



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: Central Alabama Community College

Contact: Dr. Robert Davis

Title: Division Chair BUS, CHD, CIS, OAD

Email: rdavis31@cacc.edu

Telephone: 256-717-8707

Program Information

Date of Proposal Submission: 5/12/2026

Award Level: Associate's Degree

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

Field of Study/Program Title: Child Development

CIP Code (6-digit): 19.0708

Administration of the Program

Name of Dean: Michael Barnette

Name of College/School: Central Alabama Community College

Name of Chairperson: Dr. Robert Davis

Name of Department/Division: Applied Technology Division

Implementation Information

Proposed Program Implementation Date: 8/1/2027

Anticipated Date of Approval from Institutional Governing Board: 9/9/2026

Anticipated Date of ACHE Meeting to Vote on Proposal: 9/11/2026

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

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:

A child development degree focuses on understanding how children grow and change physically, cognitively, emotionally, and socially from infancy through adolescence. Students learn about developmental theories, family dynamics, early childhood education, and the impact of environment and culture on development. The program includes hands-on experience through internships or practicums in settings like schools, childcare centers, or community organizations. Graduates are prepared for careers in education, childcare, social services, or counseling, and may also pursue advanced study in fields such as psychology, education, or human development.

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. Provide students with specialized education and the necessary knowledge and skills to become successful caregivers and administrators in early care and education programs such as family day cares, childcare centers, Head Start, Early Head Start or Pre-K.
2. Provide students with teaching strategies and materials to teach basic skills and introduce concepts to children in all areas.
3. Provide students with the opportunity to participate in observations and field experiences to complete activities and assignments with young children.

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. Lincoln Learning Center and Granny's House Daycare
2. Child Care Central Quality training division of TCR Child Care Corporation
3. Talladega County Schools
4. TCR Childcare Corp



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D. Student Learning Outcomes

Central Alabama Community College will use the National Association for the Education of Young Children's (NAEYC) Professional Standards as Student Learning Outcomes in Child Development coursework. These standards and their key elements will be integrated and assessed in key assessments completed in Child Development courses.

1. To promote child development and learning.
2. To understand how to build family and community relationships.
3. To use observation, documentation and assessment to support young children and families.
4. To use developmentally effective teaching and learning approaches.
5. To use content knowledge to build meaningful curriculum.
6. Students will identify and conduct themselves as members of the early childhood profession.

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
19.0708	AAS Child Development	Wallace State Community College	Wallace State Community College offers a program at the same degree level and with a similar CIP code; however, the proposed Child Development program at Central Alabama Community College does not represent unnecessary duplication. Wallace State Community College serves a different geographic region of the state, and distance presents a significant barrier for students in Central Alabama who are place-bound, employed, or managing family responsibilities. The proposed program is designed to meet localized workforce and student demand by providing accessible instruction within the college's established service area. Offering the program locally expands access to early childhood education credentials without overlapping the primary service population of Wallace State Community College.
19.0708	AAS Child Development	Northeast Alabama Community College	Northeast Alabama Community College offers a similar program at the same degree level and CIP classification; however, its service area is geographically distinct from that of Central Alabama Community College. Travel distance and scheduling constraints limit the ability of Central Alabama



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			residents to enroll in programs offered outside the region. The proposed Child Development program addresses the specific needs of students and employers in Central Alabama by offering instruction in a location and format that supports working adults and nontraditional students. As such, the program complements existing statewide offerings rather than creating unnecessary duplication.
19.0708	AAS Child Development	Jefferson State Community College	Jefferson State Community College offers a comparable program serving a large metropolitan area. While the program addresses workforce needs in an urban context, demand for qualified child development professionals extends beyond metropolitan regions into rural and smaller communities served by Central Alabama Community College. The proposed program responds to regional workforce needs by preparing graduates for employment in childcare and early learning settings within Central Alabama. Providing the program locally ensures equitable access for students who may not have the means or flexibility to pursue similar programs in a metropolitan service area.

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.)

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

The proposed Child Development degree program is directly associated with the institution's existing **Child Development certificate** and related coursework. The certificate provides foundational instruction in early childhood education and serves as an entry point for students seeking initial credentials in the field.

The proposed degree program builds upon this existing offering by expanding academic depth, broadening career preparation, and creating a structured pathway for certificate completers to advance toward a degree. Shared coursework, faculty expertise, instructional facilities, and student support services will be utilized to support efficient program delivery.



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The proposed program will **not replace or compete with the existing certificate**. Instead, the certificate and degree are designed to function as complementary credentials within a coherent academic pathway, allowing students to enter the workforce quickly and return to complete a degree as career goals evolve.

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:

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:

The institution has engaged in preliminary discussions with the **Alabama Partnership for Children**, specifically through the **Teach Early Childhood Alabama** initiative, regarding potential scholarship opportunities that may support students enrolled in the proposed Child Development program.

These discussions are informational in nature and focus on increasing student awareness of existing external financial support opportunities. No formal partnership or contractual agreement is required for program implementation, and the program does not rely on external entities for delivery, oversight, or sustainability.

H. Programmatic Accreditation

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

None

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

N/A

I. Professional Licensure

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

Professional Licensure Program: As defined in federal regulations, an instructional program that is designed to meet educational requirements for a specific professional license or certification that is required for employment in an occupation or is advertised as meeting such requirements.

If **yes**, please explain:

Select the appropriate licensure body from the table below:

Choose an item.



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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:

Students completing the Child Development degree will be **academically prepared to pursue the Child Development Associate (CDA) credential**. The program provides the educational coursework aligned with the knowledge and competency requirements associated with the credential.

The institution does not award the CDA credential, and completion of the degree alone does not result in certification. Additional requirements, including work experience, portfolio development, and application to the credentialing body, are the responsibility of the student.

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.

There are no additional admissions requirements beyond the institution's standard admissions policies for associate-level programs. Students must meet the general admission requirements of Central Alabama Community College as outlined in the College Catalog. No program-specific prerequisites, prior degrees, or separate program applications are required for admission to the Child Development degree.

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 Child Development degree will be delivered through a combination of in-person and hybrid formats. Some coursework may be offered with online instructional components; however, required instructional activities such as observations, applied learning experiences, and other course-embedded requirements necessitate face-to-face participation.

The program does not utilize competency-based assessment as defined in policy. Student learning is assessed through traditional course-based instructional and evaluation methods.



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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).

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.

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

SOC 1 (required): 39-9011

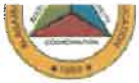
SOC 2 (optional): 25-2011

SOC 3 (optional): 11-9031

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

The Child Development Associate in Applied Science degree supports a critical workforce need in Alabama by preparing graduates for employment in early childhood education and childcare settings, including childcare centers, Head Start and Early Head Start programs, pre-kindergarten programs, and related early learning environments.

Alabama continues to experience challenges related to **access, affordability, and workforce capacity** in early care and education, with a significant number of communities identified as childcare deserts and many families reliant on stable childcare to participate in the workforce.



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High-quality early learning programs depend on a trained and qualified workforce, yet recruitment and retention of early childhood professionals remains a statewide concern.

The proposed program aligns with statewide priorities focused on strengthening early childhood systems and improving workforce readiness. Coursework emphasizes child development, health and safety, developmentally appropriate practice, and applied learning experiences, preparing graduates to meet employer expectations across public and private early learning settings. The program also supports pathways aligned with employer-preferred credentials, such as the Child Development Associate (CDA), further enhancing employability and workforce advancement opportunities.

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.

Graduates of the Child Development Associate in Applied Science degree are prepared for entry-level employment in early childhood education and childcare settings aligned with the identified SOC occupations. Entry-level positions such as childcare workers and assistant or entry-level preschool roles in Alabama do not require a professional license or additional postsecondary education beyond employer-specific requirements; however, background checks, health clearances, and required employer training are typically the responsibility of the individual or employer. Some positions—particularly in Head Start, state-funded Pre-K, or administrative roles—may require additional credentials, certifications (such as the Child Development Associate credential), professional experience, or further education beyond the associate degree. The proposed program provides foundational preparation for immediate employment while supporting continued career advancement through optional credentials or further education as required by employers or regulatory agencies.

P. Student Demand

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

Student enrollment projections reflected in the Business Plan (Lines 24–27) were developed using a multi-factor approach that considered historical enrollment patterns in the existing Child Development Short-Term Certificate, recent and sustained enrollment in Child Development (CHD) coursework; and demonstrated student interest in related pathways. The College currently offers Child Development coursework and a fully online short-term certificate, which has shown consistent enrollment across multiple academic terms, including participation by traditional, adult, and dual-enrollment students, providing a reliable indicator of baseline demand.

Additional evidence of demand includes continued enrollment in CHD courses offered both on-campus and online, successful expansion of Child Development offerings through dual enrollment partnerships, and strong student performance and persistence in existing courses. These data suggest that a degree-level pathway will serve students who are already enrolled in



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related coursework and seeking credential advancement. Enrollment estimates were intentionally conservative, assuming modest conversion of certificate and CHD course enrollments into the AAS program during initial years, with gradual growth as the program becomes established.

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			
	Part-Time Faculty	2		2
	Administration			
	Support Staff			
**New To Be Hired	Full-Time Faculty	1		1
	Part-Time Faculty			
	Administration			
	Support Staff			
Personnel Total				3

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 staffing plan provides a **sufficient and appropriate number of faculty** to ensure curriculum quality, program integrity, and ongoing review of the Child Development Associate in Applied Science degree. The program will be supported by **one full-time faculty member** and **two part-time faculty members** who currently teach Child Development coursework.

The addition of a full-time faculty position ensures consistent leadership for the program, including curriculum coordination, assessment of student learning outcomes, program review, and faculty collaboration. The existing part-time faculty bring instructional experience and continuity, supporting course delivery and allowing for flexible scheduling as enrollment grows.

No additional personnel are required at this time, as academic advising, enrollment management, student support services, and administrative oversight are provided through **existing institutional resources and leadership structures**. This staffing model is



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appropriate for the projected enrollment levels in the Business Plan and allows the program to scale responsibly as demand increases.

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.

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)
Karen Blocker	CHD 100 (UN, DU) CHD 204 (UN, DU) CHD 206 (UN, DU)	MS, Education – Early Childhood Education (Jacksonville State University)	OL
Karen Woodruff	CHD 100 (UN, DU) CHD 209 (UN, DU)	MS, Education – Early Childhood Education (University of Alabama at Birmingham) BS, Education – Early Childhood Education (Auburn University)	OL

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)
FT	CHD 201(UN, DU) CHD 202 (UN, DU) CHD 203 (UN, DU) CHD 204 (UN, DU) CHD 208 (UN, DU) CHD 210 (UN, DU) CHD 214 (UN, DU)	MS, Education – Early Childhood Education (Institution TBA)	IP and OL

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**:

D. Facilities

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

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

E. Assistantships/Fellowships

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

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

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

F. Library

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

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

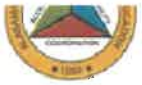
G. Accreditation Expenses

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

Not Applicable

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:



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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 reported in the Business Plan (Line 17) was calculated using a cost-per-credit-hour methodology, rather than a flat cost per term. A tuition rate of \$184 per credit hour was applied uniformly across projected enrollment.

Revenue calculations are based on projected total enrollment headcount by year, differentiated by full-time and part-time student status. For calculation purposes, full-time enrollment was defined as 15 credit hours per term (30 credit hours per academic year), while part-time enrollment was defined as 6 credit hours per term (12 credit hours per academic year). Annual tuition revenue was calculated by multiplying the applicable credit-hour load by the per-credit tuition rate and the projected number of students in each enrollment category.

Tuition revenue projections do not differentiate between resident and non-resident tuition rates. All calculations assume the standard resident tuition rate, resulting in a conservative estimate of total revenue. This approach is consistent with the College's predominantly in-district student population and avoids overstating revenue.

Projected tuition revenues increase proportionally with total enrollment growth over the seven-year period, reflecting anticipated expansion of traditional, workforce, and dual-enrollment-informed student pipelines. Revenue projections were intentionally conservative and do not assume maximum course loads or accelerated time-to-completion.

- 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.

The projected shortfalls in Years 1–2 will be supported through institutional reallocation of existing funds. The College is committed to program development in high-demand workforce areas and will absorb initial operating deficits through general fund support. As enrollment stabilizes and progresses toward full implementation, the program is expected to become self-sustaining by Year 3. Existing instructional capacity, shared general education faculty, and available classroom space will minimize additional startup costs during the initial implementation period.

ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY								
INSTITUTION:	Central Alabama Community College							
PROGRAM NAME:	Child Development						CIP CODE:	19.0708
SELECT LEVEL:	UNDERGRADUATE (ASSOCIATE)							
ESTIMATED *NEW* EXPENSES TO IMPLEMENT PROPOSED PROGRAM								
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	TOTAL
FACULTY	\$118,359	\$120,453	\$122,590	\$124,769	\$126,992	\$129,260	\$131,572	\$873,995
ADMINISTRATION/STAFF								\$0
EQUIPMENT								\$0
FACILITIES								\$0
ASSISTANTSHIPS/FELLOWSHIPS								\$0
LIBRARY								\$0
ACCREDITATION AND OTHER COSTS								\$0
TOTAL EXPENSES	\$118,359	\$120,453	\$122,590	\$124,769	\$126,992	\$129,260	\$131,572	\$873,995
NEW REVENUES AVAILABLE FOR PROGRAM SUPPORT								
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	TOTAL
REALLOCATIONS	\$43,287	\$21,093						\$64,380
EXTERNAL FUNDING								\$0
TUITION + FEES	\$75,072	\$99,360	\$123,648	\$143,520	\$158,976	\$174,432	\$174,432	\$949,440
TOTAL REVENUES	\$118,359	\$120,453	\$123,648	\$143,520	\$158,976	\$174,432	\$174,432	\$1,013,820
ENROLLMENT PROJECTIONS								
<i>Note: "New Enrollment Headcount" is defined as unduplicated counts across years.</i>								
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	AVERAGE
FULL-TIME ENROLLMENT HEADCOUNT	No data reporting	8	8	9	9	9	9	8.67
PART-TIME ENROLLMENT HEADCOUNT		8	10	10	10	10	10	9.67
TOTAL ENROLLMENT HEADCOUNT		16	18	19	19	19	19	18.33
NEW ENROLLMENT HEADCOUNT		7	10	10	10	10	10	9.50
Validation of Enrollment			YES	YES	YES	YES	YES	
DEGREE COMPLETION PROJECTIONS								
<i>Note: Do not count Lead "0"s and Lead 0 years in computing the average annual degree completions.</i>								
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	AVERAGE
DEGREE COMPLETION PROJECTIONS	No data reporting	4	7	8	8	9	9	7.50

Undergraduate Curriculum Plan

Undergraduate Curriculum Checklist:

- | | |
|--------------------------|--------------------------|
| 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	22
Credit hours required in Program Courses & Required Electives	42
Credit hours in Program Options (concentrations/specializations/tracks)	0
Credit hours in Free Electives	0
Credit hours in required Capstone/Internship/Practicum	0
Total Credit Hours Required for Completion:	64

Maximum number of credits that can be transferred in from another institution and applied to the program:	47
Intended program duration in semesters for full-time students:	4
Intended program duration in semesters for part-time students:	6

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:	Central Alabama Community College			
Program Name:	Child Development			
Program Level:	UNDERGRADUATE (ASSOCIATE)			
Curriculum Components of Proposed Program				
Course Number	Course Name	Credit Hours	New? (Y)	WBL? (Y)
General Education Courses		22		
ENG 101	English Composition I	3		
MUS 101	Music Appreciation	3		
CIS 146	Computer Applications	3		
BIO 103	Principles of Biology I	4		
MTH 100	Intermediate College Algebra	3		
PSY 200	General Psychology	3		
SPH 106	Fundamentals of Oral Communication	3		
Program Courses and Required Electives		42		
CHD 100	Introduction to Early Care and Education of Children	3		
CHD 201	Child Growth & Development Principles	3	Y	
CHD 202	Children's Creative Experiences	3	Y	
CHD 203	Children's Literature & Language Development	3	Y	
CHD 204	Methods and Materials for Teaching Children	3		
CHD 205	Program Planning for Educating Young Children	3	Y	
CHD 206	Children's Health and Safety	3		
CHD 208	Administration of Child Development Programs	3	Y	
CHD 209	Infant and Toddler Education Programs	3		
CHD 210	Educating Children With Exceptional Needs	3	Y	
CHD 214	Families & Communities in Early Care & Education Programs	3	Y	
BUS 263	The Legal and Social Environment of Business	3		
OAD 137	Computerized Financial Record Keeping	3		
OAD 219	Accounting Concepts and Applications	3	Y	
Program Options (enter total credit hours from all options below)				
Free Electives				
Capstone/Internship/Practicum				
Total Credit Hours Required for Completion:		64		



925 North Street E, Talladega, AL 35160
256-362-3852 | tcrchildcarecorporation.org

April 30, 2026

Alabama Commission on Higher Education

Montgomery, Alabama

Dear Members of the Commission,

On behalf of TCR Childcare Corp., I am writing to express our support for Central Alabama Community College's proposed Associate in Applied Science (AAS) in Child Development.

Our organization serves children and families in the region through Head Start and Early Head Start services, and we recognize the growing need for a well-prepared, trained early childhood workforce. Access to credentialed professionals is essential to maintaining program quality, supporting regulatory requirements, and ensuring positive outcomes for children.

The proposed Child Development AAS builds upon Central Alabama Community College's existing coursework and short-term certificate and provides a clear pathway for students seeking entry-level employment and career advancement in early childhood education settings. A degree-level program focused on child development, health and safety, developmentally appropriate practice, and applied learning will help meet current workforce needs while strengthening the local talent pipeline.

We believe the proposed program will benefit employers, families, and the broader community by increasing access to qualified early childhood professionals. We support the establishment of the Child Development Associate in Applied Science degree and encourage its approval.

Thank you for the opportunity to provide this statement of support.

Sincerely,

A handwritten signature in black ink, appearing to read 'Kay Jennings', is written over the printed name.

Kay Jennings

Executive Director

TCR Childcare

256-362-1390

kjennings@tcrchildcare.org

Suzanne Lacey, Ed.D.
Superintendent



P.O. Box 887 / Talladega, Alabama 35161-0887
Telephone: 256-315-5100 / Fax: 256-315-5126
www.tcboe.org

Board Members
Donna Hudson, Ed.D.
Kathy P. Landers
John R. Ponder
Susan E. Shaw
Sandra T. Tuck

Dear Members of the Commission,

On behalf of Talladega County Schools, I am writing to express our strong support for Central Alabama Community College's proposed Associate in Applied Science (AAS) in Child Development.

As a rural, high-poverty school system serving all students across 16 schools, Talladega County Schools is deeply committed to ensuring that every child has access to high-quality early learning experiences. Our district works closely with families and community partners to support early childhood development, and we recognize the growing need for a well-prepared, credentialed early childhood workforce. Access to trained professionals is essential to maintaining program quality, meeting regulatory expectations, and ensuring positive developmental outcomes for children.

The proposed Child Development AAS builds upon Central Alabama Community College's existing programs and provides a clear and meaningful pathway for students seeking entry into the early childhood field as well as opportunities for career advancement. A degree program that emphasizes child development, health and safety, developmentally appropriate practice, and applied learning will directly address workforce needs in our region while strengthening the local talent pipeline.

In Talladega County, we see firsthand the impact that strong early childhood education has on long-term student success. Investing in the preparation of early childhood professionals aligns directly with our district's commitment to student achievement, growth, and overall well-being. This program will not only benefit employers and families, but also contribute to stronger school readiness and improved outcomes across our K-12 system.

We fully support the establishment of the Child Development Associate in Applied Science degree and strongly encourage its approval.

Thank you for the opportunity to provide this statement of support.

Sincerely,

A handwritten signature in black ink, appearing to read "Emily Harris", written in a cursive style.

Emily B. Harris
Director of Curriculum, Instruction, and Student Learning
Talladega County Schools
eharris@tcboe.org

May 5, 2026

Alabama Commission on Higher Education

Montgomery, Alabama

Dear Members of the Commission,

On behalf of Lincoln Learning Center and Granny's House Daycare, I am writing to express our support for Central Alabama Community College's proposed Associate in Applied Science (AAS) in Child Development.

Our organization serves children and families in the region through childcare services, early learning programs, and Pre-K, and we recognize the growing need for a well-prepared, trained early childhood workforce. Access to credentialed professionals is essential to maintaining program quality, supporting regulatory requirements, and ensuring positive outcomes for children.

The proposed Child Development AAS builds upon Central Alabama Community College's existing coursework and short-term certificate and provides a clear pathway for students seeking entry-level employment and career advancement in early childhood education settings. A degree-level program focused on child development, health and safety, developmentally appropriate practice, and applied learning will help meet current workforce needs while strengthening the local talent pipeline.

We believe the proposed program will benefit employers, families, and the broader community by increasing access to qualified early childhood professionals. We support the establishment of the Child Development Associate in Applied Science degree and encourage its approval.

Thank you for the opportunity to provide this statement of support.

Sincerely,

Jennifer Alsup
Owner

Lincoln Learning Center
200 Magnolia St.
Lincoln, AL 35096
(205)763-1769

and

Granny's House Daycare
200 East Parkway
Talladega, AL 35160
(256)362-2563

April 30, 2026

Alabama Commission on Higher Education

Montgomery, Alabama

Dear Members of the Commission,

On behalf of **Child Care Central Quality training division of TCR Child Care Corporation**, I am writing to express our support for Central Alabama Community College's proposed Associate in Applied Science (AAS) in Child Development.

Our organization serves children and families in the region through **providing quality professional development training to early childhood providers, Pre-K teachers, Head Start, Early Head Start, and the community**, and we recognize the growing need for a well-prepared, trained early childhood workforce. Access to credentialed professionals is essential to maintaining program quality, supporting regulatory requirements, and ensuring positive outcomes for children.

The proposed Child Development AAS builds upon Central Alabama Community College's existing coursework and short-term certificate and provides a clear pathway for students seeking entry-level employment and career advancement in early childhood education settings. A degree-level program focused on child development, health and safety, developmentally appropriate practice, and applied learning will help meet current workforce needs while strengthening the local talent pipeline.

We believe the proposed program will benefit employers, families, and the broader community by increasing access to qualified early childhood professionals. We support the establishment of the Child Development Associate in Applied Science degree and encourage its approval.

Thank you for the opportunity to provide this statement of support.

Sincerely,

Sabrina Robinson

Professional Development Director

Child Care Central

256-362-1309, ext.57

srobinson@tcrchildcare.org