



# Alabama Commission on Higher Education

*Accessibility. Affordability. Coordination.*

## Proposal for a New Degree Program

---

### I. Information and Rationale

#### A. Primary Contact Information

Institution: University of Montevallo

Contact: Dr. Courtney Bentley

Title: Provost and Senior Vice President for Academic Affairs

Email: cbentle2@montevallo.edu

Telephone: 205-665-6015

#### B. Program Information

Date of Proposal Submission: 11/8/2024

Award Level: Bachelor's Degree

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

Field of Study/Program Title: Data Analytics

CIP Code (6-digit): 52.1301

#### C. Administration of the Program

Name of Dean and College: Dr. Lynne Richardson, Interim Dean, Michael E. Stephens College of Business

Name of Department/Division: Michael E. Stephens College of Business

Name of Chairperson: Dr. Carolyn Garrity

#### D. Implementation Information

Proposed Program Implementation Date: 8/25/2025

Anticipated Date of Approval from Institutional Governing Board: 11/1/2024

Anticipated Date of ACHE Meeting to Vote on Proposal: 3/14/2025

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

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

#### E. Concise Program Description

Include general opportunities for work-based and/or experiential learning, if applicable.

The Bachelor of Business Administration (BBA) in Data Analytics blends core business principles with data analytics techniques. This degree equips students with the ability to analyze large datasets, generate business insights, and support data-driven decision-making within a business context. The curriculum includes business core courses in accounting, finance, marketing, management, and business strategy, combined with specialized courses in data analytics, such as statistics, data mining, machine learning, and data visualization using software like Python, R, SQL, and Excel, as well as



# Alabama Commission on Higher Education

*Accessibility. Affordability. Coordination.*

visualization tools like Tableau or Power BI. Students will apply data analytics to business problems, assessing data trends, forecasting outcomes, and making evidence-based recommendations. This blend of technical data skills and broad business knowledge prepares graduates for careers as data analysts, business intelligence specialists, or consultants across industries. The Stephens College of Business works closely with employers in the Birmingham Metropolitan area to provide internship opportunities where students can gain hands-on experience in real-world business environments.

## F. Specific Rationale (Strengths) for the Program

List 3 – 5 strengths of the proposed program as specific rationale for recommending approval of this proposal.

1. **Versatility:** This program will equip students with applicable skills in various industries and roles, such as management, marketing, finance, data analysis, operations, and more. This versatility will make students a valuable asset in the Alabama job market.
2. **Practical Skill Development:** Students will work on case studies, group projects, and optional internships while developing problem-solving, communication, leadership, and teamwork skills that employers highly value.
3. **Problem-Solving and Critical Thinking:** This program teaches students to analyze complex problems, make data-driven decisions, and think critically.

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. NA

## II. Background with Context

### A. Student Learning Outcomes

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

1. Our graduates will be effective communicators.
2. Our graduates will be able to apply critical thinking and problem-solving to today's business challenges through the utilization of large datasets.
3. Our graduates will be able to work collaboratively to achieve common goals.
4. Our graduates will have a strong foundation of common business knowledge in accounting, finance, management, marketing, economics, and data analysis etc.
5. Students will be able to design systems necessary to store, and access repositories of data.
6. Students will be fluent in at least one object-oriented programming language.

### B. 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.



# Alabama Commission on Higher Education

*Accessibility. Affordability. Coordination.*

CIP Code	Degree Title	Institution with Similar Program	Justification for Duplication
521301	Business Analytics BS	Auburn University	To serve students in the Birmingham Metro Area in Jefferson, Shelby, Chilton, and Bibb Counties.
521301	Data Analytics, BS/BA	Troy	To serve students in the Birmingham Metro Area in Jefferson, Shelby, Chilton, and Bibb Counties.
521301	Operations Management, BS	University of Alabama	To serve students in the Birmingham Metro Area in Jefferson, Shelby, Chilton, and Bibb Counties.
521301	Analytics, BS/BA	University of Alabama at Huntsville	To serve students in the Birmingham Metro Area in Jefferson, Shelby, Chilton, and Bibb Counties.
521301	Data Analytics, BBA	University of North Alabama	To serve students in the Birmingham Metro Area in Jefferson, Shelby, Chilton, and Bibb Counties.

### C. Relationship to Existing Programs within the Institution

1. Is the proposed program associated with any existing offerings within the institution, including options within current degree programs? **Yes**  **No**

(Note: Most new programs have some relationship to existing offerings, e.g., through shared courses or resources). If yes, complete the following table. 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
Undergraduate	BBA in Accounting	The proposed program has the same business core as the existing BBA programs. Accounting electives may be selected from current accounting courses.
Undergraduate	BBA in Finance	The proposed program has the same business core as the existing BBA programs. Finance electives may be selected from current finance courses.
Undergraduate	BBA in Management	The proposed program has the same business core as the existing BBA programs. Management electives may be selected from current management courses.
Undergraduate	BBA in Marketing	The proposed program has the same business core as the existing BBA programs. Marketing electives may be selected from current marketing courses.

2. Will this program replace any existing programs or specializations, options, or concentrations? **Yes**  **No**

If yes, please explain. The BS in Data Analytics will be eliminated from the University of Montevallo's program inventory before Fall 2027.

3. Will the program compete with any current internal offerings? **Yes**  **No**

The BS in Data Analytics will be eliminated from the University of Montevallo's program inventory.



# Alabama Commission on Higher Education

*Accessibility. Affordability. Coordination.*

## D. Collaboration

Have collaborations with other institutions or external entities been explored? **Yes**  **No**

If yes, provide a brief explanation indicating those collaboration plan(s) for the proposed program.

Have any collaborations within your institution been explored? **Yes**  **No**

If yes, provide a brief explanation indicating those collaboration plan(s) for the proposed program.

## E. Specialized Accreditation

1. Will this program have any external accreditation requirements in addition to the institution's SACSCOC program requirements? **Yes**  **No**

If yes, list the name(s) of the specialized accrediting organization(s) and the anticipated timeframe of the application process.

AACSB - The Association to Advance Collegiate Schools of Business. It is the responsibility of the College of Business to notify AACSB of the new program for inclusion into the accreditation scope. It will be assessed along with the existing programs during the next review cycle after implementation.

2. Does your institution intend to pursue any other non-required accrediting organizations for the program? **Yes**  **No**

If yes, list the name(s) of the organization(s) and the purpose of the pursuit.

If there are plans to pursue non-required external accreditation at a later date, list the name(s) and why the institution is not pursuing them at this time.

**Note: Check No to indicate that non-required external accreditation will not be pursued, which requires no explanation.**

## F. Professional Licensure/Certification

Please explain if professional licensure or industry certification is required for graduates of the proposed program to gain entry-level employment in the occupations selected. Be sure to note which organization(s) grants licensure or certification.

The proposed degree will adequately prepare students for entry-level employment without professional licensure or industry certifications.

## G. Additional Education/Training

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



# Alabama Commission on Higher Education

*Accessibility. Affordability. Coordination.*

The proposed degree will adequately prepare students for entry-level employment without further education/training.

## H. Admissions

Will this program have any additional admissions requirements beyond the institution's standard admissions process/policies for this degree level? Yes  No

If yes, describe any other special admissions or curricular requirements, including any prior education or work experience required for acceptance into the program.

## I. Mode of Delivery

Provide the planned delivery format(s) (*i.e.*, in-person, online, hybrid) of the program as defined in policy along with the planned location(s) at which the program will be delivered (*i.e.*, on-campus and/or at specific off-campus instructional site(s)). Please also note whether any program requirements can be completed through competency-based assessment.

This program shares the courses currently offered in the College of Business. The College of Business provides in-person, hybrid, and asynchronous online courses for undergraduate programs. The in-person classes meet on the main campus. Students cannot complete program requirements through competency-based assessment.

## J. Projected Program Demand (Student Demand)

Briefly describe the primary method(s) used to determine the level of student demand for this program using evidence, such as enrollments in related coursework at the institution, or a survey of student interest conducted (indicate the survey instrument used), number and percentage of respondents, and summary of results.

Based on a student interest survey conducted among current Data Analytics majors and students in MIS 161, a general education course, to gauge interest in a BBA in Data Analytics the following information was extracted: Of the 21 Data Analytics majors who responded, 76% (16 students) expressed strong or moderate interest in the BBA. Among non-Data Analytics majors, 15% (18 students) indicated interest in the BBA.

Based on the student interest survey projected enrollments for the BBA in Data Analytics are expected to see a steady increase compared to the current BS degree. We anticipate up to a 10% growth in enrollment as the new BBA aligns with the standard business degree offerings, providing students with a broader support system and a more integrated business education. This structure is likely to attract more students interested in both business and data analytics, making the program more appealing and accessible.

## K. Standard Occupational Code System

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>.



# Alabama Commission on Higher Education

Accessibility. Affordability. Coordination.

A list of Alabama’s In-Demand Occupations is available at <https://www.ache.edu/index.php/policy-guidance/>.

SOC 1 (15-2051.01): Business Intelligence Analysis

SOC 2 (15-2051.00): Data Scientists

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 new data analytics degree will address the growing demand for skilled professionals in Alabama’s evolving economy. According to the Statewide and Regional Lists of In-Demand Occupations, data-related roles such as data analysts, business intelligence analysts, and operations research analysts are increasingly sought after across industries like healthcare, finance, and manufacturing. The degree aligns with these employment needs by equipping graduates with expertise in data-driven decision-making, statistical analysis, and business intelligence.

Further, the degree supports emerging industries identified by Innovate Alabama and the EDPA, such as technology, logistics, and advanced manufacturing, where data analytics plays a critical role in optimizing operations, improving efficiencies, and fostering innovation. By providing specialized training, this program would help fill gaps in the local workforce, promoting economic development and positioning Alabama as a competitive player in the tech-driven economy.

### III. Curriculum Information for Proposed Degree Program

A. Program Completion Requirements: Enter the credit hour value for all applicable components (enter N/A if not applicable).

Curriculum Overview of Proposed Program	
Credit hours required in <b>general education</b>	50
Credit hours required in <b>program courses</b>	36
Credit hours in <b>program electives/concentrations/tracks</b>	30
Credit hours in <b>free electives</b>	4
Credit hours in <b>required research/thesis</b>	0
<b>Total Credit Hours Required for Completion</b>	<b>120</b>

Note: The above credit hours **MUST** match the credit hours in the *Curriculum Components of Proposed Program* table in Section V.G.



# Alabama Commission on Higher Education

*Accessibility. Affordability. Coordination.*

**B.** Maximum number of credits that can be transferred in from another institution and applied to the program:

No more than 64 semester credit hours from a community or junior college may be applied toward meeting UM degree requirements.

**C.** Intended program duration in semesters for full-time students:

Eight semesters for a full-time student taking 15 credit hours per semester.

**D.** Intended program duration in semesters for part-time students:

Assuming nine credit hours per semester, a part-time student will take approximately 13 semesters.

**E.** 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, explain how these components fit with the required coursework.

**F.** Does the program include any concentrations? **Yes**  **No**

If yes, provide an overview and identify these courses in the *Electives/Concentrations/Tracks* section in the Curriculum Components of Proposed Program Table in Section V.G.

**G.** 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.

<b>Program Name:</b>		<b>Data Analytics, BBA</b>			
<b>Program Level:</b>		<b>Bachelor’s Degree</b>			
<b>Curriculum Components of Proposed Program</b>					
<b>Course Number</b>	<b>Course Title</b>	<b>Credit Hours</b>	<b>New? (Y)</b>	<b>WBL? (Y)</b>	
<b>General Education Courses (Undergraduate Only)</b>					
ENG 101 & 102	Composition I & Composition II	6	N	N	
ENG 231 or 232*	Global Literature: Perspectives Across Periods and Locations or Global Literature: Perspectives Within a Period or Location	3	N	N	
COMS 101	Foundations of Oral Communications	3	N	N	
----	Fine Arts (1 course)	3	N	N	
----	Humanity (1 course)	3	N	N	
----	Additional Humanities or Fine Arts (2 courses)	6	N	N	
----	Natural Science with lab (2 courses)	8	N	N	



# Alabama Commission on Higher Education

*Accessibility. Affordability. Coordination.*

----	Mathematics (1 course)	3	N	N
HIST 101 or 102*	History of World Civilizations I or History of World Civilizations II	3	N	N
----	Social & Behavioral Sciences (3 courses)	9	N	N
MIS 161	Introduction to Computers	3	N	N
<b>Program Courses</b>				
GB 101	Survey of Business	3	N	N
AC 221	Principles of Accounting I	3	N	N
AC 222	Principles of Accounting II	3	N	N
BL 283	Legal Environment of Business	3	N	N
FI 372	Business Finance	3	N	N
MG 305	Business Professional Development	3	N	N
MG 361	Principle of Management and Organizational Theory	3	N	N
MG 469	Business Policy	3	N	N
MK 351	Principles of Marketing	3	N	N
QM 237	Data Analytics in Business I	3	N	N
QM 238	Data Analytics in Business II	3	N	N
QM 363	Operations Management	3	N	N
<b>Program Electives/Concentrations/Tracks</b>				
DATA 161	Data Analytics and Society	3	N	N
DATA 200	Data Visualization	3	Y	N
DATA 241	Programming Foundations for Analytics I	3	N	N
DATA 245	Programming Foundations for Analytics II	3	N	N
DATA 348	Database I	3	N	N
DATA 350	Database II	3	N	N
DATA 400	Applied Machine Learning and AI	3	Y	N
DATA 450	Data Analysis and Mining I	3	N	N
DATA 451	Data Analysis and Mining II	3	N	N
DATA 455 or DATA 409	Data Analytics Practicum or Internship in Data Analytics I	3	N	N
General Electives	300/400 level electives	4	N	N
<b>Research/Thesis</b>				
<b>*Total Credit Hours Required for Completion</b>		<b>120</b>		

\*Note: The total credit hours should equal the total credit hours in the Curriculum Overview table (V.B, p. 9).

## IV. Program Resource Requirements

### A. Proposed Program Faculty\*

#### Current Faculty and Faculty to Be Hired

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





# Alabama Commission on Higher Education

*Accessibility. Affordability. Coordination.*

**\*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)
Adams, Jeffery (PT)	MG371 Nonprofit Organizations Overview and Operations, 3 (UT) (IP, OL) MG467 Organizational Behavior, 3 (UT) (IP, OL) NPS371 Nonprofit Organizations - Overview and Operations, 3 (UT), (IP, OL)	M.B.A., 1995: University of Alabama at Birmingham B.B.A. (Management), 1985: University of Montevallo	
Afzal, Hadiqa (FT)	AC310 Computerized Data Analysis, 3 (UT), (IP) DATA370 Data Structures and Algorithms I, 3 (UT), (IP) DATA371 Data Structures and Algorithms II, 3 (UT), (IP) DATA456 Information Infrastructure II, 3 (UT), (IP) MIS161 Introduction to Computers, 3 (D, UT), (IP, OL) MIS310 Computerized Data Analysis, 3 (UT)(IP)	M.S. (Computer Science), 2018: Maharishi University of Management B.S. (Software Engineering), 2014: National University of Modern Languages and Sciences	
Cole, Emma (FT)	AC325 Intermediate Accounting II, 3 (UT)(IP) AC326 Cost Accounting I, 3 (UT) (IP) AC327 Intermediate Accounting III, 3 (UT) (IP) AC360 Accounting Information Systems, 3 (UT) (IP) AC409 Internship in Accounting, 3 (UN) AC421 Income Tax I, 3 (UT) (IP) AC425 Governmental and Not-for-Profit Accounting, 3 (UT) (IP) AC427 Income Tax II, 3 (UT) (IP) AC483 Income Tax Practicum, 1 (UT) (IP) GB460 Special Topics in Business, 3 (UT)	D.B.A. (Accounting), 2023: Creighton University M.B.A., 2009: Troy University B.A. (Accounting), 1990: Auburn University  <b>Coursework</b> Research Certifications IRB Training - Social and Behavioral (Basic) Expires March 2023 CITI Good Clinical Practice (Basic) Expires February 2023 CITI Responsible Conduct of Research Expires June 2024	CPA, Alabama  CGMA
Garrity, Carolyn (FT) Department Chair	MK355 Consumer Behavior, 3 (UT)(IP, OL) MK410 Influence, Persuasion & Innovation, 3 (UT) (IP, OL) MK551 Marketing Management (G) (IP, OL)	Ph.D. (Marketing), 2010: Louisiana State University M.B.A. (Marketing and Non-Profit Management), 1997: American University B.B.A. (Marketing and Management), 1993: University of Cincinnati  <b>Coursework</b> ChapGPT Masterclass: A Complete Guide for Beginners, Udemy.com, February 2023 Co-Starter Mentor Training, June 2022 Inbound Marketing Fundamentals, Hubspot Academy, October 2020 Partial Least Squares Workshop, Auburn, Alabama, January, 2019 Case Method Teaching Seminar -- Harvard Business Publishing, Boston, Massachusetts, August, 2018 Consent and Respect Staff training form 3rd Millennium Classrooms Defensive Driving Safety School, City of Montevallo Engaging in the Scholarship of Teaching and Learning, Malone Center Open Educational Resources Workshop, Malone Center	Quality Matters Teaching Online Certificate



# Alabama Commission on Higher Education

*Accessibility. Affordability. Coordination.*

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)
Jasemi, Zargani (FT)	DATA171 Social Informatics, 3 (UT)(IP) DATA245 Computer Programming I, 3 (UT), (IP) DATA246 Computer Programming II, 3 (UT), (IP) DATA370 Data Structures and Algorithms I, 3 (UT), (IP) DATA371 Data Structures and Algorithms II, 3 (UT), (IP) DATA409 Internship in Informatics, 3 (UT), (IP) DATA450 Data Analysis and Mining I, 3 (UT), (IP) DATA451 Data Analysis and Mining II, 3 (UT), (IP) DATA455 Information Infrastructure I, 3 (UT), (IP) QM563 Decision Science for Operations Management, 3 (G), (IP, OL)	Post Doc (Industrial Engineering), 2018: Wayne State University Ph.D. (Industrial Engineering), 2010: Amirkabir University of Technology M.S. (Industrial Engineering), 2005: Sharif University of Technology	Quality Matters Teaching Online Certificate
Johnson, Gary (FT)	GB465 Customer Relationship Management & Sales Technology, 3 (UT) (IP, OL) MK351 Principles of Marketing, 3 (UT) (IP, OL) MK353 Marketing Communications, 3 (UT) (IP, OL) MK356 Sports Marketing, 3 (UT) (IP, OL) MK452 Strategic Marketing Management, 3 (UT) (IP, OL) MK454 Services and Professional Selling, 3 (UT) (IP, OL) MK455 Special Topics in Marketing, 1 (UT) (IP, OL) MK460 Sales Management, 3 (UT) (IP, OL)	D.B.A. (Marketing), 2019: University of South Florida M.A. (Marketing), 1997: University of Alabama B.S. (Marketing), 1995: University of Alabama	Quality Matters Teaching Online Certificate
Kolb, Staci (FT)	AC221 Principles of Accounting I, 3 (UT, D) (IP) AC222 Principles of Accounting II, 3 (UT, D) (IP) AC325 Intermediate Accounting II, 3 (UT) (IP) AC423 Auditing I, 3 (UT) (IP) AC428 Auditing II, 3 (UT) (IP) GB409 Internship in Business, 3 (UN) (IP) MG305 Business Professional Development, 3 (UT) (IP)	M.Ac. (Accounting), 1996: University of Alabama at Birmingham B.S. (Accounting), 1991: Auburn University	Quality Matters Teaching Online Certificate Certified Public Accountant, Birmingham, AL Certified Internal Auditor, Birmingham, AL
Mechitov, Alex (FT)	GB476 Applied Research in Business, 3 (UT) MG308 Business & Society, 3 (UT) (IP, OL) MG400 Globalization: National and International Issues, 3 (UT) (IP, OL) MG460 Special Topics in Management, 3 (UT) (IP, OL) MG476 Applied Research in Management, 3 (UT) (IP, OL) MG565 Global Organizations and Management, 3 (G) (IP, OL) MIS367 Management Information Systems, 3 (UT) (IP, OL) MIS476 Applied Research in Management Information Systems, 3 (UT) MIS567 Project & Information Systems, 3 (G) (IP, OL) QM363 Operations Management, 3 (UT) (IP, OL)	Ph.D. (Data Science), 1987: Institute for Systems Analysis of the Russian Academy of Sciences M.S. (Economic Cybernetics), 1978: Moscow State University	Quality Matters Teaching Online Certificate



# Alabama Commission on Higher Education

*Accessibility. Affordability. Coordination.*

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)
Montgomery, David (FT)	MG361 – Principles of Management, 3, (UT), (IP, OL) MG462 Human Resource Management, 3, (UT), (OL) MG466 Entrepreneurial Leadership 3, (UT), (OL) MG461 – Leadership & Organizational Change (UT), (IP) MG561 – Leadership of Human Resources and Organizational Development, 3, (G), (IP, OL, OSIC)	PhD (Management) 2018: University of Toledo	
Morrow, Bert (FT)	MG500 Civilization, Society & Org (G)(OL) MG463 International HR(UT), (OL) MG 365 Global Leadership	PhD (Management) 1996: Texas A&M University	
Motii, Brian (FT)	EC231 Introduction to Macroeconomics, 3 (D, UT), (IP, OL) EC232 Introduction to Microeconomics, 3 (D, UT) IP, OL) EC307 World Economy, 3 (UT) IP, OL) EC401 Money and Banking, 3 (UT) IP, OL) EC532 Managerial Economics, 3 (G) IP, OL) FI401 Money & Banking, 3 (UT) IP, OL) QM236 Quantitative Methods in Business II, 3 (D, UT) IP, OL)	Other (Teaching Online Certificate), 2020: Quality Matters (QM) Ph.D. (Regional Economics), 1998: University of Oklahoma M.S. (International Economics), 1990: Florida State University M.B.A. (Marketing), 1978: Oklahoma City University B.S. (Management), 1976: Karaj School of Mathematics and Economic Management	Quality Matters Teaching Online Certificate
Prokop, Joe (PT)	FI 474 -Financial Planning (UT) (OL)	BS (Finance) 2011: University of Montevallo	Certified Financial Planner (CFP) 2016 Accredited Behavioral Finance Professional (2021)
Robicheaux, Sara (FT)	MG 469 – Business Policy (UT), (IP, OL) EC 232 – (D, UT), (HY, IP)	PhD (Finance) 2000: University of Alabama	



# Alabama Commission on Higher Education

*Accessibility. Affordability. Coordination.*

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)
Shad, Shafqat (FT)	<p>CYBR250 Operating Systems and Administration, 3 (UT)(IP)</p> <p>CYBR251 Computer Networking &amp; Distributed Computing, 3 (UT)(IP)</p> <p>CYBR351 Digital Forensics, 3 (UT)(IP)</p> <p>CYBR353 Mobile Development, 3 (UT)(IP)</p> <p>CYBR450 Information Assurance and Cybersecurity, 3 (UT)(IP)</p> <p>DATA171 Social Informatics, 3 (UT)(IP)</p> <p>DATA241 Introduction to Informatics and Computing, 3 (UT)(IP)</p> <p>DATA242 Logical Foundations for Informatics, 3 (UT)(IP)</p> <p>DATA348 Information Representation, 3 (UT)(IP)</p> <p>DATA456 Information Infrastructure II, 3 (UT)(IP)</p> <p>QM237 Data Analytics in Business I, 3 (D, UT), (IP, OL)</p> <p>QM238 Data Analytics in Business II, 3 (D, UT), (IP, OL)</p>	<p>Ph.D. (Computer Science and Technology), 2013: University of Science and Technology of China</p> <p>M.S. (Computer Science), 2004: COMSATS Institute of Information Technology</p> <p><b>Coursework</b></p> <p><b>Big data and data science related courses:</b></p> <ul style="list-style-type: none"> <li>• Python for Data Science IBM Badge and IBM Cognitive Class certificate</li> <li>• Data Analysis with Python IBM Cognitive Class certificate</li> <li>• Machine Learning with Python IBM Cognitive Class certificate</li> <li>• Data Visualization using Python IBM Cognitive Class certificate</li> <li>• Data Visualization using R IBM Cognitive Class certificate</li> <li>• Big Data Foundations- Level 1, IBM Badge and IBM Cognitive Class certificate</li> <li>• Hadoop Foundations (Framework and components)- Level 1, IBM Badge and IBM Cognitive Class certificate</li> <li>• Spark Fundamentals- Level 1, IBM Badge and IBM Cognitive Class certificate</li> <li>• Big Data Foundations- Level 2, IBM Badge and IBM Cognitive Class certificate</li> <li>• Data Science Foundations- Level 1, IBM Badge and IBM Cognitive Class certificate</li> <li>• Data Science Methodologies (Modeling and Evaluation), IBM Cognitive Class Certificate</li> <li>• Data Science Hands-on with Open Source Tools (OpenRefine, Apache Spark, R Studio, Jupyter, Zeppelin, Seahorse), IBM Cognitive Class certificate</li> <li>• R Programming- Level 1, IBM Cognitive Class certificate</li> <li>• Data Science Foundations - Level 2, IBM Badge and IBM Cognitive Class Certificate</li> <li>• Hadoop Programming (MapReduce and YARN defined programs using JAVA) - Level 1, IBM Badge and IBM Cognitive Class certificate</li> <li>• Hadoop Administration (Moving data into Hadoop using Sqoop and Flume) - Level 1, IBM Badge and IBM Cognitive Class</li> <li>• Hadoop Data Access-Level 1 (Accessing Hadoop Data Using Hive), IBM Badge and IBM Cognitive Class certificate</li> <li>• Hadoop Foundations- Level 2, IBM Badge and IBM Cognitive Class</li> <li>• Community Information Services Course (Asian Development Bank Institute Japan)</li> <li>• Public Information Services Course (Awarded by Asian Development Bank Institute Japan)</li> <li>• E-Business Strategies Course (Awarded by Asian Development Bank Institute Japan)</li> <li>• E-Learning Policies Course (Awarded by Asian Development Bank Institute Japan)</li> <li>• Corporate training on Documentation and Implementation of ISO 9001 (National Productivity Organization, Ministry of Industries and Special Initiatives, Pakistan)</li> <li>• SAP Production Planning module and ABAP training from IBM Pakistan at GFG Group.</li> <li>• Project Management Training (Earned 35 PDUs from global rep of Project Management Institute Intl i.e. Syscomp Intl)</li> <li>• Oracle 10g Certified Professional, DBA</li> <li>• Juniper Networks Certified Internet Specialist (Enterprise Routing) (JNCIS-ER)</li> </ul>	<p>Oracle Certified Database Administrator (10g)</p> <p>Juniper Networks Certified Internet Specialist (Enterprise Routing) (JNCIS-ER)</p>



# Alabama Commission on Higher Education

*Accessibility. Affordability. Coordination.*

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)
Smith, Deanna (FT)	AC221 Principles of Accounting I, 3 (D, UT), (IP) AC222 Principles of Accounting II, 3 (D, UT), (IP) AC324 Intermediate Accounting I, 3 (UT), (IP) AC326 Cost Accounting I, 3 (UT) (IP) AC327 Intermediate Accounting III, 3 (UT) (IP) AC409 Internship in Accounting, 3 (UN) AC410 Internship in Accounting II, 3 (UN) AC425 Governmental and Not-for-Profit Accounting, 3 (UT) (IP) AC522 Current Issues in Accounting, 3 (G), (IP, OL, OCIS) GB409 Internship in Business, 3 (UN) MG420 Social Entrepreneurship and Sustainability, 3 (UT), (IP, OL) NPS420 Social Entrepreneurship and Sustainability, 3 (UT), (IP, OLO)	ABD (Accounting), --N/A--: Jacksonville University M.Ac. (Accounting), 2014: University of Alabama at Birmingham B.B.A. (Accounting), 1999: University of Montevallo	Quality Matters Teaching Online Certificate
Thayer, Richard (FT)	BL283 Legal Environment of Business, 3 (D, UT), (IP)	J.D. (Jurisprudence), 2003: University of Mississippi B.S. (Finance), 1998: Birmingham Southern College	
Wang, Jun (FT)	EC401 Money and Banking, 3 (UT), (IP, OL) FI372 Business Finance, 3 (UT), (IP, OL) FI380 Sports Finance, 3 (UT), (IP, OL) FI401 Money & Banking, 3 (UT), (IP, OL) FI420 Futures and Options, 3 (UT), (IP, OL) FI421 Financial Information Systems, 3 (UT), (IP, OL) FI473 Investments, 3 (UT), (IP, OL) FI475 Special Topics, 3 (UT), (IP, OL) FI476 Applied Research in Finance, 3 (UT)	Ph.D. (Finance), 2010: University of Alabama M.B.A. (Finance), 2003: University of Alabama B.A. (Science and English), 1989: Tianjin University	Quality Matters Teaching Online Certificate
Yang, David (FT)	FI411 Risk Management and Insurance (UT), (IP, OL) FI415 Financial Services Seminar (UT), (OL) FI572 - Financial Management (G), (IP, OL, OSIC) FI475 – Entrepreneurship (UT), (OL) GB270- Personal Finance (UT, IP)	Ph.D. (Finance), 2022, West Virginia University	
New Faculty To Be Hired			
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)
N/A			

**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**  
**Courses Taught/To be Taught – For a substantive change prospectus/application, list the courses *to be taught*, not historical teaching assignments.**



# Alabama Commission on Higher Education

*Accessibility. Affordability. Coordination.*

## B. 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	16		16
	Part-Time Faculty	2		2
	Administration	2		2
	Support Staff	1		1
**New To Be Hired	Full-Time Faculty			0
	Part-Time Faculty			0
	Administration			0
	Support Staff			0
<b>Personnel Total</b>				<b>21</b>

**\*\*Note: Any new funds** designated for compensation costs (Faculty (FT/PT), Administration, and/or Support Staff to be Hired) **should be included** in the **New Academic Degree Program Business Plan Excel file**. Current personnel salary/benefits (Faculty (FT/PT), Administration, and/or Support Staff) **should not be included** in the **Business Plan**.

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.

## C. Equipment

Will any special equipment be needed specifically for this program? Yes  No   
 If yes, list the special equipment. Special equipment cost should be included in the **New Academic Degree Program Business Plan Excel file**.

## D. Facilities

Will any new facilities be required specifically for the program? Yes  No   
 If yes, list only **new** facilities. New facilities cost should be included in the **New Academic Degree Program Business Plan Excel file**.

Will any renovations to any existing infrastructure be required specifically for the program? Yes  No

If yes, list the renovations. Renovation costs should be included in the **New Academic Degree Program Business Plan Excel file**.



# Alabama Commission on Higher Education

*Accessibility. Affordability. Coordination.*

## E. Assistantships/Fellowships

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

If yes, how many assistantships will be offered?

The expenses associated with any *new* assistantships should be included in the **New Academic Degree Program Business Plan Excel file**.

## F. Library

Provide a brief summarization (one to two paragraphs) describing the current status of the library collections supporting the proposed program.

Carmichael Library has adequate resources to continue supporting the Data Informatics program as it transitions from a B.S. to a B.B.A. Degree. The library meets the needs of business students and faculty by providing access to database journal content, eBooks, and print books, with any gaps filled by interlibrary loan. This program change would introduce two new subjects into their curriculum: Artificial Intelligence and Data Visualization. Business faculty are encouraged to request resources in these areas to supplement current offerings.

Will additional library resources be required to support the program? Yes  No

If yes, briefly describe how any deficiencies will be remedied, and include the cost in the **New Academic Degree Program Business Plan Excel file**.

## G. Accreditation Expenses

Will the proposed program require accreditation expenses? Yes  No

If yes, briefly describe the estimated cost and funding source(s) and include cost in the **New Academic Degree Program Business Plan Excel file**.

## H. Other Costs

Please explain any other costs to be incurred with program implementation, such as marketing or recruitment costs. Be sure to note these in the **New Academic Degree Program Business Plan Excel file**.

## I. Revenues for Program Support

Will the proposed program require budget reallocation? Yes  No

If yes, briefly describe how any deficiencies will be remedied and include the revenue in the **New Academic Degree Program Business Plan Excel file**.

Will the proposed program require external funding (e.g., Perkins, Foundation, Federal Grants, Sponsored Research, etc.)? Yes  No

If yes, list the sources of external funding and include the revenue in the



# Alabama Commission on Higher Education

*Accessibility. Affordability. Coordination.*

## **New Academic Degree Program Business Plan Excel file.**

Please describe how you calculated the tuition revenue that appears in the **New Academic Degree Program Business Plan Excel file**. Specifically, did you calculate using cost per credit hour or per term? Did you factor in differences between resident and non-resident tuition rates?

Tuition revenue was calculated using the tuition rate published on the University of Montevallo website. For example, number of projected students \* 15 credit hours \* \$403(In-state rate) + \$1848(fees per year).

## **New Academic Degree Program Summary/Business Plan**

Use the Excel form from ACHE's Academic Program webpage located at <https://www.ache.edu/index.php/forms/>, named **New Academic Degree Program Business Plan**, to complete the New Academic Program Degree Proposal.

Instructions and definitions are provided in the Excel file. **The New Academic Degree Program Business Plan should be uploaded as an Excel file (.xlsx) in the Academic Program Review (APR) Portal.**

---

## **Steps for Submitting the New Academic Degree Proposal**

1. Complete the **New Academic Degree Proposal** document.
2. Attach the letters of support from external entities listed in *Section I.D.* at the end of the **New Academic Degree Proposal** document.
3. Save the **New Academic Degree Proposal** document as a **.pdf file**.
4. Complete the **New Academic Degree Program Business Plan** and save as an **.xlsx file**.
5. Login to the Academic Program Review (APR) Portal at [apr.ache.edu](http://apr.ache.edu) using your ACHE-provided login information. If you are not a designated user for your institution, contact your designated user.
6. Provide responses to questions in the APR Portal.
7. Upload the **New Academic Degree Proposal .pdf file** in the APR Portal.
8. Upload the **New Academic Degree Program Business Plan .xlsx file** in the APR Portal.
9. Click to "Validate" the proposal and then address any issues with your submission.
10. Once validation is clear, click "Review" to check your responses before submitting. If all looks good, click "Submit" at the bottom of the review screen.





## Alabama Commission on Higher Education

*Accessibility. Affordability. Coordination.*

11. The system will then prompt you to “Lock” the submission. Your proposal is considered submitted only once it has been locked within the APR Portal.

**NOTE: Proposals that have not been locked by the deadline will not be reviewed for consideration of inclusion on the next Commission agenda.**

## ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

<b>INSTITUTION:</b>	University of Montevallo		
<b>PROGRAM NAME:</b>	Bachelor of Business Administration - General Business	<b>CIP CODE:</b>	52.0101
<b>SELECT LEVEL:</b>	UNDERGRADUATE (BACHELOR'S)		

### ESTIMATED \*NEW\* EXPENSES TO IMPLEMENT PROPOSED PROGRAM

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	TOTAL
FACULTY								\$0
ADMINISTRATION/STAFF								\$0
EQUIPMENT								\$0
FACILITIES								\$0
ASSISTANTSHIPS/FELLOWSHIPS								\$0
LIBRARY								\$0
ACCREDITATION AND OTHER COSTS								\$0
<b>TOTAL EXPENSES</b>	\$0	\$0	\$0	\$0	\$0	\$0	\$0	<b>\$0</b>

### \*NEW\* REVENUES AVAILABLE FOR PROGRAM SUPPORT

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	TOTAL
REALLOCATIONS								\$0
EXTERNAL FUNDING								\$0
TUITION + FEES		\$86,478	\$115,304	\$172,956	\$144,130	\$172,956	\$201,782	\$893,606
<b>TOTAL REVENUES</b>	\$0	\$86,478	\$115,304	\$172,956	\$144,130	\$172,956	\$201,782	<b>\$893,606</b>

### ENROLLMENT PROJECTIONS

*Note: "New Enrollment Headcount" is defined as unduplicated counts across years.*

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	AVERAGE
FULL-TIME ENROLLMENT HEADCOUNT	<b>No data reporting</b>	20	20	20	20	20	20	<b>20.00</b>
PART-TIME ENROLLMENT HEADCOUNT		3	5	5	5	5	5	<b>4.67</b>
<b>TOTAL ENROLLMENT HEADCOUNT</b>		23	25	25	25	25	25	<b>24.67</b>
<b>NEW ENROLLMENT HEADCOUNT</b>		6	8	10	10	10	12	<b>9.33</b>
<b>Validation of Enrollment</b>			<b>YES</b>	<b>NO</b>	<b>NO</b>	<b>NO</b>	<b>YES</b>	

### 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
<b>DEGREE COMPLETION PROJECTIONS</b>	<b>No data reporting</b>	6	12	12	12	12	12	<b>11.00</b>