainers, exercise physiologists, and fitness/performance professionals are recurring entries on Alabama's in-demand and health-related occupation lists, reflecting sustained employer demand across K-12 athletics, collegiate athletics, hospital/clinic sports-medicine settings, and the private fitness and corporate-wellness sector. As one of Alabama's HBCUs, ASU is positioned to help close a documented representation gap between the demographics of athletes served and the athletic-training/sports-medicine workforce. ASU should verify and cite current figures from Alabama's Statewide/Regional Lists of In-Demand Occupations and Innovate Alabama/EDPA industry data in the final submission.

P. 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.

Q. 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.).

To assess projected student demand, Alabama State University launched a brief three-question interest survey administered to two populations: current undergraduate students enrolled in related majors (Physical Education and Recreation Therapy), and prospective students attending ASU recruitment events. Students were asked to respond as if the proposed Bachelor of Science in Exercise Science / Sports Medicine were available for enrollment beginning in the upcoming fall semester. Survey results were used, alongside regional workforce data and comparable-program benchmarking, to inform the enrollment projections shown in Lines 24–27.

Among current students in related majors, a total of 83 students completed the survey. When asked whether they would be interested in pursuing a Bachelor of Science in Exercise Science / Sports Medicine, 73 respondents (88%) indicated "Yes." When asked whether they would be interested in enrolling in such a program at Alabama State University specifically, 73 respondents (88%) responded affirmatively. Additionally, 80 respondents (96%) indicated interest in internship or clinical opportunities associated with the program.

To gauge interest among prospective new students, the same survey was administered to students attending ASU recruitment events. Of 46 respondents, 35 (76%) indicated they would be interested in enrolling in the program if offered.



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The survey results demonstrate strong interest both among students already enrolled in closely related majors, suggesting a viable internal transfer pipeline and among prospective new students engaging with the university through recruitment events, supporting demand for the program beyond simple internal transfers. The high level of interest in internship and clinical placements among current students further supports the program's emphasis on hands-on, practicum-based training. Combined with regional workforce demand and the Black Belt/River Region's limited access to allied-health and sports-medicine-adjacent undergraduate programs, these findings support the enrollment trajectory projected in the Business Plan.



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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	4		
	Part-Time Faculty			
	Administration	1		
	Support Staff	1		
**New To Be Hired	Full-Time Faculty	2		
	Part-Time Faculty			
	Administration			
	Support Staff			
Personnel Total				8

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 proposed Bachelor of Science in Sports Medicine program has sufficient faculty resources to ensure curriculum quality, academic integrity, and continuous program review. The program will initially utilize four existing full-time faculty members and one part-time faculty member who possess expertise in exercise physiology, motor learning, measurement and evaluation, sports psychology, CPR/first aid, and therapeutic modalities. These faculty members hold appropriate graduate and terminal degrees, have extensive teaching experience, and possess professional certifications relevant to the curriculum. To strengthen the specialized sports medicine curriculum, the University will hire two additional full-time faculty members: (1) an Associate/Full Professor of Exercise Science with a Ph.D. in Exercise Science or Kinesiology, and (2) a Certified Athletic Trainer (ATC) with expertise in athletic training, injury prevention, therapeutic exercise, rehabilitation, and clinical supervision. These faculty will provide instruction in specialized sports medicine coursework, supervise laboratory and clinical experiences, and support internship placements and partnerships with healthcare and athletic organizations. Program administration and student support will be provided through the existing departmental administrative structure, including one administrator and one support staff member, ensuring effective advising, scheduling, assessment, and program operations. The proposed program anticipates an initial cohort of approximately 20 students, allowing the current faculty complement to provide individualized instruction, close faculty mentoring, and effective supervision of laboratory and clinical experiences. As enrollment grows, the addition of the two proposed full-time faculty members will ensure that instructional capacity, advising,



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clinical supervision, and assessment activities continue to meet institutional and disciplinary expectations. This staffing plan provides a strong foundation for delivering a high-quality Sports Medicine program while supporting continuous curriculum evaluation, student learning assessment, and future program growth.

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)
Charlie Gibbons FT	PED 350 Physiology of Exercise (3 hrs.) (Fall & Spring Semesters) PED 456 Motor Learning and Development (3 hrs.) Spring Semesters PED 445 Test and Measurement in Physical Education (3 hrs.) Fall Semester PED 451Sports Psychology (3 hrs.)	M.Ed. Physical Education Ed.D. Health Education Physiology of Exercise PED 451 Sports Psychology	Supervision of Students' Internships Cardiovascular Testing Faculty is credential to teach a variety of Physical Education courses. More than 30 years teaching experience.
Doris Screws FT	PED 445 Test and Measurement in Physical Education (3 hrs.) Fall Semester PED 460 Professional, Ethics and Professional Issues (3 hrs.) Spring Semester PED 451Sports Psychology (3 hrs.)	Ph.D. Physical Education Taught PED 529 Measurement and Evaluation in Physical Education (3 hrs.) PED 451Sports Psychology	Faculty is credential to teach a variety of Physical Education courses. More than 30 years teaching experience.
Kendrell Ringer FT	*Therapeutic Modalities (3 hrs.) Spring Semester	Ph.D.	Recreation Therapy CTRS/LRT
Ronald Ashley PT	PED 253 CPR and First Aid (3hrs.) (Fall and Spring Semesters)	M.Ed. Physical Education	Certified Red Cross Trainer

ADDITIONAL FACULTY (TO BE HIRED)

1	2	3	4
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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)
Associate/Full Professor of Exercise Science	PED 351 Exercise Physiology (3 hrs.) Fall and Spring Semesters PED 350 Physiology of Exercise (3 hrs.) Fall and Spring Semesters PED 456 Motor Learning and Development (3 hrs.) Spring Semesters	Ph.D. Sports Medicine	
Certified Athletic Trainer FT	PED 353 Care and Prevention of Athletic Injuries (3 hrs.) Fall Semester *Introduction to Sports Medicine (3 hrs.) Fall Semester *Therapeutic Exercise (3 hrs.) Fall Semester *Therapeutic Modalities (3 hrs.) Spring Semester PED 477 Clinical Internship I Fall Semester (6 hrs.) PED 478 Clinical Internship II (6 hrs.) Spring Semester	M.Ed/Assistant/Associate Professor Sports Science and Rehabilitation Services	ATC Certified

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**:

Business Plan Category	Recommended Budget
Treatment, Taping & Therapeutic Modalities	\$40,000
Rehabilitation & Therapeutic Exercise	\$17,000
Injury Evaluation & Emergency Care	\$18,000
Biomechanics, Movement & Fitness Assessment	\$21,000
Anatomy & Instructional Models	\$8,000
Instructional Technology & Data Collection	\$10,000
Storage & Laboratory Setup	\$6,000
Initial Consumable Supplies	\$5,000
Equipment/Replacement Contingency	\$5,000
TOTAL	\$130,000

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**:



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No additional library resources are needed to support this program. ASU's Levi Watkins Learning Center already maintains the subject-area collections and database access this curriculum depends on, including:

- Dedicated subject research guides for Health Sciences, Education: Health, Physical Education & Recreation, Occupational Therapy, Physical Therapy, Prosthetics & Orthotics, Rehabilitation Counseling, Rehabilitation Services, Maternal & Child Health, Biology, and Chemistry, directly overlapping the prerequisite and core coursework in this proposal.
- Full-text, multidisciplinary research databases with strong health-sciences coverage, including ScienceDirect (life sciences and health sciences) and Oxford Academic Journals (health sciences, among other fields).
- ProQuest Dissertations & Theses Global, supporting the literature-review needs of the Research Methods and Capstone courses.
- A subject librarian liaison assigned to Biological Sciences, Physical Sciences, Chemistry, and related C-STEM areas, available to provide instruction and research support tailored to this program.
- Off-campus/remote access to all subscription databases for students completing coursework or clinical internships away from the main campus.
- Given this existing infrastructure, the program does not require new library acquisitions at launch; the Library liaison will be consulted periodically as enrollment grows to confirm continued adequacy of coverage.

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: **Not applicable. The program is not pursuing specialized programmatic accreditation at this time**

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: **Not Applicable**

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 Alabama State University's published annual undergraduate tuition and fee rate for the 2025–2026 academic year, applied per full-time



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student rather than per credit hour or per term. The rate used was \$11,248 per student per year, reflecting combined in-state tuition (\$8,328) and institutional fees (\$2,920) as published in ASU's 2025–2026 Undergraduate Cost of Attendance schedule. This annual per-student rate was multiplied by Total Enrollment Headcount (Business Plan, Line 26) for each year of the projection, so tuition revenue scales directly and proportionally with total enrollment. This projection assumes a fully in-state student population and does not apply a resident/non-resident blended rate, representing a conservative estimate of projected revenue. ASU's non-resident undergraduate rate is \$19,576 per year (tuition and fees), approximately 74% higher than the in-state rate used in this projection. Accordingly, actual tuition revenue is expected to meet or exceed the figures presented in Line 17 to the extent the program enrolls non-resident students.

- 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:

- 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.

1	ACADEMIC DEGREE PROGRAM BUSINESS PLAN								
2	INSTITUTION:	Alabama State University							
3	PROGRAM NAME:	Sports Medicine					CIP CODE:	51.0913	
4	SELECT LEVEL:	UNDERGRADUATE (BACHELOR'S)							
5	ESTIMATED *NEW* EXPENSES TO IMPLEMENT PROPOSED PROGRAM								
6		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	TOTAL
7	PERSONNEL SALARIES & BENEFITS	\$90,000	\$90,000	\$90,000	\$90,000	\$90,000	\$90,000	\$90,000	\$630,000
8	EQUIPMENT	\$138,500	\$0	\$0	\$0	\$0	\$0	\$0	\$138,500
9	FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
10	ASSISTANTSHIPS/FELLOWSHIPS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
11	LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
12	ACCREDITATION	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
13	OTHER COSTS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
14	TOTAL EXPENSES	\$228,500	\$90,000	\$90,000	\$90,000	\$90,000	\$90,000	\$90,000	\$768,500
15	*NEW* REVENUES AVAILABLE FOR PROGRAM SUPPORT								
16		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	TOTAL
17	TUITION + FEES	\$224,960	\$562,400	\$1,012,320	\$1,585,968	\$1,979,648	\$2,283,344	\$2,497,056	\$10,145,696
18	EXTERNAL FUNDING	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
19	REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
20	TOTAL REVENUES	\$224,960	\$562,400	\$1,012,320	\$1,585,968	\$1,979,648	\$2,283,344	\$2,497,056	\$10,145,696
21	ENROLLMENT PROJECTIONS								
22									
23		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	AVERAGE
24	FULL-TIME ENROLLMENT HEADCOUNT	20	50	90	141	176	203	222	147.00
25	PART-TIME ENROLLMENT HEADCOUNT	0	0	0	0	0	0	0	0.00
26	TOTAL ENROLLMENT HEADCOUNT	20	50	90	141	176	203	222	147.00
27	NEW ENROLLMENT HEADCOUNT	20	30	40	51	51	51	51	45.67
28	Validation of Enrollment			YES	YES	YES	YES	YES	
29	DEGREE COMPLETION PROJECTIONS								
30	Note: Do not count Lead “0”s and Lead 0 years in computing the average annual degree completions.								
31		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	AVERAGE
32	DEGREE COMPLETION PROJECTIONS	0	0	0	0	16	24	32	24.00

Undergraduate Curriculum Plan

Undergraduate Curriculum Checklist: B.S. in Sports Medicine

- | | |
|--------------------------|--------------------------|
| 1. Overview | ☐ |
| 2. Components | ☐ |
| 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	42
Credit hours required in Program Courses & Required Electives	71
Credit hours in Program Options (concentrations/specializations/tracks)	
Credit hours in Free Electives	
Credit hours in required Capstone/Internship/Practicum	15
Total Credit Hours Required for Completion:	128

Maximum number of credits that can be transferred in from another institution and applied to the program:	64
Intended program duration in semesters for full-time students:	4 Years
Intended program duration in semesters for part-time students:	5 Years

Does the program require students to demonstrate industry-validated skills, specifically through an embedded industry-recognized certification, structured work-based learning with an employer partner, or alignment with nationally recognized industry standards?:	YES	NO
	☐	☒

If **yes**, please explain (i.e., number of hours required, etc.):

	YES	NO
Does the program include any concentrations/ tracks/ options?	☐	☒

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

2. Undergraduate 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:	Alabama State University			
Program Name:	Bachelor of Science in Sports Medicine			
Program Level:	UNDERGRADUATE (BACHELOR'S)			
Curriculum Components of Proposed Program				
Course Number	Course Name	Credit Hours	New? (Y)	WBL? (Y)
General Education Courses		42		
ENG 131	English Composition I	3		
ENG 132	English Composition II	3		
HUM 103	Humanities Through the African American Experience	3		
ENG 209	Intro to Literature	3		
ART 131	Art Appreciation	3		
PHL 210	Logical Reasoning	3		
BIO 137	Biology I	4		
BIO 138	Biology II	4		
MAT 165	Pre-Calculus Trigonometry	3		
HIS 131	World History I	3		
HIS 132	World History II	3		
GEO 206	World Geography	3		
PSY 251	General Psychology	3		
ORI 100	First-Year Experience	1		
Program Courses and Required Electives		71		
CHE 141	General Chemistry I	3		
CHE 142	General Chemistry II	3		
PHY 206	Physics I	3		
MAT 225	Statistics	3		
BIO 319	Anatomy	4		
BIO 320	Physiology	4		
REH 302	Medical Aspects	3		
HEA 258	Nutrition	3		
SPM 200	Intro to Sports Medicine	3	Y	
PED 350	Exercise Physiology and Strength and Conditioning	4		
PED 351	Kinesiology	3		
PED 456	Motor Learning	3		
BME 210	Biomechanics	3		
PED 451	Sports Psychology	3		
PED 353	Care & Prevention of Athletics Injuries	3		
ENG 219	Research Methods	3		
SPM 340	Therapeutic Exercise	4	Y	
SPM 330	Therapeutic Modalities	4	Y	
PED 445	Exercise Testing & Prescription	3		
PED 460	Professional Preparation/Ethics and Profess. Issues	3		
PED 253	First Aid/CPR/Care of Injury	3		
PED 447	Administration of Athletic & PE Programs	3		
Program Options (enter total credit hours from all options below)		0		

Free Electives		0		
Capstone/Internship/Practicum		15		
PED 480	Capstone	3	Y	
PED 477	Clinical Internship I	6		
PED 478	Clinical Internship II	6		
Total Credit Hours Required for Completion:		128		