ATHENS STATE UNIVERSITY
BOARD OF TRUSTEES
BOARD MEETING
OCTOBER 15, 2021

The Athens State University Board of Trustees (also referred herein as the Board) held a meeting at 2:30 p.m. on Friday, October 15, 2021 in the Sandridge Student Center Ballroom to consider University matters.

PRESIDING: **MR. MACKE MAULDIN**

The Board of Trustees meeting was called to order at 2:30 p.m. by Mr. Macke Mauldin.

PUBLIC COMMENT

No one officially registered for public comment.

ROLL CALL

On roll call, the following Board members were present and constituted a quorum to conduct business:

Mr. Jim America
Ms. Cathy Dickens
Mr. Bill Dunnavant (electronically)
Mr. Macke Mauldin
Senator Arthur Orr
Mr. Goodrich 'Dus' Rogers
Ms. Missy Ming-Smith

Also present were Dr. Philip Way, President of Athens State University and Mr. Shane Black, University Legal Counsel, and Ms. Jackie Gooch, Secretary to the Board. Governor Kay Ivey and Chancellor Jimmy Baker and Mr. Ronnie Chronister and Dr. Sandra Sims-deGraffenried were absent.

APPROVAL OF AGENDA

On a motion made by Senator Orr and seconded by Mr. America, the Board approved the agenda by affirmative votes (7-0) of members answering present.

APPROVAL OF MINUTES

On a motion made by Senator Orr and seconded by Ms. Dickens, the Board approved the minutes of the May 21, 2021 meeting by affirmative votes (7-0) of members answering present.

OLD BUSINESS, PENDING MOTIONS AND RESOLUTION

1.   Executive Committee Minutes (June 18, 2021) – Previously sent electronically
        On a motion made by Mr. Rogers and seconded by Ms. Dickens, the Board accepted the June 18, 2021
        Executive Committee minutes by affirmative votes (7-0) of members answering present.

2.   Executive Committee Minutes (July 29, 2021) – Previously sent electronically

On a motion made by Ms. Dickens and seconded by Mr. American, the Board accepted the July 29, 2021 Executive Committee minutes by affirmative votes (7-0) of members answering present.

NEW BUSINESS, PENDING MOTIONS AND RESOLUTIONS

2022 Board Meeting Dates
(Attachment A)

On a motion made by Senator Orr and seconded by Mr. Rogers, the Board approved the Board meeting dates for 2022. This motion was approved by the affirmative votes (7-0) of members answering present.

Ratification of the 2021-2023 Board of Trustees Executive Committee Appointment
(Attachment B)

On a motion made by Senator Orr and seconded by Mr. America, the Board ratified the 2021-2023 Board of Trustees Executive Committee appointment by the affirmative votes of (7-0) of members answering present.

Board of Visitors Nomination/Appointment
(Attachment C)

On a motion made by Senator Orr and seconded by Ms. Dickens, the Board accepted, from the President of the University, and appointed the following individuals to serve on the University's Board of Visitors. College of Arts and Sciences: Julia Roth (3-year term) and College of Education: Toni Bailey (3-year term). This motion was approved by the affirmative votes (7-0) of members answering present.

2019-2020 Strategic Plan Report Card Acceptance
(Attachment D)

On a motion made by Senator Orr and seconded by Ms. Smith, the Board accepted the 2019-2020 Strategic Plan Report Card as presented. This motion was approved by the affirmative votes (7-0) of members answering present. Senator Orr commented that the University needs to broaden our borders and continue to raise the Athens State University banner not only in our region and state but nationally and even internationally as well.

New Academic Program: Master of Accountancy (COB)
(Attachment E)

On a motion made by Senator Orr and seconded by Mr. Rogers, the Board approved the Master of Accountancy for the College of Business. This motion was approved by the affirmative votes (7-0) of members answering present. Mr. Dunnavant made the following inquiries which were answered by Dr. Wehlburg: 1) When is the planned start date? (Fall 2022); 2) How much will these programs cost? (For the six new programs proposed at this meeting, no new costs at this time); 3) How do we measure return of investment and how do we decide when a program is not beneficial? (The University uses annual assessment reports for each program to review viability as well as preparing the post-implementation report for each new program for the Alabama Commission on Higher Education.)

New Academic Program: Master of Arts in Interdisciplinary Studies (COAS)
(Attachment F)

On a motion made by Senator Orr and seconded by Mrs. Smith, the Board approved the Master of Arts in Interdisciplinary Studies for the College of Arts and Sciences. This motion was approved by the affirmative votes (7-0) of members answering present.

New Academic Program: Certificate in Occupational Health and Safety Management (COB)
(Attachment G)

On a motion made by Senator Orr and seconded by Mr. Rogers, the Board approved the Certificate in Occupational Health and Safety Management for the College of Business. This motion was approved by the affirmative votes (7-0) of members answering present.

New Academic Program: Certificate (Graduate) in Community College Teaching and Learning (COE)
(Attachment H)

On a motion made by Senator Orr and seconded by Mr. America, the Board approved the Graduate Certificate in Community College Teaching and Learning for the College of Education. This motion was approved by the affirmative votes (7-0) of members answering present.

New Academic Program: Certificate (Graduate) in Online Teaching and Learning
(Attachment I)

On a motion made by Senator Orr and seconded by Mr. America, the Board approved the Graduate Certificate in Online Teaching and Learning for the College of Education. This motion was approved by the affirmative votes (7-0) of members answering present.

New Academic Program: Certificate (Graduate) Training and Development
(Attachment J)

On a motion made by Senator Orr and seconded by Mr. America, the Board approved the Graduate Certificate in Training and Development for the College of Education. This motion was approved by the affirmative votes (7-0) of members answering present.

OTHER BUSINESS

Quarterly Financial Update
The Board received the quarterly financial update.

Uncollected Debts at Athens State University
The Board received the report of uncollected debts for the University.

2021 Fact Book
The Board received a copy of the 2021 Fact Book.

President's Report/Update

Dr. Way provided the following updates:

1. Naming of University Property
   a.   Glasgow Parlor in memory of Dr. Benjamin Glasgow
   b.   McCandless Hall Stage is now Delmore Brothers Stage in memory of
         Alton and Rabon Delmore
2. President's Medal Award – Debby Delmore
3. Fiddler's Ticket Sales: Approximately 8200 tickets
4. The University is continuing to go full-steam ahead with new programs, renovating classrooms, improving technology and creating more hy-flex courses.
5. The most recent economic impact report indicates that the University has a $200,000,000 economic impact on our local economy. $166,000,000 of that is generated from alumni remaining and working in the area.

Board Committee Updates and Report Acceptance

Finance and Facilities Committee – Mr. Mauldin
Mr. Mauldin provided the Finance and Facilities update. The Committee did support spending $40,000 for a roof for the Nazaretian house to help mitigate additional damage.   The Committee also requested Dr. Way and Cabinet to provide a list of renovation priorities.

Enrollment and Student Affairs Committee – Mrs. Smith
Mrs. Smith provided the Enrollment and Student Affairs update that included a description of the UNV 300 and UNV 400 courses which are offered free of charge to all students.

Academic Affairs Committee – Mr. America
Mr. America provided the Academic Affairs update including comments regarding the new program launches adding value, and the outstanding quality of existing programs.

Development Committee – Ms. Dickens
Ms. Dickens provided the Development Committee update to include 1) second best year for Fiddler's, 2)136 Pavers have been sold for the paving project, 3) $40,000 in scholarships was raised through the Alumni Golf Tournament, 4) $10,000,000 has been awarded to the University through grants and 5) the University has received a $25,000 sponsorship from Lister Hill Credit Union and 6) Capital Campaign is currently over $19,000,000 of the $20,000,000 goal.

Closing Comments of Board Members

Mrs. Smith recognized Dr. Ferguson and his team for their outstanding work and asked that everyone consider donating to the Foundation.

On a motion made by Ms. Dickens and seconded by Mr. America, the Board accepted the Board Committee reports. This motion was approved by the affirmative votes (7-0) of members answering present.

ADJOURNMENT

On a motion made by Senator Orr and seconded by Mr. America, Mr. Mauldin adjourned the Athens State University Board of Trustees meeting at 3:21 pm.

ATHENS STATE UNIVERSITY
BOARD OF TRUSTEES

RECOMMENDATION FOR ACTION

DATE OF BOARD MEETING: October 15, 2021

ACTION ITEM TITLE: 2022 Board Meeting Dates

RECOMMENDATION:
It is recommended that the Athens State Board of Trustees approve the following Board meeting dates for 2022.

January 21, 2022
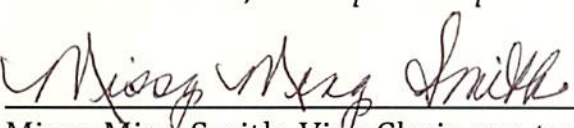May 20, 2022
July 15, 2022
October 21, 2022

The meeting schedule would include Board Committee meetings at 1:15 pm followed by the full Board meeting at 2:30 pm.
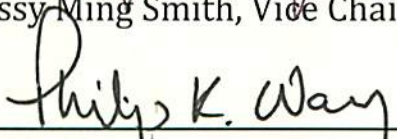
FISCAL CONSIDERATION: None.

RATIONALE: In compliance with Legislative Act 2012-497.
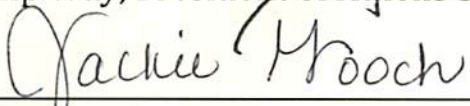
_____   10/15/21
Macke Mauldin, Chair *pro tempore*   Date

_____   October 15, 2021
Missy Ming Smith, Vice Chair *pro tempore*   Date

_____   10/15/21
Philip Way, President of Athens State University   Date

_____   10/15/2021
Jackie Gooch, Secretary to the Board of Trustees   Date

ATHENS STATE UNIVERSITY BOARD OF TRUSTEES

RECOMMENDATION FOR ACTION

DATE OF BOARD MEETING: October 15, 2021

ACTION ITEM TITLE: Ratification of the 2021-2023 Board of Trustees Executive Committee Appointment

RECOMMENDATION:
It is recommended that the Athens State University Board of Trustees ratify the 2021-2023 Board of Trustees Executive Committee appointment:

Macke Mauldin, Chair *Pro Tempore,* Chair
Missy Ming Smith, Vice Chair *Pro Tempore*
Jim America
Cathy Dickens
Dus Rogers
Dr. Philip Way (non-voting)

FISCAL CONSIDERATION: None.

RATIONALE: The Board of Trustees Executive Committee approved the appointment/membership of all Board committees at the July 29,2021 Executive Committee meeting. However, since the Executive Committee is authorized to act on behalf of the Board in certain instances, the ratification of the appointment indicates concurrence by the full Board.

_____   10/15/21
Macke Mauldin, Chair *pro tempore*   Date

_____   10/15/2021
Missy Ming Smith, Vice Chair *pro tempore*   Date

_____   10/15/21
Philip Way, President of Athens State University   Date

_____   10/15/2021
Jackie Gooch, Secretary to the Board of Trustees   Date

ATHENS STATE UNIVERSITY BOARD OF TRUSTEES

RECOMMENDATION FOR ACTION

DATE OF BOARD MEETING: October 15, 2021

ACTION ITEM TITLE: **Board of Visitors Appointment**

RECOMMENDATION:

It is recommended that the Athens State University Board of Trustees accept, from the President of the University, the following nominees for appointment to the Board of Visitors.

The Board of Trustees appoints the following individuals to serve on the Board of Visitors for the terms specified:
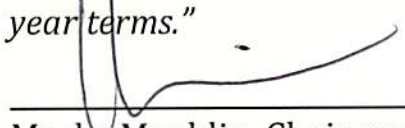
College of Arts and Sciences
Julia Roth (3 years)

College of Education
Toni Bailey (3 years)

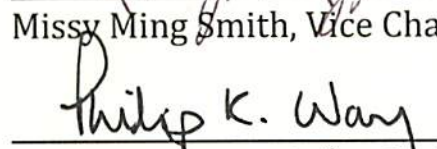**FISCAL CONSIDERATION**: None.

RATIONALE:

Pursuant to the Board of Visitors Charter approved by the Board of Trustees on April 2014: *"members shall be appointed by the Board of Trustees (by process determined by that Board) on nomination by the President of Athens State University. Members will serve three-year terms."*

_____   10/15/21
Macke Mauldin, Chair *pro tempore*   Date
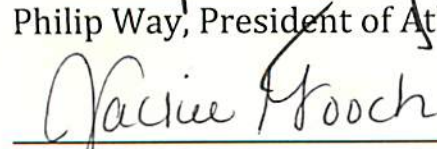
_____   10/15/2021
Missy Ming Smith, Vice Chair *pro tempore*   Date

_____   10/15/21
Philip Way, President of Athens State University   Date

_____   10/15/2021
Jackie Gooch, Secretary to the Board of Trustees   Date

ATHENS STATE UNIVERSITY
BOARD OF TRUSTEES

RECOMMENDATION FOR ACTION

DATE OF BOARD MEETING: October 15, 2021

ACTION ITEM TITLE: 2019-2020 Strategic Report Card Acceptance
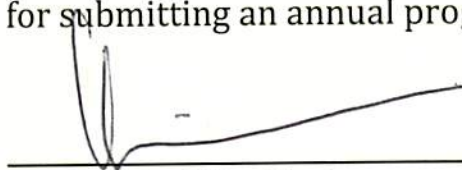
RECOMMENDATION:

It is recommended that the Athens State University Board of Trustees accept the 2019-2020 Strategic Plan Report Card as presented.

FISCAL CONSIDERATION: None.

RATIONALE:
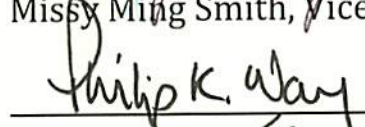
Pursuant to the *Strategic Planning* policy, the strategic planning committee is responsible for submitting an annual progress report to the President and the Board of Trustees.
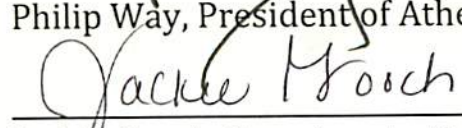
_____   10/15/21
Macke Mauldin, Chair *pro tempore*   Date

_____   10/15/2021
Missy Ming Smith, Vice Chair *pro tempore*   Date

_____   10/15/21
Philip Way, President of Athens State University   Date

_____   10/15/2021
Jackie Gooch, Secretary to the Board of Trustees   Date

Strategic Plan: 2016 – 2020

Athens State University has identified and compiled a four-year Strategic Plan based on Vision 2020 and input from all University stakeholders. This plan conceptualizes and sets a course for action for the University community to pursue and achieve through 2020. It is the intent of the Strategic Planning Committee that an annual report be given assessing the progress of these plans.

I. Athens State University will increase its recognition as the institution of choice for a culturally diverse traditional and non-traditional student population.

a. A variety of student activities and programs will be offered that will serve to enhance learning and increase the visibility of the University in the community and region.
1. Appropriate extra-curricular programs that engage students and support learning goals will be offered annually. When appropriate, online programs and activities will be designed and offered.
➤ The Student Government Association and the Athenian Ambassadors hosted a number of events including a Veteran's Day program, an African American Read-In for Black History Month, a Financial Literacy workshop, a Cultural Climate Workshop and a Diversity Day event.
2. For any student activities program offered regardless of format, data on program participation, attendance, etc., will be collected so as to gauge the effectiveness of programs and whether they should be continued, revised, or discontinued.
➤ Students were asked to provide input through a Student Activities Survey in Fall 2019. Over 130 students participated and this data was used to develop events in response to requests. This instrument will be used annually to ensure that student preferences are in place for activities.
3. Student Activities and programs will be offered at each off-campus University Center every semester.
➤ In June 2020, the University hosted a Debt & Long-Term Planning webinar to discuss different financial literacy concepts. Students at all off-campus sites were included in this and subsequent webinars.
➤ The COVID-19 pandemic changed our approach to student events. Virtual activities were planned and while we were concerned that this transition would negatively affect attendance, the opposite occurred. Because each event was provided in a virtual setting, students were free to attend without safety concerns. Additionally, these activities were recorded and provided through open access and this allowed expanded viewership.
b. Increase the diversity of student body.
1. Enrollment of Hispanic students will, at a minimum meet the State of Alabama percentage for public two-year institutions, and pursue an aspirational goal of 5% of the institution's total enrollment by 2020.
➤ Enrollment of Hispanic students increased from 3.1% for AY2018-19 to 3.4% for AY2019-20.
➤ January 2020, University hosted Dr. Mervin Warren a community Lunch & Learn event to focus on Dr. King's Birthday and Black History Month.
➤ March 2020, the University hosted a Diversity Day event featuring Melva Tate who engaged participants in interactive scenarios designed to provide different perspectives to decision-making.
➤ July 2020, Athens State hosted a Lunch and Learn live webinar session with Harvard University Fellow from the Center for Public Leadership, Gabrielle Scrimshaw, who addressed diversity and inclusion in the workplace.
➤ August 2020, University hosted the MANUP Black Male Mentoring Sessions for Men of Kennis students.

II. Through a variety of innovative course delivery methods, Athens State will provide market-driven learning opportunities that offer a robust array of adult degree, liberal arts, education and business programs designed to meet the professional and personal needs of both students and employers.

a.	**Enhance services to strengthen the University's standing as the Completion College in the State.**
➤	This is a new metric for AY 2018-19. The institution is actively developing 2+2 Pathway agreements with community college partners to aid in recruiting and student understanding of Athens State's unique ability to help them efficiently finish their undergraduate degree.
➤	Four Student Success Coaches were added as part of the Title III grant to strengthen the University's value as a Completion College and to improve student persistence, retention and completion.
b.	**Establish quality indicators to strengthen and monitor the instructional quality of all courses, regardless of delivery format.**
1.	Provide a variety of support mechanisms (technology, finances, personnel) to facilitate continuous improvement in the instructional quality.
➤	The Athens Teaching and Learning Innovation Service (ATLIS) Faculty Commons area opened in December 2019 to provide technology supporting course development, create and manage multimedia content and to improve faculty collaboration. During AY 2019-2020 ATLIS provided a number of face-to-face and online training sessions for all faculty. COVID-19 required the quick transition from F2F classes to online and ATLIS was instrumental in this transition.
➤	Full and Part-Time faculty were offered a 4-course certification opportunity through ACUE to support ongoing instructional quality in online and hybrid courses.
➤	Ongoing efforts to provide flexible course offerings to students culminated in the development and submission of a $2.8 million FIPSE grant to support continuous improvement in instructional quality and the student learning experience.
c.	**Continue to add new programs of study that support the institution's mission and are based on regional needs analysis.**
1.	Each College will examine the feasibility of adding Certificate and Badge options where appropriate to support the employment and professional development needs of students.
➤	Student employment was significantly affected by the pandemic. The University created 2 short-term Badge options (Federal Tax Accounting & Forensic Accounting) designed to provide students with skill sets in high-demand areas. Certificate programs in Health Care Administration and Early Childhood Teacher Assistant were also developed.
➤	The University successfully achieved a Change in Instructional Role from ACHE allowing the institution to develop additional graduate degree programs to meet student and employer demands.
➤	Health professionals from across the region were invited to participate in a Health Summit hosted by the College of Arts & Sciences to provide input on workforce needs and Athens State health programs. Their input led to the revision of health programs and the creation of a new nursing program.
2.	Continue to strategically expand programs and activities located at the Alabama Center for the Arts buildings
➤	Total enrollment at the ACA increased by 11% between AY 2018-19 and AY 2019-20.
➤	Collaboration between Athens State & Calhoun Community College continued to grow. One of the programmatic results was the development of 2 new Minors; Vocal Music and Music Recording.
➤	Plans were created for a joint production within the ACA for a musical theatre show.

3. Strengthen data-driven strategies that closely monitor and respond to student needs and preferences for course scheduling (traditional, blended, distance learning).
➢ Credit Hour Production in DL courses increased by 2.8%.
➢ To ensure high quality teaching and individual student attention, the average class for Fall 2019 was 16.4 students/class. The average Student-to-Faculty Ratio was 14 to 1.

d. **Information literacy**

1. Information literacy guidelines will be embedded in all Library instruction courses as well as in the EdTPA process.
➢ Librarians taught 21 different sections (409 students) of Library instruction courses that included information literacy guidelines.
➢ Library faculty were embedded into 302 different courses reaching 4,774 students.

2. Establish benchmarks for information literacy learning outcomes and monitor student achievement using a systematic assessment instrument
➢ Student achievement on the Evaluative Bibliography Assignment in the Library Instruction Courses for the college which measures students' information literacy competence for 2018-2019:
   o 70% of students in GBA 300 made a C or better (AY 2017-2018 = 94%)
   o 84% of students in HU321 made a C or better (AY 2017-2018 = 81%)

III. Athens State University will enhance its fiscal strength and effective planning process.

a. Develop and execute strategies to improve **enrollment**, based on demographic projections, by 1% annually through 2020. This annual growth should also result in increases in credit hour production.
➢ Annual enrollment for AY 2019-2020 declined by 3.2%. However, graduate enrollment increased by 5 % and graduate CHP increased by 12%.

b. Develop, execute and assess **retention** strategies to maintain retention (Fall to Fall) within 2% of 76% (Fall 2016 data).
➢ Retention rates continued to increase. AY 2017-2018 = 71.6%; AY 2018-2019 = 73.2%; AY 2019-2020 = 78.4%

c. Maintain **persistence** (Fall to Spring) rates within 2% of our 82% (4-year average) rate.
➢ Persistence rates for Fall 2019 to Spring 2020 were within the goal range at 81%.

d. Utilize a comprehensive marketing and communications plan that encompasses outreach to prospective students, current students, alumni, current donors, and prospective donors.
➢ Social media analysis tools (Facebook/Instagram/Twitter Insights, Google Analytics, and LinkedIn Engagement Tracker, etc.) were used to ensure engagement was maximized.
   o GOAL: Increase Facebook followers by minimum 2.5% on an annual basis. ACHIEVED: 2.8%
   o GOAL: Increase Twitter followers by minimum 2.5% on an annual basis. ACHIEVED: 3.0%
   o GOAL: Increase Instagram followers by minimum 5.0% on an annual basis. ACHIEVED: 29%
   o GOAL: Increase LinkedIn followers by minimum 1.5% on an annual basis. ACHIEVED: 4.6%

e. Begin preparations for a 200th anniversary capital campaign that will begin in 2017 and conclude with a celebration event in 2022.
➢ Total donations to the Capital Campaign for AY 2019-2020 increased by 32% over AY 2018-2019.

f. Amount of grants received will be $100,000 annually.
➢ Total amount of grants received for AY 2019-2020 was $2,114,000.

g. Monitor institutional effectiveness procedures and policies to ensure a clear connection to and support of planning, budgeting, and assessment activities.

➢ The University's Policy Library maintains a rolling review schedule to ensure currency. During 2019-2020, a total of 44 existing policies were reviewed by the policy analyst and the policy owner for accuracy and clarity. In addition, 9 new policies were developed.

➢ The AY 2019-2020 Summary of Assessment activities reflected a number of changes implemented based on results. For Academic Programs and Student Support Programs, the largest area of change was in Assessment Methodology. For non-academic Student Support Services and for Administrative Units, the largest area of changes occurred with Revised Services.

➢ Planning for 2021 SACSCOC visit required a significant review of annual assessment planning and institutional effectiveness procedures and policies. Assessment activities were found to be in compliance with SACSCOC standards.

IV. Athens State University will continue to strengthen its governance, partnerships and work with communities.

a. Improve offerings targeted to provide support of Athens State programs and attendance at Concert/Lecture events.

➢ While the University did host some events in late 2019, most of the planned activities for the 2019-2020 year were cancelled or postponed.

b. Internal Collaboration

1. Encourage and reward cross-disciplinary collaborations that maximize the collective talent of faculty from across all three colleges and the library.

➢ Across the institution, approximately 20 faculty members collaborated with their University peers on scholarly publications and research activities.

➢ Art faculty worked with community college peers to develop 2+2 Pathways designed to provide a clear transfer path for students interested in the Art field. An example is the 2+2 pathway between Calhoun and Athens State that takes a student through an A.A.S. degree in Visual Communication all the way through a B.A. in Art with a Computer Graphics Option.

➢ Faculty from Education and Business collaborated on a national presentation entitled "How to Streamline and Improve Instructions for Students".

➢ Education and Library faculty jointly developed a peer-reviewed presentation on "Empowering Pre-service teachers to utilize multicultural literature for supporting English language learners". Presentation was given at the Alabama/Mississippi TESOL Conference.

➢ Writing Center Director and faculty from Business, Arts & Sciences and Education jointly developed a panel presentation entitled "The Journey through OER – Faculty Perspectives."

2. Sponsor activities that focus on interdisciplinary opportunities for faculty through program development, research, and professional development.

➢ In support of this goal, during 2019-2020 all faculty were involved in the design and implementation of the new Athens Teaching, Learning and Innovation Space (ATLIS). The goal was to improve faculty collaboration on educational technology and the exploration of pedagogy to improve teaching and learning, and to provide enhanced pedagogical and technological training opportunities for faculty. ATLIS opened in late 2019.

c. External Collaboration

1. Strengthen and cultivate partnerships with the business and industry community for the purpose of listening and meeting their employment needs.

➢ In Summer 2020, the University opened the Office of Corporate & Community Relations tasked with working with all University departments to enhance or create and implement partnerships with corporate and business leaders, the non-profit sector, P-12 education, community colleges, and community organizations to strengthen the University's academic and leadership role in the North Alabama area.

2. Develop joint recruiting programs with community college partners that focus on the K-12 audience.

➤ July 2020, Athens State and Calhoun Community College hosted a "So You Want to be An Accountant" workshop where Student Success Center and faculty members from the Accounting Department delivered a 45-minute online information session to get an in-depth look at accounting and the Accounting Program at Athens State University..

3. Foster intentional relationships between university faculty and community college faculty.
➤ Athens State and Calhoun faculty and staff jointly developed a Vision, Mission and Strategic Plan for the ACA.
➤ Faculty from both institutions now serve on all search committees for any new hires.
➤ A shared recruiting and advising staff member was hired to work with students for both institutions.
➤ Annual faculty art show was hosted with faculty entries from both institutions.
➤ Calhoun's Chorale (musical performance group) opened membership to Athens State students.
➤ University hosted first annual Mentoring in Higher Education for Faculty and Staff event designed to bring colleagues from peer institutions to campus to share best practices and strengthen relationships. Approximately 125 faculty and staff from 18 institutions across the state attended. Plans for the 2nd annual event are underway.
➤ College of Business faculty served on program advisory committees for community college institutions.
➤ University signed articulation and pathway agreements with Motlow State for Health Science students and with Wallace State for students in Forensic Psychology.

4. Continue to seek collaborative ventures with other institutions to increase access and services to students.
➤ Athenian Ambassador students represented the University by participating in the Grand Opening of the Cook's Natural Science Museum in Decatur.
➤ In September 2019, the University's Health & Wellness students assisted with the Duck and Run 5K race sponsored by Keep Athens Limestone Beautiful.
➤ In March 2020, Athens State students and staff represented the University at the Higher Ed Day in Montgomery.
➤ In February 2020, the University hosted multiple Society of Human Resource Management student organizations from other institutions. Clubs competed in games and case studies. Athenian Ambassadors served as hosts and official score keepers.

5. Work with the City of Athens to increase visibility and promotion of the university.
➤ Hosted Limestone County Chamber of Commerce, Keep Athens/Limestone Beautiful, and other county/city organizations during the 2019 Fiddlers' Convention.
➤ The University's Sandridge Student Center serves as site host for the regular meetings of the Rotary Club of Athens. This partnership brings a wide variety of community business leaders to campus on a regular basis.

6. Develop a framework of activities to connect faculty and alumni.
➤ The Alumni Affairs Office hosted eight events targeted at connecting faculty and alumni with over 750 participants.

7. Continue to develop innovative Professional Development Schools (PDS) partnerships with P-12 schools to include year-long curriculum building as well as summer enrichment programs that provide robust hands-on experiences for teacher candidates.
➤ Summer PDS partnerships for 2020 were cancelled because of the Covid-19 pandemic.
➤ All student teacher candidates were able to complete their field experience requirements even with the pandemic. Students gained skills in online teaching and learning which better prepared them for the changing needs of any classroom teacher.

ATHENS STATE UNIVERSITY
BOARD OF TRUSTEES

RECOMMENDATION FOR ACTION

DATE OF BOARD MEETING: October 15, 2021

ACTION ITEM TITLE: **New Academic Program**
                                  Master of Accountancy
                                  College of Business
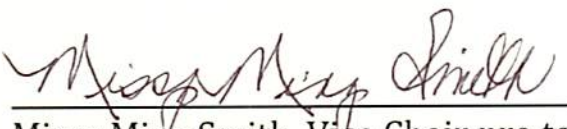
RECOMMENDATION:
It is recommended that the Athens State University Board of Trustees approve the Master in Accountancy for the College of Business.
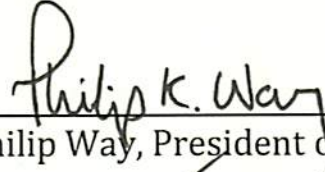
FISCAL CONSIDERATION: See attached.

RATIONALE: See attached.

_____   10/15/21
Macke Mauldin, Chair *pro tempore*   Date
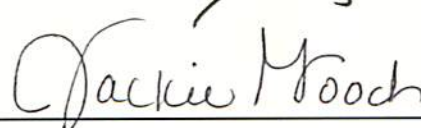
_____   10/15/2021
Missy Ming Smith, Vice Chair *pro tempore*   Date

_____   10/15/21
Philip Way, President of Athens State University   Date

_____   10/15/2021
Jackie Gooch, Secretary to the Board of Trustees   Date

PROPOSAL FOR A NEW DEGREE PROGRAM

Master of Accountancy

Prepared for the
Alabama Commission on Higher Education

Submitted: December 2021

Alabama Commission on Higher Education

PROPOSAL FOR A NEW DEGREE PROGRAM

1. **Date of Proposal Submission:** December 1, 2021

   Full program name and level: *Master of Accountancy*

   CIP Code: *52.301*

2. **Learning Outcomes and Program Review:**

   Succinctly list at least four (4) but no more than seven (7) of the most prominent student learning outcomes of the program.

   > *The Master of Accountancy curriculum prepares graduates to:*
   > 1. *Demonstrate an advanced knowledge of the theory and application of financial, managerial/cost, and tax accounting, audit, information systems, ethics, and analytics.*
   > 2. *Demonstrate an ability to apply analytical and critical thinking skills and problem-solving abilities.*
   > 3. *Apply technologies to understand complex accounting issues and apply that understanding to new contexts.*
   > 4. *Communicate complex accounting issues effectively.*
   > 5. *Recognize and analyze ethical, legal, and policy issues in accounting.*

3. **Employment Outcomes and Program Demand**

   Indicate the primary industry where graduates would seek employment using the North American Industry Classification System (NAICS): https://www.naics.com/search/

   NAICS Code:

541211	Offices of Certified Public Accountants
541219	Other Accounting Services
921190	Other General Government Support
921130	Public Finance Activities

   The above is just a small portion of the industries within which graduates of the Master of Accountancy would seek employment. Accounting is necessary for running a business, from local small businesses to multinational corporations to not-for-profits and governmental agencies. Graduates of the Master of Accountancy degree would seek employment in any number of industries.

Select at least one and up to three Standard Occupational Codes (SOCs) where graduates of the new program would seek employment:
https://www.bls.gov/soc/2018/major_groups.htm

> SOC 1 *13-2000 Financial Specialists*

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

> *Students who complete the Master of Accountancy degree at Athens State University will far exceed the requirements for entry-level employment in listed occupations. They will be able to compete successfully for advanced positions in the accounting field.*

> *While not required for entry-level employment, professional certifications provide a significant competitive advantage and are essential to the field of accounting. The Master of Accountancy degree will meet the educational requirements of the Certified Public Accountant (CPA) designation. Most states, including Alabama, require 150 semester hours for CPA licensure. The Alabama State Board of Public Accountancy (ASBPA) requires 150 semester hours to become a CPA in Alabama, with at least 33 semester hours in accounting (upper-division undergraduate, graduate, or a combination). The courses within the Master of Accountancy would count toward those hours, include material that would prepare students for the CPA exam content, and incorporate CPA task-based simulations.*

> *The degree program would also address knowledge needed for the Certified Management Accountant (CMA) exam, including information systems, analytics, internal controls, and an in-depth study of budgeting, cost management, and performance management. The Certified Internal Auditor (CIA) will be introduced to students through courses in the program. CIA exam content will be taught, and retired CIA exam questions will be used in the program.*

Please describe how you will determine whether graduates are successful in obtaining relevant employment or pursuing further study.

> *The Office of Institutional Research will track employment success data for each graduate to include employment at graduation, changes in employer, advancements, or other related outcomes as reported by the graduates. These objective indicators will be used to guide faculty and administrators in student recruiting and career advising. Surveys will be distributed electronically to all graduating seniors.*

> *Employment data will also be collected from Athens State University alumni via the Graduate Follow-Up Survey (GFS); the data will include the year of graduation, the*

program of study, continuing education status, employment status, and employer class.

Briefly describe how the program fulfills a specific industry or employment need for the State of Alabama. Please refer to the State's "In-Demand Occupations List" (see ACHE's Academic Program page for most recent list) or include local and statewide occupational projections, along with data sources as appropriate.

Section being developed.

Briefly describe evidence of student demand for the program, including enrollments in related coursework at your institution if applicable. If a survey of student interest was conducted, please briefly describe the survey instrument, number and percentage of respondents, and summary of results.

Athens State University has a strong B.S. degree in Accounting. The program's annual enrollment averages over 336 students and graduates an average of over 70 students a year. These students have been very vocal in their request for a graduate degree in the accounting field. A survey of undergraduate accounting students is currently being conducted. Results will be included when the proposal is provided to ACHE.

4. Curriculum and Prerequisites

Program Completion Requirements: (Enter a credit hour value for all applicable components, write N/A if not applicable)

Credit hours required in program courses	24
Credit hours in general education or core curriculum	
Credit hours required in support courses	
Credit hours in required or free electives	6
Credit hours in required research	
Total credit hours required for completion	30

Please indicate the maximum number of credits that can be transferred in from another institution and applied to the program:

Six credit hours, per institution policy.

Please describe any work-based learning (WBL) activities that are required or recommended for program completion (including internships, practical/clinical experience, applied research, or other immersive experiences designed to prepare graduates for employment in the field). Definitions and examples of different types of WBL are available at https://www.alapprentice.org/.

The Master of Accountancy will incorporate experiential learning opportunities throughout the courses required in the program. By incorporating these opportunities

throughout the courses, each experiential learning activity will focus on the specialized knowledge taught in the individual courses. For instance, this will allow the analytics courses to include realistic, integrated labs and projects that focus on the use of analytics and data modeling software while the internal auditing course can include simulations and projects incorporating audit and risk-based software. Students of the MAcc program will participate in real-world case studies, realistic, integrated labs and projects, comprehensive cases, professional software (IDEA, Tableau, Excel, Access, etc.), professional ethical frameworks (AICPA, IMA, IIA), CPA task-based simulations, and other experiential learning opportunities as appropriate.

Does the program include any options/concentrations? If so, please describe the purpose and rationale for the options, and list the courses for each in the table below.

None.

Please complete the table below indicating all coursework for the proposed program, specifying any new courses developed for the program, along with courses associated with each option as applicable. Include the course number, and number of credits. Coursework listed should total the number of hours required to complete the program.

Course Number and Title	Number of Credit Hours	* If New Course
AC 525 Accounting Information Systems	*3*	*X*
AC 540 Accounting Analytics I	*3*	*X*
AC 561 Tax Research	*3*	*X*
AC 571 Strategic Cost Accounting	*3*	*X*
AC 620 Internal Auditing	*3*	*X*
AC 640 Accounting Analytics II	*3*	*X*
AC 660 Accounting Ethics	*3*	*X*
AC 670 Corporate Controllership	*3*	*X*
Electives	*6*	
The electives will be selected from courses in the graduate catalog. Students would be advised and encouraged to choose graduate courses that complement and support their desired field/industry.		

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

Intended program duration in semesters for part-time students: *Up to ten semesters.*

Please indicate any prior education or work experience required for acceptance into the program:

Entry into the Master of Accountancy program requires knowledge of undergraduate accounting topics. In addition to satisfying the general university and College of Business requirements for graduate programs, students are expected to have completed a four-year bachelor's degree from an accredited institution, preferably in accounting. Students with undergraduate degrees in other areas are encouraged to apply but may be required to take a number of foundation courses in Accounting.

Describe any other special requirements for the program: *N/A*

5. Specific Rationale (Strengths) for Program

What is the specific rationale for recommending approval of this proposal? List 3-5 potential program strengths.

i. *COMPLEMENT CURRENT UNDERGRADUATE PROGRAM: The Master of Accountancy will complement our undergraduate accounting program by offering new topics and skills. Several topics in our undergraduate accounting curriculum are typically covered in graduate programs at other institutions. Additionally, students completing the Athens State undergraduate accounting program do so with all of the hours required to sit for the CPA exam in Alabama. Still, many will lack the credit hours needed to meet the state's 150-hour requirement for CPA licensure. The Master of Accountancy will provide an opportunity for those students who need the additional hours but do not wish to duplicate course content.*

   The Master of Accountancy would be the second program in the state under the ACBSP accrediting body and the only one in the northern portion of the state. As our undergraduate accounting program is separately accredited by ACBSP, the Master of Accountancy will be in keeping with our continuous improvement model of adjusting, adapting, and improving our programs to align with the changing needs of employers and accounting credentials.

ii. *EMPHASIS ON WORKING PROFESSIONALS: Athens State University has a long and continuous history of providing instruction and baccalaureate programs in accounting that meet the needs of working students. Athens State University's unique mission as the only upper-division institution in the state of Alabama and its focus upon the needs of transfer students positions the institution well for providing workforce-development focused graduate instruction. The Master of Accountancy will offer flexibility with technological advancements that allow us to meet students' needs on their terms.*

iii. *EMPLOYER NEEDS: The Association of American Colleges and Universities reported in its survey findings that most executives and business managers believe new employees must be well-versed in technology, quantitative reasoning, critical thinking, and analytic skills.*

The College of Business at Athens State University maintains solid relationships with industry representatives through direct employer contacts, Board of Visitor delegates, representation on local community college advisory boards, chambers of commerce, etc. Conversations with these individuals helped guide this proposal as knowledge gaps were identified in technology, analytics, and real-world, hands-on experiential learning. This program will close those knowledge gaps by incorporating various technologies and software for students to develop a working knowledge of and proficiency in applying the technologies. The program will include real-world, hands-on projects and case studies to guide students through experiential learning experiences.

Certified Public Accountants (CPAs) provide a vital service to society that helps to reinforce trust, accountability, and confidence in financial reporting. However, the number of candidates registering to test for the CPA is declining. Perhaps because certifications like the CPA and Certified Management Accountant (CMA) will soon require candidates to test on analytics and be more knowledgeable about technology. This degree will help students learn more about these topics and become more confident in their ability to reach higher goals, such as obtaining a CPA designation.

Business managers and the marketplace are demanding additional competencies of accounting students. As employees, they are expected to have high-level skill sets that add value for a company, enabling it to expand services. Completing the Master of Accountancy program will provide students with advanced knowledge to ensure they are fully qualified to meet the needs of employers. It will also lead to opportunities for career development and advancement for students and produce the highly qualified accountants that society requires.

While the accounting profession is an industry in itself, all industries require accounting services in some form. As other industries grow and accounting and tax regulations become more complex, additional accounting professionals will benefit all industries.

iv. *FACULTY: Athens State's faculty have earned a reputation for putting students first and placing an emphasis on teaching. The Master of Accountancy curriculum will be taught by faculty who continue these traditions. Each faculty member associated with the Master of Accountancy program has significant industry experience that is used to provide rich, authentic learning opportunities. In addition, the accounting faculty have experience in numerous accounting specialties and relationships within the accounting industry that enrich the course and program content. The accounting faculty also possess professional accounting certifications and maintain active memberships, including leadership roles, with professional accounting organizations. The combination of education, experience, certifications, industry partnerships, and professional organization engagement helps ensure our students have access to a well-rounded, engaging, and rigorous program.*

v. *COST: Athens State University has the most affordable tuition in the state. The Master of Accountancy program would be part of the Access Athens program that*

provides course material (textbooks, software, etc.) at a significant discount to students. In addition, the faculty use industry partnerships to provide software and other learning mediums at no additional cost to students.

Please list any external entities that have supplied letters of support attesting to the program's strengths, and attach letters with the proposal.

*The following letters of support are provided as **Appendix A**:*
- *Alan Vaughn, CPA, PC*
- *Calhoun Community College*

- *DESE Research, Inc.*
- *J.F. Drake State Community and Technical College*
- *FMS Aerospace*
- *OMI, Inc.*
- *Wallace State Community College*

- *Jake Harris, 20/20 Accounting Solutions*

6. Program Resource Requirements

A. Faculty. Please provide or attach a brief summary of primary and support faculty that includes their qualifications specific to the program proposal. Note: Institutions must maintain and have current and additional primary and support faculty curriculum vitae available upon ACHE request for as long as the program is active, but you do not need to submit CVs with this proposal.

*Please see **Appendix B** for a complete Faculty Roster.*

Please provide faculty counts for the proposed program:

Status	Faculty Type	
	Primary	Support
Current- Full Time	5	
Current-Part Time		1
Additional-Full Time (to be hired)	0	0
Additional-Part Time (to be hired)	0	0

Briefly describe the qualifications of new faculty to be hired: *Athens State University has a strong cadre of qualified faculty to support this program. No new faculty are anticipated at this time.*

B. Staff. Will the program require dedicated staff? ☐ Yes ☒ No

C. Equipment. Will any special equipment be needed specifically for this program?

☐ Yes ☒ No

D. Facilities. Will any new facilities be required specifically for the program?

☐ Yes ☒ No

E. Library. Will additional library resources be required to support the program?

☒ Yes ☐ No

Please provide a brief description of the current status of the library collections supporting the proposed program.

Kares Library at Athens State University currently hosts a collection that supports a robust BS program in Accounting. To fully support a graduate-level program, the Library will need to continue adding monographs and additional peer-reviewed accounting journals important to the field.

<u>*Current Holdings*</u>
<u>*Monographs*</u>
The table below gives the number of monographic holdings for each subject heading, and subject heading combination, relating to accountancy for the last ten years. In all, the library's collection contains over 2,800 monographs, of which the majority are eBooks, published in the last ten years to support these areas.

Library of Congress Subject Headings	Number of Books (Total)	Number of eBooks	Number of Print Books
Accounting	842	830	12
Accounting Standards	282	204	78
Cost accounting	40	40	0
Managerial Accounting	82	81	1
Forensic Accounting	15	13	2
Auditing	316	313	3
Accounting ethics	15	15	0
Taxation	741	737	4
Tax	450	447	3
United States, Internal Revenue Service	59	59	0

<u>*Databases and Journals*</u>
Kares Library subscribes to several databases that will support this program. The tables below show the number of full-text articles, both peer-reviewed and otherwise, that can be found in the field of accountancy in both EBSCO's Business Source Premier and

ProQuest Central (which includes Accounting, Tax, & Banking Collection). In addition to these journal databases, we also provide access to O'Reilly Higher Education, which supports this program with eBooks, videos, and tutorials.

Business Source Premier (EBSCOhost)	Number of Full-Text Journal Articles (Scholarly & Trade)	Number of Peer Reviewed Full-Text Journal Articles	Number of Peer Reviewed Full-Text Journal Articles 2010-2021
"certified public accountants"	29,763	13,527	2,732
"forensic accounting"	698	283	133
auditing AND accounting	18,265	11,772	3,576
"business ethics" AND accounting	851	506	158
"managerial accounting"	2,155	1,368	346
Accounting AND (law AND legislation) AND "United States"	7,473	3,041	574
"cost accounting"	23,994	6,464	1,386

ProQuest Central	Number of Full-Text Journal Articles (Academic & Trade)	Number of Peer Reviewed Full-Text Journal Articles	Number of Peer Reviewed Full-Text Journal Articles 2010-2021
"certified public accountants"	551,410	35,963	5,378
"forensic accounting"	33,045	1,411	881
auditing AND accounting	627,509	46,236	23,404
"business ethics" AND accounting	76,227	20,385	13,075
"managerial accounting"	13,448	4,340	2,109
Accounting AND (law AND legislation) AND "United States"	444,629	31,409	14,106
"cost accounting"	75,132	10,842	4,625

Some of the individual peer reviewed journal titles in these databases that would be particularly useful to students in this program are listed in the table below.

Journal Title	Database	Dates Available
Accounting Review, The	Business Source Premier	1926 to the present
Account Horizons	Business Source Premier	1987 to the present
Auditing: A Journal of Practice and Theory	Business Source Premier	1981 to the present
Behavioral Research in Accounting	Business Source Premier	1989 to the present
Journal of Financial and Quantitative Analysis	Business Source Premier	1966 to 12 months ago (embargo)

Journal of Accounting & Finance	Business Source Premier	2009 to the present
Journal of Accounting, Auditing, & Finance	Business Source Premier	1986 to the present
Journal of Information Systems	Business Source Premier	1986 to the present
Journal of Business, Finance, & Accounting	Business Source Premier	1974 to 12 months ago (embargo)
Journal of International Accounting Research	Business Source Premier	2002 to the present
ATA Journal of Legal Tax Research, The	Business Source Premier	2004 to the present
Journal of Management Accounting Research	Business Source Premier	1989 to present
Journal of the American Tax Association	Business Source Premier	1979 to the present
Review of Accounting Studies	Accounting, Tax, & Banking Collection	1991 to 365 days ago (embargo)
European Accounting Review	Business Source Premier	1992 to 18 months ago (embargo)
International Journal of Accounting and Information Management	Accounting, Tax & Banking Collection	2007 to 365 days ago (embargo)
National Tax Journal	1) Accounting, Tax, & Banking Collection 2) Business Source Premier 3) Gale OneFile	1) 1948 to 12 months ago (embargo) 2) 1965 to 12 months ago (embargo) 3) 1991 to the present

Borrowing Agreements with Other Libraries

Kares Library at Athens State University is a member of the Network of Alabama Academic Libraries (NAAL) and OCLC (a worldwide resource-sharing network). Through these consortia, Athens State students and faculty can receive specific materials from throughout the world via interlibrary loan. Items held by libraries in NAAL generally have an especially short turnaround time. Often, periodical articles can be received electronically on the same day of the request. Monographs are delivered by UPS courier service to NAAL member libraries.

Kares Library at Athens State University maintains reciprocal borrowing agreements with many academic libraries in the area, including the University of North Alabama and Alabama A&M University. As specified in these agreements, Athens State students and faculty are permitted to use the resources of other libraries and receive assistance.

Additional Collection Needs

The monograph collection is sufficient to support this program, providing the budget includes funds for new monographs in this area in future years. Current e-book collections, EBSCOhost and O'Reilly, regularly add content to their collections. O'Reilly e-book collection focuses mainly on business, computer science, and IT titles and was

purchased to support those programs. Thus, in terms of the e-book collections, the Kares Library has adequate support for this graduate program.

The Library's journal collection offers a considerable selection of journals with coverage to the present. Some possible purchase options are included below.

Approximate Monograph Budget for Program

Current Annual Budget (Undergraduate level)	Year 1 (Graduate level + new program increase)	Year 2.... (Graduate level)
$732 (allocation based on 4 books)	$1,647 (allocation based on 9 books) *An increase of $915 for one year	$1,098 (allocation based on 6 books) *An increase of $366 annually for subsequent years

Possible Journal Subscriptions to Add in the Future

Journal	Annual Cost
Critical Perspectives on Accounting (Elsevier)	$1,471
Management Accounting Research (Elsevier)	$863
Accounting, Organizations, and Society (Elsevier)	$3,509
Contemporary Accounting Research (Willey Online); we only have 1992-2004	$1,062
Journal of Accounting and Economics (Elsevier)	$2,939
Journal of Accounting Research (Wiley Online)	$1,488

These costs are included in the Program Proposal Summary.

F. Assistantships/Fellowships. Will you offer any assistantships specifically for this program?

☐ Yes   ☒ No

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

INSTITUTION: Athens State University

PROGRAM: Master of Accountancy   *Select Level:*   *Master'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
STAFF								0
EQUIPMENT								0
FACILITIES								0
LIBRARY	915	366	366	366	366	366	366	3111
ASSISTANTSHIPS								0
OTHER								0
TOTAL	915	366	366	366	366	366	366	3111

'NEW' REVENUES AVAILABLE FOR PROGRAM SUPPORT

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	TOTAL
REALLOCATIONS								0
EXTRAMURAL								0
TUITION	36000	74400	84000	91200	96000	96000	100800	578400
TOTAL	36000	74400	84000	91200	96000	96000	100800	578400

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 HEADCOUNT	Year 1 - No data reporting required	3	3	4	4	4	4	3.666666667
PART-TIME HEADCOUNT	Year 1 - No data reporting required	11	13	13	14	14	15	13.33333333
TOTAL HEADCOUNT	Year 1 - No data reporting required	14	16	17	18	18	19	17
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	7	7	8	8	8	9	7.833333333

DEGREE COMPLETION PROJECTIONS

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

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	AVERAGE
DEGREE COMPLETION PROJECTIONS	Year 1 - No data reporting required	3	5	7	7	7	7	6

New entails <u>additional</u> expenses or revenues associated with program implementation. Please include any planning or start-up expenses within Year 1 (even if these were incurred in Year 0 or prior). Do not include expenses or revenues already budgeted for a department or instructional unit prior to the development of this specific program. For instance, if new faculty will be hired to teach in this program, salary/benefits should be included for each year following hire, but salary/benefits for existing faculty would not be included.

September 29, 2021

Dr. Robin McGill
Director of Instruction and Special Projects
Alabama Commission on Higher Education
P.O. Box 302000
Montgomery, Alabama 36130-2000

Dr. McGill,

I would like to take this opportunity to express my unequivocal support for a Master of Accountancy (MAcc) program as vital addition to Athens State University's Accounting Department.

As a small business owner in the Tennessee Valley, I see and experience the struggles all businesses are having in finding the right people to add to our staff. The proposed curriculum will help motivated Accounting students stand out among the crowd, and give them deeper understanding of the 'what comes next' after they graduate.

We have had the opportunity to mentor many Athens State accounting students through our internship program and we are continually impressed with the caliber of their skills and ethics. I commend the efforts of Athens State University to lean forward and address the needs of both their students and our community. I hope you will join me in supporting the creation of a Master of Accountancy program.

Sincerely,

Alan Vaughn
Owner, Alan Vaughn, CPA, PC
3809 Sullivan Street, Suite 1
Madison, AL 35758
256.461.9181
www.avcpa.net

September 23, 2021

Dr. Robin McGill
Director of Instruction and Special Projects
Alabama Commission on Higher Education
P.O. Box 302000
Montgomery, Alabama 36130-2000

Dear Dr. McGill:

I am writing to lend my unqualified support to Athens State University's proposal for a Master of Science degree program in Strategic Leadership and Business Analytics. We have long collaborated with Athens State's College of Business in developing a seamless path toward undergraduate and graduate degrees with demonstrated job market value, and this new program would be a valuable extension of those efforts.

Our Business Administration Department seeks to place our graduates in programs that will provide them with valuable skills and lead them to better career outcomes. Adding this master's degree program as a further step beyond Athens State's current bachelor's degree program will provide our students with an exceptional opportunity to gain additional skills and abilities as they build their careers. The field of data analytics is rapidly growing in importance and nowhere more so than the Huntsville metro.

I congratulate Athens State University's College of Business for their apt response to the needs of industry and government in our region and state.

Cordially,

James M. Payne, Ph.D.
Dean, Business & Computer Information Systems

September 25, 2021

Dr. Robin McGill
Director of Instruction and Special Projects
Alabama Commission on Higher Education
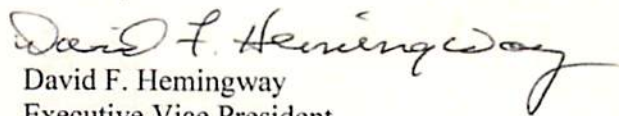P.O. Box 302000
Montgomery, Alabama 36130-2000

Dear Dr. McGill:

I am writing this letter of support for Athens State University's proposal to add to their graduate inventory. The proposed Master of Accountancy can provide vital preparation to produce senior and executive-level leaders in the field and build the talent succession avenues to create important career pathways and upper-level career opportunities.

Technology is evolving at an accelerated pace and professional development that builds accountancy acumen and prepares students in applied decision making can serve to maintain an organization's competitive advantage. We need programs, such as this that can position our organization to meet the challenges in this dynamic business environment. I appreciate the vision of the University to recommend programs for business and industry that are a growing part of the global economy.

I am an advocate for developing high quality, affordable graduate-level educational programs such as this.

Sincerely,

David F. Hemingway
Executive Vice President

OFFICE OF THE PRESIDENT

September 17, 2021

Dr. Robin McGill
Director of Instruction and Special Populations
Alabama Commission on Higher Education
P.O. Box 302000
Montgomery, AL 36130-2000

Dear Dr. Gill:

As President of Drake State Community and Technical College, I submit this letter of support and endorsement of Athens State University's proposal to add to their graduate inventory, a Master of Accountancy program. The proposed program will complement the existing undergraduate programs and provide students with a high-quality, cost-effective opportunity to continue their education and meet the education requirements for the Certified Public Accountant.

As a long-standing partner of Athens State University, we support the mission of the university as it strives to be a source of skilled, qualified graduates for employers. The addition of a graduate accounting program will serve as an invaluable resource for Drake State students by providing a direct pathway to degree completion and employment. As North Alabama continues to grow, the program will be significant in meeting the growing and evolving demands of area employers.

On behalf of Drake State Community and Technical College, we offer our greatest support to Athens State University as they seek approval for a Master of Accountancy program. We appreciate the vision of the university to recommend programs for students that are timely and relevant to today's workforce needs.

Should you have any questions, I can be reached at 256-551-3117 or patricia.sims@drakestate.edu.

Sincerely,

Patricia G. Sims, Ed.D.
President

OUR GRADUATES WORK

September 19, 2021

Dr. Robin McGill
Director of Instruction and Special Projects
Alabama Commission on Higher Education
P.O. Box 302000
Montgomery, Alabama 36130-2000

Dear Dr. McGill:

I am writing in support of Athens State University's proposal for the new graduate degree program for a Master of Accountancy program. Athens State University seeks to complement its undergraduate program and provide its students with a high-quality, cost-effective opportunity to continue their education and meet the education requirements to seek after the CPA (Certified Public Accountant) designation. It also seeks to continue supporting the communities and employers it serves.

Accounting is a high-demand skill and the universal language of business that provides excellent earning potential to Master's graduates. As a result, regardless of undergraduate major or background, a graduate degree in accounting can transform a student's career trajectory in as little as one year. Athens State University strives to enhance its students' career options and earning potential accordingly, hence its pursuit to provide the Master of Accountancy program and why I readily support it.

Over the past several years, I have personally observed Athens State University lead the way in meeting employer needs and serving as an important force in workforce development by providing strategic and high-quality academic programming. Employers have been engaged in shaping ongoing program development and modifications to adapt to evolving employer workforce needs and capabilities.

I commend the efforts of Athens State University as they strive to develop programs that address the needs of government and industry and facilitate competitiveness in our global economy. I hope you share my views and will support their efforts to establish this program.

Sincerely,

Christie Blaylock, CFO

Christie Blaylock
Chief Financial Officer
FMS Aerospace, Inc.

OMI, Inc.

September 30, 2021

Dr. Robin McGill
Director of Instruction and Special Projects
Alabama Commission on Higher Education
P.O. Box 302000
Montgomery, Alabama 36130-2000

Dear Dr. McGill,

I am writing this letter of support for Athens State University's proposal to add to their graduate inventory a Master of Accountancy program. This program can provide essential training to accountants to prepare them for senior and executive-level leadership. Athens State University was instrumental in preparing me for my graduate studies and had the program been available I likely would have pursued my post graduate degree at Athens State University.

As Controller of a small business, I know the importance of quality candidates for any position and appreciate the efforts of local universities to help provide those candidates to the community.

I am an advocate for developing high quality, affordable graduate-level educational programs such as this. Graduate education that prepares strategically minded leaders who can capably lead through thoughtful strategic and operational navigation are essential to organizational success and long-term sustainability.

Sincerely,

Jill Renz, MBA
Controller

October 4, 2021

Dr. Robin McGill
Director of Instruction and Special Projects
Alabama Commission on Higher Education
P.O. Box 302000
Montgomery, Alabama 36130-2000
Dear Dr. McGill:

I am writing this letter of support for Athens State University's proposal for a Master of Accountancy (MAcc) to add to their graduate inventory. The proposed Master of Accountancy can provide vital preparation for the business student seeking education requirements for the CPA.

This program will be a complement to the existing undergraduate program and provide students with a high quality, cost-effective opportunity to continue their education in the accounting program. I appreciate the vision of Athens State University to recommend programs for business and industry that are a growing part of our nation's and global economy.

I am an advocate for developing high quality, affordable graduate-level educational programs such as this. I commend the efforts of Athens State University as they strive to develop programs that address the needs of the business community.

Best Regards,

Kathy Sides
Business Department Chair

1452 Freeman Ave.
Athens, AL 35613
Telephone: 256-384-9272
20-20accountingsolutions.com

Dr. Robin McGill
Director of Instruction and Special Projects
Alabama Commission of Higher Education
PO Box 302000
Montgomery, Alabama 36130-2000

Dear Dr. McGill,

I am writing in support of Athens State University's proposal for the Master of Accountancy Program. Athens State has provided our practice with an excellent source of qualified and professionally prepared students. Considering today's socioeconomic climate, it is of great importance to provide quality learning opportunities that foster high academic value to the students but still allow for flexibility in scheduling. It is also my understanding that this program will have an intense focus on technology and how it can be leveraged to better understand complex accounting issues and analysis. This will provide a significant advantage to the student as the World continues to experience exponential technological growth.

On a personal note, after completing my undergraduate coursework at The University of Alabama I struck out to begin my career in public accounting. I quickly found myself limited by my education level and began pursuing the requirements needed to sit for the Certified Public Accountancy exam. To complete the 150 hours required I took online offerings from Athens State University since they provided value as well as flexibility while working a full-time job. Looking back, I regret that I did not slow down professionally to pursue my Master of Accountancy. Had the program been in place at the time I most likely would have completed that coursework through Athens State University.

I hold Athens State University in high regards and commend them for proposing to take their academic curriculum to a higher level. Individuals that are more specialized coming out of college are better prepared to hit the ground running in their professional career and are positioned to contribute at a higher level upon entering the workforce. This program would provide employers with qualified accounting professionals who can provide management with actionable information needed to make informed and timely business decisions. I humbly ask that you support their efforts to establish this program.

Sincerely,

Jake Harris, CPA
Director of Financial Operations
20-20 Accounting Solutions

Appendix B
Faculty Roster

NAME	EDUCATION	TEACHING DISCIPLINE	CERTIFICATIONS & OTHER CREDENTIALS – ACCOUNTING
PRIMARY FACULTY (FULL-TIME)			
Baugh, LaDoris (F)	DBA, Management MS, Management BS, Accounting	Accounting Management	CFM – Certified in Financial Management NDCCDP – National Diversity Council Certified Diversity Professional
Hammon, Diann (F)	PhD, Business Administration Master of Accountancy BBA, Accounting AS, Accounting	Accounting Analytics	CPA – Certified Public Accountant
Hughes, Stacie (F)	DBA, Business Administration (ABD) MBA, concentration in Accounting BBA, Accounting & Management	Accounting Analytics	CPA – Certified Public Accountant CMA – Certified Management Accountant CFM – Certified in Financial Management CFE – Certified Fraud Examiner CGMA – Chartered Global Management Accountant FCPA – Forensic Certified Public Accountant NDCCDP – National Diversity Council Certified Diversity Professional
Corzine, Emily (F)	MBA, concentration in Accounting BS, Bus Admin, Accounting	Accounting	CPA – Certified Public Accountant CMA – Certified Management Accountant CGMA – Chartered Global Management Accountant
Nelson, Christopher (F)	MBA, concentration in Accounting BS, Accounting AS, Accounting and Business	Accounting	CFE – Certified Fraud Examiner
SUPPORT FACULTY (PART-TIME)			
Crow, Glynice (P)	EdD, Higher Education Administration Master of Administrative Science	Analytics	18 Graduate Semester hours in Statistics 21 Graduate Semester hours in Economics
Eubanks, Brandon (P)	DBA, Management Master of Accountancy	Accounting Management	Certified Public Accountant (#11981)
Hinton, Krista (P)	Master of Accountancy	Accounting	12 years as Financial Consultant & Program Manager, Tennessee Valley Authority

Sherman, Alisha (P)	MBA w/Accounting Concentration (18 hours in ACC)	Accounting	6 years with Marshall Space Flight Center's Office of the Chief Financial Officer as Auditor, Budget Analyst, and Accountant
Taunton, Angela (P)	MS, Accounting	Accounting	15 years' experience as Accountant & Payroll Administrator

ATHENS STATE UNIVERSITY
BOARD OF TRUSTEES

RECOMMENDATION FOR ACTION

DATE OF BOARD MEETING: October 15, 2021
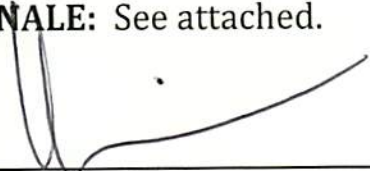
ACTION ITEM TITLE: New Academic Program
Master of Arts – Interdisciplinary Studies
College of Arts and Sciences

RECOMMENDATION:
It is recommended that the Athens State University Board of Trustees approve the Master of Arts in Interdisciplinary Studies for the College of Arts and Sciences.

FISCAL CONSIDERATION: See attached.
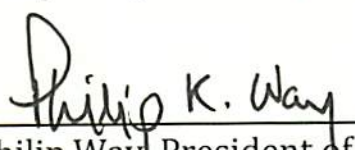
RATIONALE: See attached.

(signature)	10/15/21
Macke Mauldin, Chair *pro tempore*	Date
(signature)	10/15/2021
Missy Ming Smith, Vice Chair *pro tempore*	Date
(signature)	10/15/21
Philip Way, President of Athens State University	Date
(signature)	10/15/2021
Jackie Gooch, Secretary to the Board of Trustees	Date
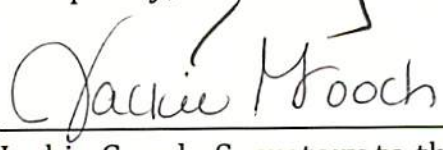
PROPOSAL FOR A NEW DEGREE PROGRAM

Master of Arts in Interdisciplinary Studies

Prepared for the
Alabama Commission on Higher Education

Submitted: December 1, 2021

PROPOSAL FOR A NEW DEGREE PROGRAM

1. **Date of Proposal Submission:** *December 1, 2021*

   Full program name and level: *Master of Arts in Interdisciplinary Studies*

   CIP Code: *30.000*

2. **Learning Outcomes and Program Review:**

   Succinctly list at least four (4) but no more than seven (7) of the most prominent student learning outcomes of the program.

   Students in the Master of Arts in Interdisciplinary Studies program will:
   - i. *Develop critical-thinking, problem-solving, and decision-making skills.*
   - ii. *Develop communication and team-building skills for professional and personal success.*
   - iii. *Develop professional characteristics for success.*
   - iv. *Design and pursue increasingly sophisticated practice-led research questions and projects necessary to sustain life-long careers.*
   - v. *Advance technical knowledge and skills across disciplines, as well as professional ethics.*
   - vi. *Evaluate and improve processes, policies, and practices in their chosen field.*
   - vii. *Become stewards of best practice in chosen fields.*

   Appendix I provides detailed assessment information.

3. **Employment Outcomes and Program Demand**

   Indicate the primary industry where graduates would seek employment using the North American Industry Classification System (NAICS):
   https://www.naics.com/search/

   NAICS Code: 54 Professional, Scientific and Technical Services
54121	*Accounting, Tax Preparation, Bookkeeping, and Payroll Services*
5414	*Specialized Design Services*
541611	*Administrative Management & General Management Consulting Services*
5418	*Advertising, Public Relations, and Related Services*
54181	*Marketing Research and Public Opinion Polling*

NAICS 55	***Management of Companies and Enterprises***
NAICS 62	***Health Care and Social Assistance***
NAICS 81	***Other Services***
NAICS 92	***Public Administration***

Select at least one and up to three Standard Occupational Codes (SOCs) where graduates of the new program would seek employment:
https://www.bls.gov/soc/2018/major_groups.htm

> SOC 11-0000 *Management Occupations*
>
> SOC 21-0000 *Community and Social Service Occupations*
>
> SOC 41-0000 *Sales and Related Occupations*

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

No. The MAIS is the degree needed for professional entrance into supervisory and emerging careers. No further training or education is required but it is possible that some will continue into Ph.D. and other doctoral/defined professional specializations.

Please describe how you will determine whether graduates are successful in obtaining relevant employment or pursuing further study.

Employment success of graduates will be determined through institutional research data and contact with alumni. We will document the success of our graduates through the formal ongoing annual assessment of program-operational outcomes, institutional accreditation records and reports, Career Services surveys and reports, recruitment records, graduate surveys, and employer surveys.

Data from the Athens State Chapter of Alpha Iota Sigma, the Honor Society for Interdisciplinary Studies, will also be employed. The annual fall convocation and initiation of new members of the Honor Society at Athens State will provide a place for graduates to present ideas/reports of their work innovations.

Briefly describe how the program fulfills a specific industry or employment need for the State of Alabama. Please refer to the State's "In-Demand Occupations List" (see ACHE's Academic Program page for most recent list) or include local and statewide occupational projections, along with data sources as appropriate.

The population in and around Athens is increasing as a result of economic, industrial, an military complex expansion, especially in emerging technologies. Job growth in interdisciplinary occupations is predicted to expand at 12% in the State of Alabama over the next ten years. The program maps more than 19 different occupations with an average beginning salary of $43,000 in the State of Alabama. These occupations include managers, executives, consultants, technology experts, logistics, planning, social services, marketing analysts, executive support, think tank members, research analysts, and team assemblers; many of which appear on the State's "In-Demand Occupations" list for projections up to 2024. From August 2020 to August 2021, there

were 6353 job postings nation-wide for occupations requiring an MAIS or similar degree, according to EMSI data.

Briefly describe evidence of student demand for the program, including enrollments in related coursework at your institution if applicable. If a survey of student interest was conducted, please briefly describe the survey instrument, number and percentage of respondents, and summary of results.

An Interdisciplinary Master of Arts Degree allows students to design a program that fits the emerging nature of their careers and lives. These graduate degrees use different disciplines to give students a more rounded understanding of their subject area. Students will be able to choose courses from across all disciplines at Athens State and build their degree according to need.

Undergraduate Individualized Degree Program faculty surveyed current students at the Junior and Senior level at Athens State University and alumni, receiving 87 replies. From that group, 46 people indicated that they wanted to pursue a graduate degree at Athens State University and would very much like to pursue an Interdisciplinary Master's Degree because they could continue more in-depth work they are already doing in their undergraduate degree. Of those responding, 15 indicated that they would consider the Interdisciplinary Graduate Degree, and 10 indicated they planned to go to law school or other professional schools. The others indicated they did not plan to attend graduate school at this time.

Institutional Research reports showing past performance of the "competitive landscape" data offered from the software EMSI have been used to identify, select, process, and analyze information regarding student demand for the MAIS Program. Because students are looking for innovative programs, which are fluid and allow them to study areas that may have not traditionally been grouped together, the need for Graduate Interdisciplinary Master's Degrees is acute. Graduate education has become almost necessary to move forward in most all careers. According to the Bureau of Labor Statistics, those with just a high school degree earn $746 per week on average while college graduates earn closer to $1,248 per week, and workers with master's degrees earn nearly $1,500 per week.

There are no pure Graduate Interdisciplinary Studies Degrees found in the five-county service area of Athens State University, namely, Cullman, Limestone, Madison, Morgan, and Marshall, The proposed MAIS program maps to 19 different occupations with an average salary of $43,000 in the State of Alabama. Nationally, these occupations have an average salary of $51,000. The population in and around Athens is increasing quickly, as well as the industrial/business/military complex. Students with the opportunity to build a graduate program to fit their current or planned employment needs will have much better opportunities to move upward in their fields.

According to the EMSI data, there is no Interdisciplinary Master's degree level available for Limestone, Madison, Morgan, Cullman, and Marshall Counties, with 0 completers in

2020 and 534 potential annual job openings presently. For the whole of the State of Alabama, there were 17 completers in 2020, with 3,208 potential annual job openings.

The fall 2021 enrollment of Athens State Majors in the undergraduate Individualized Degree Program courses (IDP, the primary feeder program for the MAIS) is 85 students, with a total number of declared majors of 166, as of the first semester of the 2021-2022 academic year count (AY). Enrollment and credit hour production in the IDP has increased every year since 2017. The IDP began as the Liberal Studies Program and in AY 2017, there were 107 total majors. In AY 2021 there were 148 majors. Graduation rates have also increased. In AY 2017, there were 8 graduates and in AY 2021, there were 20 graduates. This demonstrates that an undergraduate IDP program is viable and necessary in the region, as well as validates the need for the Master of Arts in Interdisciplinary Studies. Quality of programs, location, and cost appeal to students are major positive factors for an MAIS at Athens State.

Student demand projections were also based on data from institutional enrollments, as well as from labor market analysis. Since 2013, ATSU has seen an increase of 22% in degree conferrals. As of Fall 2021, there were 18 new IDP majors in the first semester of the 2021-2022 Academic Year, in contrast to 27 new majors for the entire 2020-2021 Academic Year.

4. Curriculum and Prerequisites

Program Completion Requirements: (Enter a credit hour value for all applicable components, write N/A if not applicable)

Credit hours required in program courses	27
Credit hours in general education or core curriculum	0
Credit hours required in support courses	3
Credit hours in required or free electives	0
Credit hours in required research	3
Total credit hours required for completion	33

There are no specified undergraduate prerequisites for the MAIS, but students must take UNV 500 Introduction to Research Methods prior to taking the Capstone class UNV 650.

Please indicate the maximum number of credits that can be transferred in from another institution and applied to the program: *Students must earn a minimum of 33% of coursework from Athens State University. In the MAIS program, that equates to eleven (11) graduate hours at the institution. A student could transfer in up to 22 graduate semester hours. This will allow the MAIS degree program to serve as a VESSEL degree program for the state's new Alabama ASSET program where students can stack approved graduate micro-credentials into one degree.*

Please describe any work-based learning (WBL) activities that are required or recommended for program completion (including internships, practical/clinical experience, applied research, or other immersive experiences designed to prepare graduates for employment in the field). Definitions and examples of different types of WBL are available at https://www.alapprentice.org/.

There are no required work-based learning activities for the MAIS, but according to the fields chosen by each student in his/her planned program, they will engage in experiential learning opportunities through program particular coursework. In preparing their capstone thesis work, most MAIS students will be involved in community service and applied research. Each student will prepare a research proposal in UNV 500 and will work on this research throughout their program, culminating in a finished project at the end of the Capstone Course, UNV 650.

Does the program include any options/concentrations? If so, please describe the purpose and rationale for the options, and list the courses for each in the table below.

*Options are inherent in the MAIS Graduate Program. The basic core program is made up of the UNV 500 and UNV 650 courses at the beginning and end of the experience. The planning of each student's coursework and concentrations will be done as the student enters the master's program. When a student is accepted, he or she must work with a faculty mentor to set out a plan of study. At least two areas of study must be identified, and the MAIS Program Planning Agreement (**Appendix III**) must be approved by the end of the first semester of study. A faculty member in each chosen graduate course program must approve the courses chosen by the student. Final approval is given by the MAIS Program Lead. Any changes to the agreed program must be initiated with the MAIS Program Lead.*

Please complete the table below indicating all coursework for the proposed program, specifying any new courses developed for the program, along with courses associated with each option as applicable. Include the course number, and number of credits. Coursework listed should total the number of hours required to complete the program.

*Please see **Appendix II** for the courses available for building the major. **Appendix III** provides a Program Planning Agreement that will be used by the graduate faculty advisor and student.*

COURSE NAME	HOURS	*IF NEW
UNV 500 *Introduction to Research Methods for Interdisciplinary Studies*	3	*
UNV 650 *Graduate Capstone Seminar for Interdisciplinary Studies*	3	*
Planned courses for each program with at least two concentrations	27	

Intended program duration in semesters for full-time students: 4 semesters

Intended program duration in semesters for part-time students: up to 10 semesters

Please indicate any prior education or work experience required for acceptance into the program:

Students seeking unconditional admission to the MAIS program as a degree-seeking student must:
- *Have an earned a bachelor's degree from an institution accredited by an institutionalaccrediting agency recognized by the U.S. Department of Education; and*
- *Have a minimum overall GPA of 3.0 (4.0 scale).*
- *Meet all requirements of any program from which the planned program courses are derived.*

Describe any other special requirements for the program:

Prospective students will also be required to produce 3 letters of recommendation and a GRE or MAT score. Students must also meet all requirements of any graduate program from which they plan to take courses.

Each student, when planning their graduate MAIS program, will be required to get the signature of a faculty member in every program that is represented in their chosen program. This signature will affirm that the parent program has accepted the student to take the course(s). The student will then get final approval from the MAIS Program Lead and any changes to the plan will be initiated with the MAIS Program Lead.

5. Specific Rationale (Strengths) for Program

What is the specific rationale for recommending approval of this proposal? List 3-5 potential program strengths.

i. *LOCATION: Athens State is at least an hour away from any existing Interdisciplinary Studies Graduate program. Expansion projects, new industry, military projects, and an influx of new population area-wide are expected to continue and provide many opportunities for graduates to connect with community organizations, educational institutions, and business/industry. This program will complement, expand, and strengthen existing undergraduate and graduate programs at Athens State, and it is hoped for the whole state.*

ii. *FACULTY: the personalization of the learning experience is always a hallmark and unique quality at Athens State University. Full-time graduate faculty are tenure-track professors who hold terminal degrees and are active in the community and academic pursuits. All faculty are accomplished in their fields and are dedicated to teaching, research, and service. Student success is the core objective of the faculty at ATSU and mentoring of students is the key to this success. The MAIS gives a special*

opportunity to faculty from different colleges to collaborate and work in teaching and research in new ways.

iii. *COST: The program will be the most affordable MAIS program in the state and region. Many students in the region are first generation undergraduate degree completers, and need specialized help in moving into a Master's degree. The ATSU infrastructure is set up specifically to help students in this category.*

iv. *COMMUNITY: Community development and enrichment in the area are necessary with the population increase and the rise of new industry. The MAIS will allow graduate students to be part of this planning and development through research projects and course experiences, as well as bringing new methods of planning and project implementation to the community.*

v. *ACCELERATION: Adults attending college later in life are especially motivated to earn their degrees quickly. An accelerated Bachelor's to Master's Degree program, where students can take some MAIS courses as they complete their Bachelor's Degree may be the most efficient way for such students to proceed. The curriculum of the program is designed to facilitate continuing education at the graduate level for students who wish to study full-time or part-time, especially those who are first generation graduate students.*

Please list any external entities that have supplied letters of support attesting to the program's strengths, and attach letters with the proposal.

Appendix IV: Letters of Support (in development)

6. Program Resource Requirements

A. Faculty. Please provide or attach a brief summary of primary and support faculty that includes their qualifications specific to the program proposal. Note: Institutions must maintain and have current and additional primary and support faculty curriculum vitae available upon ACHE request for as long as the program is active, but you do not need to submit CVs with this proposal.

Please see Appendix V for a Faculty Roster.

Please provide faculty counts for the proposed program:

Status	Faculty Type	
	Primary	Support
Current- Full Time	5	12
Current-Part Time	0	2
Additional-Full Time (to be hired)	0	0
Additional-Part Time (to be hired)	0	0

Briefly describe the qualifications of new faculty to be hired:

The University currently has sufficient qualified faculty to support this program. No new faculty are anticipated.

B. Staff. Will the program require dedicated staff? ☐ Yes ☒ No

If so, indicate the number or percentage of FTEs. Salary/ benefits costs should be included in the program summary table below.

C. Equipment. Will any special equipment be needed specifically for this program?

☐ Yes ☒ No

D. Facilities. Will any new facilities be required specifically for the program?

☐ Yes ☒ No

E. Library. Will additional library resources be required to support the program?

☐ Yes ☒ No

Please provide a brief description of the current status of the library collections supporting the proposed program.

Kares Library at Athens State University collections currently has holdings that will support the undergraduate Individualized Degree Program (IDP) and the new MAIS. The holdings for all the current Graduate programs will also serve the Graduate Interdisciplinary Studies program.

A sampling of monographic holdings for a small sampling of subject headings from each of the current graduate programs (from which Interdisciplinary Studies options can be pulled) are Career & Technical Education, Religious Studies, Global Logistics & Supply Chain Management, Strategic Healthcare Management & Administration, Strategic Human Resource Management, and Strategic Leadership & Business Analytics, for the last ten years, yielded, in all, a small sampling of the library's collection contains more than 8,700 monographs published in the last ten years to support these areas, of which 8,403 are ebooks and the remaining 327 are print.

Kares Library subscribes to several databases that will support this program. At least 15,829 full text articles, both peer-reviewed and otherwise, were found in the field of Interdisciplinary Studies in EBSCO's Academic Search Premier and at least 1,000,000

in ProQuest Central. In addition to these journal databases, the library also provides access to O'Reilly Higher Education, which supports some options in this program with eBooks, videos, and tutorials.

Kares Library is also a member of the Network of Alabama Academic Libraries (NAAL) and OCLC (a worldwide resource-sharing network). Through these consortia, Athens Stat e students and faculty can receive specific materials from throughout the world via interlibrary loan. Items held by libraries in NAAL generally have an especially short turnaround time. Often, periodical articles can be received electronically on the same day of the request. Monographs are delivered by UPS courier service to NAAL member libraries. The library maintains reciprocal borrowing agreements with many academic libraries in the area, including the University of North Alabama and Alabama A&M University. As specified in these agreements, Athens State students and faculty are permitted to use the resources of other libraries and receive assistance.

F. Assistantships/Fellowships. Will you offer any assistantships specifically for this program?

☐ Yes   ☒ No

If "Yes", how many assistantships will be offered? [   ]

Their cost should be included in the NEW ACADEMIC DEGREE PROGRAM SUMMARY table.

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

INSTITUTION: Athens State University

PROGRAM: Interdisciplinary Studies   *Select Level:*   **Master'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
STAFF								0
EQUIPMENT								0
FACILITIES								0
LIBRARY								0
ASSISTANTSHIPS								0
OTHER								0
TOTAL	0	0	0	0	0	0	0	0

'NEW' REVENUES AVAILABLE FOR PROGRAM SUPPORT

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	TOTAL
REALLOCATIONS								0
EXTRAMURAL								0
TUITION	21,600	43200	52800	52800	64800	69600	74400	379200
TOTAL	21600	43200	52800	52800	64800	69600	74400	379200

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 HEADCOUNT	Year 1 - No data reporting required	2	2	2	3	3	3	2.5
PART-TIME HEADCOUNT	Year 1 - No data reporting required	6	8	8	9	10	11	8.666666667
TOTAL HEADCOUNT	Year 1 - No data reporting required	8	10	10	12	13	14	11.16666667
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	4	4	5	5	6	7	5.166666667

DEGREE COMPLETION PROJECTIONS

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

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	AVERAGE
DEGREE COMPLETION PROJECTIONS	Year 1 - No data reporting required	2	3	4	4	5	5	3.83

New entails <u>additional</u> expenses or revenues associated with program implementation. Please include any planning or start-up expenses within Year 1 (even if these were incurred in Year 0 or prior). Do not include expenses or revenues already budgeted for a department or instructional unit prior to the development of this specific program. For instance, if new faculty will be hired to teach in this program, salary/benefits should be included for each year following hire, but salary/benefits for existing faculty would not be included.

Appendix I
Program Assessment

Formulation of Learning Outcomes for the
Master of Arts in Interdisciplinary Studies (MAIS)

In formulating learning outcomes, the following standards developed by ATSU are being met:
- Outcomes must be stated operationally (i.e. expected student behaviors/achievements) including evaluation parameters for measuring student development.
- Outcomes must be aggregate, focusing on the program and not on individual students or courses.
- Outcomes must specify the advanced skills, competencies, understandings, and values that students should have acquired as a result of having completed the graduate programof study. While specific learning goals reside within the individual graduate programs, a set of fundamental areas (FA) representing the transformative nature of a graduate education provide the foundation for the development of learning outcomes. A series of learning outcomes (LO) within each area can be customized to represent the unique perspective of each graduate program. Descriptors associated with each fundamental area illustrate the types of learning outcomes that a program may use. They are neither prescriptive nor exhaustive: outcomes can be modified and/or new ones added as needed by each graduate program.

FA1: Scholarly Development: May include advanced knowledge of disciplinary core; in-depth knowledge of specific areas of inquiry; competency in research and scholarly methods; demonstrated ability to conduct research or pursue scholarship in the field of study.

LO 1 and 2: Advanced Core Knowledge in content of the chosen field as evidenced by demonstrated command of creativity, knowledge, and skills in the discipline.

STUDENTS WILL design and pursue increasingly sophisticated practice-led research questions and projects necessary to sustaining life-long careers in their fields.

Advanced Core Knowledge in content field classes will be measured by:
- ➤ Grades in each course
- ➤ Thesis Proposal and Defense
- ➤ Final GPA
- ➤ Course-embedded exams, assignments, projects, and simulations

LO 1, 4, and 6: Research and Methodological Skills evidenced by demonstrated command of oneor more relevant research methodologies appropriate to the discipline.

STUDENTS WILL contextualize their work in the chosen field (both verbally and in writing), engaging in critical response around their own work and that of experts in the field, throughout history.

STUDENTS WILL develop keen awareness and understanding of the diverse cultural, historical, and experiential issues expressed and inherent in one's own work and in that of one's peers.

Advanced Core Knowledge in the content field history and criticism will be measured by:
- ➤ Grades in each course
- ➤ Thesis Proposal and Defense
- ➤ Final GPA
- ➤ Course-embedded exams, assignments, projects, and simulations

FA2: Advanced Communication: May include skill in written and oral communication and ability to communicate to audiences of experts within the field of study as well as broader audiences of non-experts.

LO2 and 7: Written and Oral Communication Skills including communication of research findings.

STUDENTS WILL develop presentation skills including exhibition, public speaking, and written white papers.

STUDENTS WILL produce a thesis integrating discipline-specific theory in the practice-led project appropriate to their field and concentration within the MAIS program by first studying in- depth and participating in cross-disciplinary discourse and practices, engage fully with structured programming as well as with alternative sites and communities, and engage with concepts and entities outside of the immediate and academic boundaries of a specific discipline.

Written and Oral Communication Skills including communication of research findings will be measured by:
- ➤ Successful completion of the oral defense indicates that the student has the ability to describe the rationale for project plans to knowledgeable groups and to gather buy-in and approval
- ➤ A rubric or list of assessment criteria is used both pre- and post-thesis.
- ➤ Successful presentation and defense of Thesis Proposal
- ➤ Course-embedded exams, assignments, projects, and simulations

FA3: Professional Responsibility, Leadership, and Management Skills May include: commitment to conducting research and managing projects and operations in ethical and responsible manner; integrity in participation in the intellectual and organizational aspects of the profession; ability to work independently and collaboratively;

LO 4 and 5: Demonstrated diligence in the application of ethical, legal, and institutional policy standards in the conduct of research applicable to the discipline.

STUDENTS WILL create and participate in collaborative projects, including critique with colleagues (in person and online) as they demonstrate an awareness of their role as local and global citizen and reflect on behavior with an awareness of one's ethical and

social responsibility. This includes active, thoughtful participation in community and advocacy for one's own health and wellness and that of others.

Potential Methods of Assessment indicators:
- Course-embedded exams, assignments, projects, and simulations
- Thesis Proposal and Defense. Peer and community mentor assessments, the assessments of intern supervisors or work supervisors.

LO 5: Demonstrated diligence in the application of ethical, legal, and institutional policy standards in managing projects, operations, or formulating strategies applicable to the discipline

STUDENTS WILL create and participate in collaborative projects, including critique with colleagues (in person and online) as they demonstrate an awareness of their role as local and global citizen and reflect on behavior with an awareness of one's ethical and social responsibility. This includes active, thoughtful participation in community and advocacy for one's own health and wellness and that of others.

Demonstrated diligence in the application of ethical, legal, and institutional policy standards will be measured by:
- ➤ Course-embedded exams, assignments, projects, and simulations
- ➤ Thesis Proposal and Defense
- ➤ Peer and community mentor assessments, the assessments of intern supervisors and teaching supervisors.

FA4: Practical Application of Knowledge May include: above average performance in case analysis resolution evidenced by problem solving; correct usage of procedures; application of theoretical constructs to explain trends, incidents and/or events.

LO 6: Demonstrated ability to apply discipline-specific theoretical knowledge (methods, processes, concepts, principles, and theories) to new and practical situations.

STUDENTS WILL develop a disciplined professional practice of work in their field using advanced technical knowledge and skills across content areas selected by the student

Ability to apply discipline-specific theoretical knowledge will be measured by:
- ➤ Formal analysis and close interpretation of aggregate scores in classes
- ➤ Contextual relations and critical approaches from grades in Capstone Seminar
- ➤ Course-embedded exams, assignments, projects, and simulations
- ➤ Thesis Proposal and Defense

FA5: Pedagogy and Training (applicable to education programs)

LO 7: Demonstrated ability to create an environment that supports learning through teaching, collaborative inquiry, mentoring, and demonstration

STUDENTS WILL produce a thesis integrating discipline-specific theory in the practice- led project appropriate to their field and concentration within the MAIS program by first studying and participating in cross-disciplinary discourse and practices, engage fully with structured

programming as well as with alternative sites and communities, and engage with concepts and entities outside of the immediate content field and academic boundaries of a specific discipline.

Demonstrated ability to create an environment that supports learning through teaching, collaborative inquiry, mentoring, and demonstration will be measured by:
- ➤ Course-embedded exams, assignments, projects, and simulations
- ➤ Participation in department or other University venue research/discussion seminars
- ➤ Teaching assignments (applicable to education programs)
- ➤ Internship and community assignments and the feedback from peers, co-workers, supervisors

Discussion of Assessment of Learning Outcomes
Graduate faculty in each program assesses student performance through a variety of direct (evidence based) and indirect measures, applied in strategically-selected courses throughout the curriculum.

MEASUREMENT OF OUTCOMES

The syllabus of every Graduate course explains the learning outcomes it expects to deliver, as does each course's website. Posted descriptions of the major and each concentration also explain the broader skills that study in the discipline instills.

Measurement of the curriculum's efficacy is part of the program's regular review process, through grading and course evaluations and an alumni poll, completed by the University at large.

All faculty teaching is peer-reviewed through classroom visits and inspection of written materials as part of the personnel assessment process.

The faculty Chair assesses any teaching by visiting lecturers and adjunct faculty. Measurement of learning through individual activities is quantified through enrollment figures and by evaluation of the faculty teaching the courses. Majors' learning of communication skills at various levels is inherent to the design of the major, as is majors' exposure to geographical and historical diversity. Students are required to study across the geographical and historical range offered by the program through criticism, pedagogy, and theory courses. Their satisfactory completion of courses tracks their development of written and oral communication skills.

Performance indicators for graduate programs are based on (1) Student Achievement of Educational Goals, and (2) Program Quality, Sustainability, and Viability. Both sets of indicators serve as the basis for formulating program-operational outcomes. Additional outcomes may be added as determined by each individual graduate program.

Program Effectiveness:
Student Achievement of Educational Goals will be measured as listed.

PO1: Program Graduation Rates (measured for both full time and part time student enrollment status) include graduation rate up to 4 years for FT and 6 years for PT students.

PO2: Program Retention Rate (measured for both full time and part time student enrollment status)

PO3: Time to Degree (measured for both full time and part time student enrollment status)

PO4: Student Employment Status (Post completion of Graduate Program). May include job placement rates (in/outside discipline); job characteristics; job compensation

PO5: Student Continuing Education
Graduate self-reporting of further graduate study in doctoral, jurist doctor, and other terminal programs

PO6: Indicators of program's impact and transformation May include local; regional, national program reputation; program ranking (if available); discipline-specific accreditation (if applicable); students' perception of program quality

PO7: Teaching Effectiveness (performance indicators regarding instructors are formulated by graduate faculty and approved by College Deans and Provost) May include: quality indicators for instruction; class size; faculty-student ratio; student evaluations of teaching effectiveness; faculty qualifications; faculty resources (number and productivity ratios);

PO8: Sustainable Growth: Enrollment capability to: (1) generate needed financial resources to support the program; and (2) produce a viable number of graduates per year May include: program's credit hour production; completions; demand/supply-admission applications/admissions rate/ yield rate; productivity gains (e.g. recruitment, instructional delivery systems, ratio of tuition revenue to program's cost, etc.

In particular, since learning in thesis-based graduate degrees is largely experiential and participatory, a significant amount of summative evaluation (EXAMPLE: supervisory committee meetings, research presentations, candidacy exam; thesis exam) and formative feedback is provided outside of formal course structures.

Appendix II
Available Courses for MAIS Students

MAIS Course Requirements

	Hours
UNV 500 Introduction to Research Methods for MAIS	3
Program Planned Courses	27
UNV 650 Capstone Seminar MAIS	3
Total	33

Business (BUS)

BUS 503 Accounting and Financial Analysis (3 Sem. Hrs.)
This course is a comprehensive examination of financial statements and ratios and how the information they provide can be used to measure the operational success of a business or corporation. Emphasis on interpretation and analysis of financial information as a basis for managerial decision-making.

BUS 525 Foundations of Business Analytics (3 Sem. Hrs.)
This course is a graduate level introduction to the language and methods of business analytics. Topics include descriptive statistics, probability theory, hypothesis testing, sampling, ANOVA, time series analysis, simple and multiple regression, and index numbers.

BUS 655 HR Analytics Portfolio (3 Sem. Hrs.)
In this course, students will learn and apply knowledge and analytical models that assess HR and Human Capital Strategy (HCS). The value of data driven and intelligent HR to inform business decisions and HR policies will be reviewed, demonstrated, and applied to business cases. The role of the HR Leader as strategic business partner in defining and assessing HR practices that drive business results will be assessed and analyzed.

Career and Technical Education (CE)

CE 500 Principles and Philosophies of Career and Technical Education (3 Sem. Hrs.)
This course will review and emphasize the importance of career and technical education (workforce education) to American society and the individual. The course will help students actively transfer CTE principles into practice. Students will formulate a philosophy of workforce education based on personally held principles and demonstrated principles.

CE 510 Culture, Diversity, and Ethics in the Workplace (3 Sem. Hrs.)
This course will examine issues of diversity (e.g., race, economic, ethnic, cultural, political, physical, and cognitive diversities), their influence on the culture of an organization and the ethical issues associated with each.

CE 520 Curriculum Development (3 Sem. Hrs.)
This course presents usable principles for curriculum development. Secondary and post-secondary career and technical education as well as business and industry training curricula are included. Emphasis is placed on developing, creating, aligning, and evaluating curriculum with the overall goal of work-place relevance.

CE 540 Organization and Coordination of Career and Technical Education (3 Sem. Hrs.)
This course is designed to provide CTE professionals a framework to increase their knowledge and understanding of theoretical and practical information specific to organizing and administering CTE programs. The course will emphasize a number of management topics including budget development and management, program design and program evaluation.

CE 550 Performance Analysis and Assessment (3 Sem. Hrs.)
This course examines analysis techniques in curriculum development with an emphasis on task analysis and related procedures. Coursework will include occupational and needs analysis, competency identification, objective writing and information mapping. Students will integrate task analysis with a total system for developing and revising vocational curriculum or job training programs.

CE 560 Course Construction and Evaluation (3 Sem. Hrs.)
This course will focus on curricula and practices in teaching and training. Content will challenge personally held ideas, assumptions, and practices related to curricula and its stakeholders. Products of learning include standards-based course, lesson, and assessment tools that are anchored to the mission, goals, and standards specific to the participants' instructional area.

CE 580 Coordination and Supervision of Career and Technical Education (3 Sem. Hrs.)
This course will provide an overview and summary of career and technical education from an administrative perspective.

CE 600 Adult and Community Education (3 Sem. Hrs.)
This course will provide an overview of adult and community education in the United States of America. Participants will review theory and principles of community education, case studies on quality learning experiences, funding mechanisms for adult and community education, and engagement in the community.

CE 610 Work Site Training and Development (3 Sem. Hrs.)
This course will prepare participants to evaluate employee-training needs for workforce knowledge and skills improvement.

CE 620 Teaching and Training (3 Sem. Hrs.)
This course focuses on enhancing learning. Current trends and issues affecting learning environments are examined, including communication, collaboration, creativity, and critical thinking. Participants develop and evaluate standards-based instruction, curriculum materials, and assessment strategies aligned to 21st century skills.

Education (ED)

ED 500 Research Applications for Career and Technical Education (3 Sem. Hrs.)
This course will examine all major concepts and techniques of education research, including types of research, application and interpretation of data, and the development and use of data collection instruments.

ED 510 Technology for Teaching and Training (3 Sem. Hrs.) (Software/license fee)
Students will develop knowledge, skills, and abilities related to the use of educational technology for teaching and training.

ED 520 eLearning Design and Development I (3 Sem. Hrs.)
This course focuses on the application and interpretation of theory, research and standards-based effective practices used to design, develop and evaluate distance and blended education experiences. Students will examine different aspects of online course design including needs analysis, content design, material development, and lesson evaluation.

ED 530 Community Partnerships and Relations (3 Sem. Hrs.)
This course will examine various ways of developing and enhancing training programs through promoting positive interrelationships among educators, learners, and the community. Using an ecological systems framework, the course will build on the students' knowledge of the economic and community circumstances and resources in facilitating training programs. Participants will strengthen the skills needed for communicating effectively with community and workforce partners.

ED 540 Technology Integration for Teaching and Training (3 Sem. Hrs.)
(Students who completed ED 410/411 at Athens State may not take this course.)
This course will focus on using technology tools to help facilitate learning in secondary and adult teaching environments and help teachers and students improve digital awareness. Participants will engage in learning instructional strategies and techniques unique to secondary and adult classrooms.

ED 550 Learning Theory (3 Sem. Hrs.)
This course will provide an overview of research and theory related to human learning with special emphasis on vocational learning theory. The course will underscore the relationship between theory, research, and practice.

ED 560 Mindful Leadership (3 Sem. Hrs.)
This course will examine current mindful leadership practices for use in business, education, professional and personal life. Research and theory of leadership practices will be analyzed supporting the benefits of mindfulness and demonstrating the importance of mindful practices for successful leadership. This course will introduce students to mindful leadership practices for use in personal and professional settings.

ED 570 Competency-Based Education (3 Sem. Hrs.)
This course will thoroughly examine the history and future of competency-based education practices related to career, technical and adult education programs. It will cover the development of competency-based education performance indicators, competency-based education management systems, and will give attention to the basis for competency-based education evaluation practices.

ED 600 Industrial Management and Teambuilding (3 Sem. Hrs.)
This course will provide an advanced study of the educator/leader role in accomplishing organizational objectives through the management and development of team members. Students will examine concepts of organizational and individual behavior that serve as a foundation for the development of leadership skills such as communication, motivation, leading, team building, credibility, and conflict management.

ED 610 Technology for Educational Leaders (3 Sem. Hrs.)
This course builds knowledge and skills to assist educational leaders in using and applying instructional technology planning and management techniques to real-world situations. Upon

completion of the course, students will have the ability to use instructional technology for administrative and instructional purposes to plan, organize, and promote its use in teaching and training environments.

ED 620 eLearning Design and Development II (3 Sem. Hrs.)
This course focuses on the advanced application and interpretation of theory, research and standards based effective practices used to design, develop and evaluate distance and blended education experiences. Students will examine different aspects of online teaching (e.g. asynchronous communication, facilitation and feedback) based on research, critically evaluate existing social media and online resources, and apply their learning to online content design.

ED 640 Creative Project (3-6 Sem. Hrs.)
This Creative Project course will provide an opportunity to research, discuss and document current topics in career, technical and adult education including challenges facing today's CTE professional. The project will examine leadership principles and best practices. The student will work closely with the faculty member in researching and writing a major research project in the area of the student's relevant CTE field of study. The student will give an oral presentation of the research findings.

ED 650 Quality Improvement in Education (3 Sem. Hrs.)
This course will examine systematic and strategic approaches to improving educational processes by applying and implementing quality improvement techniques.

Human Resource Management (HRM)

HRM 501 Strategic HRM and Building Competitive Human Capital Management Advantage (3 Sem. Hrs.)
This course will present a study of the technical functions of Human Resource Management (HRM) and the role of human resources from a strategic perspective. Emphasis is on the technical HR application to programs that foster employee commitment to objectives in a competitive, global economy. Therefore, this course will explore the challenges facing the HRM professional, as well as specific focus on the role of managers in the administration of human resource activities. These challenges will include technical functions such as recruitment and selection, training and development, design, administration of compensation and benefits plans, business continuity and risk management, employee relations and collective bargaining, and initiatives like quality-of-work life and diversity and inclusion programs, as well as how HRM works toward organizational goals in a time of rapid change. Other topics will assess managing human resources and human capital management (HCM) as a strategic organizational asset that supports competitive advantage and major strategic objectives. HRM as an integral partner in a firm's strategic planning and implementation, in terms of external environmental and internal exigencies, will be presented. HR planning and strategies and their applications in HR programs and processes will also be examined. Students will also learn how to develop alignment among vision, strategy, and values in the development of a paradigm based upon competencies required for enhancing the business results of a company or government agency. In addition, this course will also address how to build measurement strategies for all HR activities so that the impact can be determined. A value-added approach will be taken so that HR practitioners will be able to exhibit an understanding of the business strategies, impact and outcomes that assess aspects that influence organizational quality, productivity, services, and profitability. HR will be assessed as a system within a system. Students will learn how to position HR as a strategic partner to realize organizational competitiveness in a global environment.

HRM 520 Employee & Labor Relations (3 Sem. Hrs.)
This course will cover the strategic value of effective labor-management relations and its related framework and design. Topics will cover wage and hour laws, safety and health laws, retirement, welfare, and privacy laws that prepare future managers, supervisors, and business owners for responsibilities in management-employee relations. In addition, an examination of managerial issues affecting development of labor relations policy will be explored. Topics to be examined include the impact of public policy, negotiation, and administration of collective bargaining agreements, the NLRB and arbitration cases. The role of managers in ethical decision making will also be reviewed and assimilated into current applications in today's workplace.

HRM 560 Diversity & Inclusion and the Professional Consultant (3 Sem. Hrs.)
In this course, the role of the diversity and inclusion consultant will be analyzed. The diversity and inclusion consultant competencies will be applied to business settings through case method. Strategies will be summarized to guide organizational leaders and clients through the process of conducting D & I needs assessment and making recommendations for an effective diversity and inclusion management program.

HRM 572 Design of Talent Development Capabilities (3 Sem. Hrs.)
This course will provide a framework for building talent development capabilities based on the Association for Talent Development's Core Body of Knowledge and Competencies. Special emphasis will be placed on the Talent Development Leader as a trusted advisor in building the infrastructure for a talent development program for desired business outcomes.

HRM 580 Workforce Planning & Staffing (3 Sem. Hrs.)
This course will present a comprehensive approach to identifying viable workforce planning and employment strategies in an effort to assist the organization in meeting its strategic goals and objectives. Topical areas to be covered include workforce planning, sourcing strategies, succession planning and retention and employee exit programs. The course will also cover specific topics related to job analysis and design.

HRM 610 Total Rewards: Competitive Compensation & Benefits (3 Sem. Hrs.)
This course is designed to focus on Total Rewards Systems related to direct and indirect compensation systems. The content of the course will focus on how to develop/select, implement/administer, and evaluate compensation and benefit programs that support an organization's strategic goals and objectives. This course will also provide greater insight and knowledge of legislation that affects all elements of a Total
Rewards System. The payroll function and its role in the administration and compensation and benefits programs will be presented. Evaluation methods that can be used to assess the effectiveness of Total Rewards System will also be examined.

HRM 632 Business Continuity & Risk Management (3 Sem. Hrs.)
This course is designed to focus on the importance of Enterprise Risk Management in today's evolving business climate. The primary framework and key aspects of workplace health and safety, security, and privacy issues, as well as legislation and organizational
measures will be presented. In addition, the course will provide insight into development of HR policies and procedures to determine organizational risk areas and evaluation methods to identify program effectiveness.

HRM 638 Inclusive Workplaces & Future Trends in Diversity Management (3 Sem. Hrs.)
This course will focus on selected topics and cases to review and assess inclusive workplace designs and policies. Students will have to develop a recommendation for an inclusive workplace design in an assigned project. Future trends and considerations in diversity and inclusion management will be explored and evaluated for implications in the workplace.

HRM 641 Talent Development Return-On-Investment (3 Sem. Hrs.)
In this course, the methodologies to measure return on investment (ROI) of training and performance improvement initiatives and programs will be explored and applied to case studies. Special emphasis will be on rationale for ROI, ROI methodologies, strategies to handle estimation, and determination of program costs.

HRM 665 Talent Development Strategy & Deployment (3 Sem. Hrs.)
In this course, the role of the talent and development professional in launching, assessing, and refining talent and development strategies for continuous improvement will be examined. Talent and development, as a means for dealing with complex change and effective change management processes, will also be analyzed, and applied to case applications. The unique role of talent development as a supporting mechanism for human capital management strategy will be discussed.

HRM 685 HR & Legal Framework of the Employment Landscape (3 Sem. Hrs.)
This course presents an applied study of significant legal issues in labor and employment law that are relevant to effective compliance and policy development for today's businesses. An analysis of major issues in employment law will be presented and facilitate student critical thinking about how to read, analyze and evaluate legal statues and decisions. Students will be able to identify, understand, and explain conflicting views on legal and policy arguments and bring this learning to translation to work settings as HR leaders.

HRM 694 Diversity & Inclusion Strategy and Deployment (3 Sem. Hrs.)
In this course, students will learn how to conduct a diversity and inclusion needs assessment/audit and develop recommendations for improvement through the construction and deployment of a comprehensive diversity and inclusion strategy. Emphasis will be placed on the role of the leader as a positive change agent in D & I initiatives. Future trends in diversity and inclusion and their respective impact on today's organizations will be explored and discussed for practical applications.

HRM 710 Human Capital Strategy & Performance Management (Capstone) (3 Sem. Hrs.)
This course will address the entire range of topics associated with managing the human asset to realize and sustain optimal levels of performance. Models of human capital management and their applicability to designing effective performance management plans (PMP) and culture of accountability will be discussed and assimilated through case method applications. Topics will include KPIs, appraisal systems, change management models, adult learning theories, individual versus team performance, organizational development, and managing a diverse workforce. Various aspects of the corporate training and development function, training program design and development of various methods and media for training delivery, as well as return on investment outcomes, will be explored. In addition, this course will also
examine the development of systems that will provide highest levels of both personal and professional development and growth within the organization; creation of promotional and cross-functional systems that will talent strength the organization; development of retention strategies that tie rewards to performance of talent; creation of workforce planning systems that will

provide succession planning of best talent within the organization; and utilization of technological systems to support these functions within human resources planning will be presented.

Leadership (LDR)

LDR 500 Influential Leadership (3 Sem. Hrs.)
This course is a study of the nature of leadership and the skills dynamic leaders employ to achieve success in their organizations while maintaining integrity and social responsibility. Through case and literature analysis and practical application, learners will examine approaches to leadership and the role emotional intelligence plays in effective leadership.

LDR 654 Strategic Thinking, Behavior, and Leadership (3 Sem. Hrs.)
This course is a study of strategic leadership, and the skills strategic leaders employ to achieve success in their organizations while addressing the ever-growing issues of competitive advantage, sustainability, and agility. Through case and literature analysis and practical application, learners will examine various facets of and approaches to strategic leadership and how they play a critical role in effective leadership and organizational performance.

LDR 680 Human Capital Leadership (3 Sem. Hrs.)
(Course pending final approval of the University Curriculum Committee at the time of catalog publication)

LDR 690 Special Topics in Strategic Leadership and Business Analytics (3 Sem. Hrs.)
(Course pending final approval of the University Curriculum Committee at the time of catalog publication)

LDR 700 Strategic Leadership and Business Analytics Capstone Experience (3 Sem. Hrs.)
Course pending final approval of the University Curriculum Committee at the time of catalog publication)

Logistics Information Systems (LIS)

LIS 600 Logistics Information Systems Management (3 Sem. Hrs.)
A study of the analysis, design, and implementation of logistics information systems and supply chain management technology. Identification and in-depth review of the various techniques for establishing and maintaining logistics information systems and corresponding supply chain management technology assets will be included. The aim is to ensure logistics information system alignment with corresponding supply chain strategy. Fundamental security controls, telecommunications systems, applications, and emerging technologies will be examined.

LIS 601 Logistics/Supply Chain Information Assurance (3 Sem. Hrs.)
Identification and classification of cyber-security threats within the supply chain. The managerial aspects of information security and assurance will be analyzed by exploring access control models, information security program assessment, metrics, technical components of information security threat and vulnerability risk assessments and international laws and international standards.

LIS 602 Enterprise Resource Planning (3 Sem. Hrs.)

This course reviews in depth the design and analysis essential to the successful implementation of ERP systems, addressing enterprise-wide functionality as well as required tactical functions such as project management and project planning, and provides an overview of implementation alternatives.

Logistics and Supply Chain Management (LSM)

LSM 600 Supply Chain Governance (3 Sem. Hrs.)

This course explores the different facets of the supply chain vision, along with advanced theory and application for supply chain control in an international environment, information security governance and global constraints. Students will examine tactical elements such as the network setup, measurements, performance targets and the governance structure utilized to transform strategy into execution.

LSM 601 Procurement and Materials Management (3 Sem. Hrs.)

An advanced analysis of the techniques for purchasing and materials management as a logistics and supply chain perspective. An examination of Materials Requirements Planning (MRP), vendor selection, contractor negotiation, contract administration, and materials management principles and practices will be included.

LSM 602 Management of Distribution and Inventory (3 Sem. Hrs.)

This course will explore the interface between packaging, storage, inventory control and transportation. A synthesis of the topics includes inventory management in Lean Logistics environments, warehouse utilization strategies, forecasting tools and techniques, and distribution network design in make-to-stock and make-to-order manufacturing environments.

LSM 603 Supply Chain and Logistics Strategies (3 Sem. Hrs.)

A critical analysis into the logic, design, and integration of effective techniques and methods for supply chain management optimization. The course employs a comprehensive case study methodology involving contemporary, brand name organizations to illustrate effective approaches and lessons learned. A faculty-directed research project and submission is required for peer-review and possible publication.

LSM 604 Supply Chain Simulation Modeling and Analysis (3 Sem. Hrs.)

Prerequisite: LSM 600

Advanced techniques and methodology for logistics, transportation and supply chain system design, customer service, and policy formulation. Methodological focus will be on simulation and analytical techniques to develop empirical results that document current and anticipated system performance. Includes the use of simulation software.

LSM 610 Case Studies in Logistics Capstone (3 Sem. Hrs.)

Prerequisites: LSM 600, 601, and 603

This capstone course will focus on complex logistics and supply chain case analysis, along with solution development, and how organizational decisions relate to the ultimate outcome to include the analysis and application of the core supply chain processes. Students will be assessed on their ability to apply critical thinking skills and to generate solutions to logistics problems and their ability to demonstrate research and written communication skills.

Management (MGT)

MGT 600 Operations Planning and Control (3 Sem. Hrs.)
The course examines the concepts and practices associated with the interaction of global suppliers and intermediaries, core competencies and outsourcing opportunities, international distribution and transportation factors, supply and demand management, inventory control and the systematic coordination of business functions within the supply chain.

MGT 601 Global Economics (3 Sem. Hrs.)
An intensive examination of economic principles that influence logistics and supply chain decision making authority. Concepts evaluated will include the balance of trade, unemployment, international economic indicators, incentives, education, gross domestic product, fiscal and monetary policy, and environmental policies.

MGT 602 Strategic Management and Leadership (3 Sem. Hrs.)
An advanced course in the evaluation of principles and factors influencing structural transformations and redevelopment, competition, social-cultural patterns, leadership theory, laws, technology and goal-setting in a multinational setting. Studies will include key strategic operations theories and methods, tools and techniques in measuring organizational performance and predictive tools that facilitate successful management of global logistics and supply chain processes.

MGT 603 Financial Management (3 Sem. Hrs.)
An examination of financial management issues that will assist students in developing tools that incorporate key international considerations into financial decisions. Key topics include cross-border financing and investment, currencies and asset valuation decisions, multinational financial decision making and the legal protection of creditors and shareholders.

Religion (RE)

RE 501 History of Judaism (3 Sem. Hrs.)
This course presents Judaism as a cultural phenomenon that has survived and influenced world history for an astonishing four millennia. It examines the world of Jewish literature, philosophy, spirituality, politics, persecution, diaspora and geographic context. We trace the story of the world's oldest continuing monotheistic community from the journey of Abraham and Sarah, through antiquity, the Middle Ages, to Israel and the Modern era. Special emphasis is placed on Jewish culture in America and topics concerning the formation of the Jewish state in Israel.

RE 509 Christian Thought in Early Centuries (3 Sem. Hrs.)
This course examines Christian thought and covers the Life of Jesus, Paul, and other leaders of the Early Church. The primary aim for this course is to examine the birth and development of the early Christian religion. It focuses primarily on the life and influence of Jesus and Paul. The overall view of the social world into which Christianity emerged and developed will be explored.

RE 510 Advanced Study of Leading Change in Faith Communities and Other Non-profits (3 Sem. Hrs.)
This course is required for all students pursuing the MA in Religious Studies – Non-Thesis Track. This course is an advanced study of leadership challenges and principles concerning change in faith communities and other nonprofits. Leadership philosophies and techniques will be explored from the life of Jesus, Paul, and leaders of other faith traditions. The

course will also examine leadership principles from other non-profit sectors. The primary aim of this course is to identify and examine leadership principles that lead to excellence. The course will look at the philosophical, social, psychological, theological and spiritual aspects of leadership.

RE 511 Age of the Reformation, 1350 – 1610 (3 Sem. Hrs.)
This course is an examination of the history of church and state in Europe from the Great Schism through the Protestant Reformation to the eve of the Thirty Years War.

RE 512 Advanced Study of the Hebrew Prophets (3 Sem. Hrs.)
This is an advanced study of the Hebrew Prophets. This course's primary aim is to focus on the portion of the Hebrew Bible which includes the Major and Minor Prophets. The class will combine a theological, sociological, anthropological, historical, and literary criticism approach to the study of the Hebrew Prophets. This course will provide a close look at the language and message of the prophets as well as a comparative study of ancient Near East prophecy.

RE 513 Advanced Study of Psalms and Wisdom Literature (3 Sem. Hrs.)
An advanced examination of the poetry, forms, and theology in the book of Psalms along with a study of Wisdom Literature including the Books of Proverbs, Job, Ecclesiastes, and other third and fourth century B.C.E. writings.

RE 516 Interpreting the Text (3 Sem. Hrs.)
Prerequisite: RE 308 or the equivalent
This course is required for all students pursuing the MA in Religious Studies. This is an examination of various ancient, historical, and literary methods of interpreting literature covering the range from ancient ways of reading texts to current poststructuralist approaches. Even though primary emphasis will center on religious texts, there will be considerable attention given to issues and methods that emerged from the realms of the social sciences, literature, and philosophy.

RE 526 Advanced Study of Social Change and Transformational Leadership (3 Sem. Hrs.)
This course is required for all students pursuing the MA in Religious Studies – Non-Thesis Track. Social Change and Transformational Leadership is an advanced study of social change and leadership challenges and principles concerning change. Leadership philosophies and techniques will be explored from the life of people who have provided transformational leadership. Martin Luther King Jr., Ghandi, Mother Theresa, and Nelson Mandela provide a sampling of transformational leaders we will be studying. The primary aim of this course is to identify and examine leadership principles that lead to transformational change in organizations and communities. The course will look at the philosophical, social, psychological, theological and spiritual aspects of leadership.

RE 527 Advanced Study of Jesus, Muhammad, and Buddha (3 Sem. Hrs.)
This course is required for all students pursuing the MA in Religious Studies. Advanced Study of Jesus, Muhammad, Buddha is a course designed as an exploration into the academic study of religion in three major faith systems of the world through a comparative approach. As students study the religions of Buddhism, Christianity, and Islam, they will learn about their foundations, what they believe, and how they express their beliefs. This course will provide students a better understanding of different cultures, religions, social systems and historical contexts. The understanding of these religions and their contributions along with how they can

cooperate together will be studied. The ability to respect differences and value diversity will be promoted.

RE 530 Biblical Hebrew Language and Grammar (3 Sem. Hrs.)
This course is an inductive approach, utilizing the Biblical narratives, especially in Genesis and the Books of Kings.

RE 531 Directed Studies in Translating Texts from Hebrew Bible (3 Sem. Hrs.)
Prerequisite: RE 530 or the equivalent
This course is a continuation of part I (RE 530). In this second part of the course, students will use their newly developed skills in Hebrew grammar to read the Hebrew Bible in its original language. Students will work with the rules of Hebrew grammar and syntax to produce acceptable translations. The focus will be on narrative portions of the Hebrew Bible with some attention to Hebrew Poetry. Students will also explore issues of textual criticism where manuscripts diverge from one another. Students will have to learn how to read the critical apparatus in the BHS. This will entail learning some Latin terms, abbreviations for various manuscripts, signs and symbols.

RE 540 The Language and Grammar of the New Testament (3 Sem. Hrs.)
This class is for beginners; there is no prerequisite for the course. It is a study of biblical Greek Grammar.

RE 541 Directed Studies in Translating New Testament Texts (3 Sem. Hrs.)
Prerequisite: RE 540
This is a continuation of New Testament Greek I. It will continue a step-by-step process that will provide the students the basics of Greek Grammar.

RE 542 The Parables of Jesus (3 Sem. Hrs.)
This course is designed to create a greater understanding of the parables of Jesus found in the Gospels. This survey will cover many of the parables found in the Gospels. Special attention will be given to the historical, social, and literary aspects of interpreting the parables. This study will provide an understanding of parable as metaphor.

RE 552 Problems of Evil and Suffering (3 Sem. Hrs.)
This course will primarily examine the biblical responses to suffering and the origin and reality of evil. The course will also explore and critique the religious and philosophical answers that have been offered in the face of suffering and evil.

RE 553 Directed Studies in Hebrew (3 Sem. Hrs.)
Prerequisite: 6 Semester Hours of Hebrew
This course will allow students who have the basics of Hebrew Grammar to engage in the translation of texts from the Hebrew Bible. Students will also engage in reading the Moabite stone, which is in Moabite, a language very similar to Hebrew and is related to biblical texts. Ugaritic is another similar language that students will be exposed to briefly because of its importance in the study of biblical Hebrew.

RE 600 Seminar in Biblical Studies (3 Sem. Hrs.)
Prerequisites: RE 512 or RE 513, and RE 516
This course is required for all students pursuing the MA in Religious Studies. This seminar presupposes the student has a general knowledge of biblical studies and the literature

of the Bible. It will engage students in a critical study of canonical and non-canonical texts and related subjects. It will focus on issues related to the critical study of biblical texts through the use of historical, literary, and sociological methods. Attention will be given to historical, social, and archaeological aspects of the Ancient Near East and the Greco-Roman world as the background from which biblical texts emerged. The course may also focus on literary and cultural reading of texts, which is based on contemporary settings as contexts for interpretation. May be repeated for credit as topics will vary.

RE 601 Seminar in History of Religions (3 Sem. Hrs.)
Prerequisite: RE 527
This course is required for all students pursuing the MA in Religious Studies. This seminar focuses on issues of history and religion of the world's religions or groups within particular religions. The topics for this seminar will differ from semester to semester. It could focus on a religion like Islam or a particular group such as the Sufis.

RE 602 Seminar in Leadership and Community Service (3 Sem. Hrs.)
Prerequisite: RE 510
This course is required for all students pursuing the MA in Religious Studies – Non-Thesis Track. This seminar provides an opportunity for a student to learn about leadership challenges and principles concerning challenges of working and leading in faith communities and other nonprofits. Developing an understanding of community and the importance of leadership is the focus of this seminar. Leadership philosophies and techniques will be explored from contemporary leaders to the life of Jesus, Paul, and leaders of other faith traditions. The project will also examine leadership principles from other non-profit sectors. The primary aim of this seminar is to identify and examine leadership practices and principles that lead to excellence through community service. The course will look at the philosophical, social, psychological, theological and spiritual aspects of leadership.

RE 700 Religious Studies Project (3 Sem. Hrs.)
Prerequisites: RE 600, 601, and 602
This course is required for all students pursuing the MA in Religious Studies – Non-Thesis Track.
This course/project provides an opportunity for a student to learn about leadership challenges and principles concerning challenges of working and leading in faith communities and other nonprofits. Leadership philosophies and techniques will be explored from the life of Jesus, Paul, and leaders of other faith traditions. The project will also examine leadership principles form other non-profit sectors. The primary aim of this course/project is to identify and examine leadership practices and principles that lead to excellence. The course will look at the philosophical, social, psychological, theological, and spiritual aspects of leadership. Students must successfully complete the course with a "B" or higher to count towards degree requirements.

RE 701 Thesis Research (3-6 Sem. Hrs.)
Prerequisites: RE 516, 527, 600, and 601; and at least 18 semester hours towards requirements for the MA in Religious Studies; and an accepted preliminary thesis proposal
This course is required for all students pursuing the MA in Religious Studies – Thesis Track.

A student will work closely with primary and secondary advisors as well as the additional reader in developing and completing the thesis. **Students must successfully complete the course with a "B" or higher to count towards degree requirements.**

Appendix III
Program Planning Agreement

This agreement forms the basis of the program of study for _____,
ATSU Student ID _____ who has been accepted into the Master of Arts in
Interdisciplinary Studies program and has met all requirements of all Graduate programs in
which a course on this form appears.

College	Concentration	Course	Comments	Number of Hours
Arts and Sciences	Core	UNV 500 Research	First Semester	3
Arts and Sciences	Core	UNV 650 Capstone	Final Semester	3
Total				33

_____   _____   _____
Faculty Mentor Signature   Date   Student Signature

_____   _____
Printed Name   Printed Name

Notes and Program Faculty Signatures:

_____
Signature   Program

_____
Signature   Program

_____
Signature   Program

APPENDIX IV
Letters of Support
(in development)

APPENDIX V
Faculty Roster

	Primary Program Faculty (Full-Time)	
NAME	**EDUCATION**	**ADDITIONAL QUALIFICATIONS**
Baird, Debra	**Post-Doctoral Theology** Spring Hill College (45 semester hours) **Ph.D., Elementary Education/Curriculum Statistics minor Early Childhood minor Educational Psychology minor** University of Alabama **M.A. Elementary Education** University of Alabama **B.S. Elementary Education, Science Concentration** Auburn University Undergraduate work Walker College, Jasper, AL University of Maryland, Europe	**2004-Present, Professor** Athens State University, Dean of Education, 2004-2013 Executive Director of Teacher In-Service Center, 2004-2016 Current - Individualized Degree Program Lead, Undergraduate Religion Faculty, Graduate Faculty **1999-2004, Professor** Stillman College, Chair of Education, NCATE Chair NCATE National Board of Examiners **1994-1999, Associate Professor, promoted to Full Professor** University of West Alabama, Elementary Education Coordinator, NCATE Co-Chair, NCATE National Board of Examiners, Teacher of Methods and Philosophy, Graduate Faculty **1990-1994, Assistant Professor promoted to Associate Professor** Austin College, Sherman, Texas, Resource Center Director, appointed to Graduate Faculty **1987-1990, Full -Time Instructor** University of Alabama Teacher of mathematics methods and Advisor for Elementary Education, Doctoral Student **1990-1996**, **Adjunct for Graduate Programs,** University of Alabama, Gadsden Campus and South America Program **Teaching and Research Areas** ▪ Diversity and Cultural Intelligence ▪ Refugee Issues and Concerns ▪ Scottish Reformation ▪ Antiquities and Religion ▪ Religious Ethics and Philosophy
Cowan, Wendy	**Ph.D., Health & Human Performance,** Middle Tennessee State University **M.Ed., Exercise Physiology and Health Promotions,** Auburn University	**2016-Present, Professor** Athens State University Chair, Philosophical Foundations and Technology, 2011-present Associate Professor; 2011-2016 Assistant Professor; 2004-2011 Adjunct Professor; 2001-2004

	B.S.Ed. Physical Education, cum laude, Athens State University **Related Graduate Coursework:** Advanced Educational Psychology, 4 hours Learning Theory, 4 hours Seminar in College Teaching, 3 hours Instructional Development in Higher Education, 3 hours	**2002-2004, Graduate Teaching Assistant** Middle Tennessee State University **2003, Adjunct Professor** Calhoun Community College **2003, Adjunct Professor** Alabama A&M University **1995-1996; 2001-2003, Teacher** Decatur City Schools, Adaptive Physical Education Instructor **1994-1997** Physical Education Instructor and Aide **1990-1992, Teacher** Word of Truth Academy, K-12 Physical Education Instructor **Teaching and Research Areas** • Educational and instructional technology • Research methods • Health and human performance
Moyers, Tony	**Ph.D. Biblical Studies – Primary Hebrew Bible, Secondary New Testament Biblical Studies, Moral Values, Sociology and Religion** Baylor University **M.A. Religion (transferred over 30 semester hours to the 78-hour Ph.D. program at Baylor** Vanderbilt University **B.A. Religion** Athens State University	**2014- Present Professor of Religion** Athens State University **1994- Present** Department Chair, Humanities Religious Studies Program Coordinator Associate Professor, 2004-2013 Assistant Professor, 1999-2003 **Teaching and Research Areas** Publications Areas: Moral Values (Book), Biblical Interpretation (Book), Chapters in a book Religion and Society and the Ethics of Reading Religious Texts (Journal Article). Research Areas: Languages of the Ancient Near East, Archaeology of the Ancient Israel, Biblical Studies, Philosophical and Sociological aspects of morals and Religion, World Religions.
Spencer, Stephen	**Ph.D. Modern American Literature, Multi-Ethnic Literature of the United States, Composition** University of Cincinnati **MA English** University of Dayton **BA English, Minor in History** University of Dayton	January 2018 – Present **Athens State University, Professor** Dean of the College of Arts and Sciences and Executive Co-Director of the Alabama Center for the Arts **2008 - December 2017, Professor** **University of Southern Indiana** English Department Chair and Professor of English, Enrollment Management Planning Coordinator, 2013-14

		1990-2008 **Wilmington College of Ohio** Associate Dean of Academic Affairs, 2006-2008 Area Coordinator of Humanities and Modern Language, 2002-2006 English Department Chair, 1999-2002 Writing Across the Curriculum Director, 1996-1999 **Academic Ranks: Assistant Professor, 1990-2000, Associate Professor, 2000-2007, Professor, 2007-2008** **2004 Universidad Complutense Madrid** Senior Fulbright Scholar in American Studies **Teaching and Research** • American literature, • American studies, • Literature of Oceania, multi-ethnic literatures of the US, and writing.
Wright, Lionel	**DBA, Global Logistics & Supply Chain Management,** Walden University **MS, Logistics & Supply Chain Management,** Embry-Riddle Aeronautical University	• **Logistics Operations Manager**, US Army Materiel Command • **Inspector General NCO**, US Army Aviation & Missile Command

Support Faculty (Full and Part-Time)	
Faculty	**Academic Qualifications**
Baugh, Dr. LaDoris (FT)	**DBA, Business Administration,** University of Phoenix **MS, Management,** University of Alabama in Huntsville
Bergantz, Dr. Letitia (FT)	**PhD, Educational Leadership,** University of the Cumberlands **24 Graduate Hours in Instructional Design,** University of Maryland University College
Essary, Dr. Mike (FT)	**DBA, Financial Management,** Northcentral University **18 Additional Graduate hours in Logistics Management,** Florida Institute of Technology **MBA, Finance,** University of South Carolina
Gale, Dr. Mark (FT)	**PhD, Administration of Higher Education,** Auburn University **MS, Management Information Systems,** University of Alabama – Huntsville
Hammon, Dr. Diann (FT)	**DBA, Management,** University of South Alabama **Master of Accountancy,** University of Alabama in Huntsville
Huckaby, Dr. Gary (FT)	**PhD, Industrial Organizational Psychology** University of Mississippi **M.S. Experimental Psychology,** University of Mississippi
Kandalec, Dr. Katherine (FT)	**EdD, Adult & Community College Education w/specialization in Career and Technical Education/Adult Learning and Development** North Carolina State University **MEd, Workforce Education & Development,** University of Georgia

Kerner, Dr. Jim (FT)	**EdD, Organizational Leadership,** Nova Southeastern University **MS, Management,** Barry University
Lovelace, Dr. Cynthia (FT)	**PhD, Manufacturing Systems Engineering w/Minor in Mathematics, Statistics & Operations Research,** University of Alabama – Huntsville **MSE, Industrial & Systems Engineering,** University of Alabama – Huntsville
Roberts, Dr. Kim (FT)	**PhD, Instructional Leadership w/Concentration in Instructional Technology,** University of Alabama **MBA (24 Graduate hours in Management),** University of North Alabama
Shaw, Dr. Wendell (PT)	**DBA, w/Concentration in Information Systems,** Argosy University **Master of Information Systems,** University of Phoenix
Thornton, Dr. Timothy (FT)	**EdD, Technology Education w/Minor in Curriculum and Instruction** North Carolina State University **MA, Teaching,** East Carolina University
Tombler, Dr. Ying (PT)	**PhD, Economics & Finance,** University of California-Santa Barbara **MA, Economics,** University of California-Santa Barbara **Executive MBA,** Jack Welch Executive Management Institute, Strayer University
White, Dr. Robert (FT)	**Doctor of Ministry, Theology** **and** **Master of Divinity,** Southern Baptist Theological Seminary

ATHENS STATE UNIVERSITY
BOARD OF TRUSTEES

RECOMMENDATION FOR ACTION

DATE OF BOARD MEETING: October 15, 2021

ACTION ITEM TITLE: New Academic Program
CERT: Occupational Health and Safety
Management
College of Business
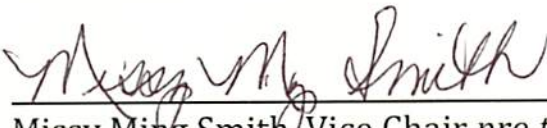
RECOMMENDATION:

It is recommended that the Athens State University Board of Trustees approve the Certificate in Occupational Health and Safety Management for the College of Business.
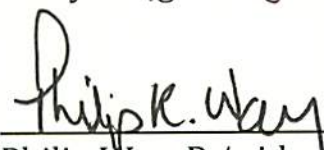
FISCAL CONSIDERATION: See attached.

RATIONALE: See attached.

_____   10/15/21
Macke Mauldin, Chair *pro tempore*   Date

_____   10/15/2021
Missy Ming Smith, Vice Chair *pro tempore*   Date

_____   10/15/21
Philip Way, President of Athens State University   Date

_____   10/15/2021
Jackie Gooch, Secretary to the Board of Trustees   Date

Alabama Commission on Higher Education
Form for the Submission of Non-Degree Programs
(Undergraduate and Graduate Certificates)
Senior Institutions

Institution Name: **Athens State University**

Non-Degree Program/Certificate Title: Occupational Health and Safety Management Certificate

CIP Code: **51.2206**

Award Level: ◯ Award < 1 Year   ◯ Award < 2 Years   ◉ Award < 4 Years

◯ Post-Bachelor Certificate   ◯ Post-Master Certificate

1. Please provide (attach) a Description of the Non-Degree/Certificate program.

2. Please provide (attach) a list all courses in the Non-Degree/Certificate program

3. Please provide (attach) a rationale for the program.

_____   9-20-21
Signature of Institution's Authorized Representative   Date

Provost/Vice President for Academic Affairs
_____
Title

Athens State University
_____
Institution

Non-Degree Program (Certificate) Information Summary Form

After approval by the Curriculum Committee and the Provost, these programs require submission to the Athens State University Board of Trustees for approval, then submitted to ACHE as an information item. Implementation of the program can only occur after presentation at ACHE meeting.

ATHENS STATE

For your convenience, this form can be used for submission to Curriculum Committee, Provost/VPAA, Board of Trustee approval, and to the Alabama Commission on Higher Education.

Non-degree (Certificate) Program Title	Associated CIP Code:
Occupational Health and Safety Management Certificate	51.2206

Purpose (Objectives) and Rationale for the Program:

The certificate will afford professionals without safety degrees, holding positions in the field of occupational health and safety, the opportunity to gain relevant professional knowledge necessary in executing the managerial and technical skills required on a daily basis. The certificate will also afford an avenue for continuing education units required by many professional certifying organizations.

Expected Outcomes for the Program:

The program will assist individuals in building professional management skills. The program will also present an opportunity for those completing the certificate the ability to continue the pursuit of a four-year degree in occupational health and safety management.

Minimum grade earned for all courses (if applicable):	The certificate courses will require a minimum of a "D" to pass each course.
Other information required for catalog (if applicable):	N/A

Courses required in the program:

Course Prefix	Course Description	Semester Hours
MG 346	Principles of Management and Leadership – An introductory course that explores both the underlying theory and the practical application of management practices and organizational development. In addition to the basic management functions, the course deals with ethical questions, international competition, leadership and other issues stemming from management's relationship with its increasingly complex legal, social and competitive environment.	3
MG 390	Operations Management – Operations Management examines manufacturing and services industries and the multitude of activities needed to produce ore process goods and services in the private and public sectors. It also examines the problems of facilities layout, plant location, statistical quality control, process control, and various models utilized in these areas.	3
OHSM 300	Creating and Maintaining a Culture of Safety – This course s a study of the essential safety practices, causal factors, and preventable measures related to occupational health and safety practices. Emphasis is on their application to programs that foster employee commitment to objectives in a competitive, global economy. Therefore, this course will explore the challenges facing the	3

	occupational health and safety professionals, as well as specific focus on the role of managers in the administration of human resource activities.	
OHSM 385	Environmental Conservation Management – This course will examine the impact of industrial pollution, EPA engineering control strategies, and environmental conservation principles to management solid waste, hazardous waste, water pollution, air pollution, and radiological sources.	3

If there are electives in this program, list below:		Elective Information:	
List number of electives hours allowed:	3	Will need one course (s) from the following:	
Course Prefix	**Course Description**		**Semester Hours**
OHSM 350	Risk Management and Security in the Workplace – This course is a study of current trends in security including growth, government involvement, and best practices in the safety profession. The relationship between private/internal security and public law enforcement responsibilities will be examined. This course will also cover the steps in developing a risk management strategy and business continuity plans.		3
OHSM 391	Ergonomics and Human Factors – A study of workplace design as it relates potential for musculoskeletal injury/illness as well as their remediation.		3
OHSM 425	Industrial Health Technology Management – This course focuses on the management of environmental health as it relates to chemical exposures, industrial ventilation, indoor air quality, and the physical properties of contaminants found in the industrial work environment. As a result, the student will be skilled in the development, integration, evaluation, management and cost containment strategies of the industrial hygiene function within an organization.		Choose an item.
			Choose an item.
		Total Required Hours:	15

ATHENS STATE UNIVERSITY
BOARD OF TRUSTEES

RECOMMENDATION FOR ACTION

DATE OF BOARD MEETING: October 15, 2021

ACTION ITEM TITLE: New Academic Program
GR CERT: Community College Teaching and Learning
College of Education

RECOMMENDATION:

It is recommended that the Athens State University Board of Trustees approve the Graduate Certificate in Community College Teaching and Learning for the College of Education.

FISCAL CONSIDERATION: See attached.

RATIONALE: See attached.

_____   10/15/21
Macke Mauldin, Chair *pro tempore*   Date

_____   10/15/2021
Missy Ming Smith, Vice Chair *pro tempore*   Date

_____   10/15/21
Philip Way, President of Athens State University   Date

_____   10/15/2021
Jackie Gooch, Secretary to the Board of Trustees   Date

Alabama Commission on Higher Education
Form for the Submission of Non-Degree Programs
(Undergraduate and Graduate Certificates)
Senior Institutions

Institution Name: **Athens State University**

Non-Degree Program/Certificate Title: **Community College Teaching & Learning**

CIP Code: **13.1214**

Award Level: ● Award < 1 Year   ○ Award < 2 Years   ○ Award < 4 Years

● Post-Bachelor Certificate   ○ Post-Master Certificate

1. Please provide (attach) a Description of the Non-Degree/Certificate program.

2. Please provide (attach) a list all courses in the Non-Degree/Certificate program

3. Please provide (attach) a rationale for the program.

10-5-2021

Signature of Institution's Authorized Representative   Date

Provost/Vice President for Academic Affairs

Title

Athens State University

Institution

Non-Degree Program (Certificate) Information Summary Form

After approval by the Curriculum Committee and the Provost, these programs require submission to the Athens State University Board of Trustees for approval, then submitted to ACHE as an information item. Implementation of the program can only occur after presentation at ACHE meeting.

For your convenience, this form can be used for submission to Curriculum Committee, Provost/VPAA, Board of Trustee approval, and to the Alabama Commission on Higher Education.	
Non-degree (Certificate) Program Title	**Associated CIP Code:**
Grad Cert in Community College Teaching and Learning	13.1214

Purpose (Objectives) and Rationale for the Program

The Graduate Certificate in Community College Teaching & Learning (CCTL) is designed for individuals pursuing teaching opportunities at the community college/higher education level. It is geared to supplement students' practical and technical skills for their fields of expertise with community college organizational knowledge, curriculum design, college teaching, and understanding the characteristics of today's community college student.

This certificate prepares current or future faculty for the complex environment facing community colleges. Part-time faculty members, or adjuncts, have long been part of community college staff. Adjunct faculty members are typically hired because they possess technical skills and practical knowledge that are beneficial to students. While many instructors have valuable practical and technical knowledge, they have little formal education on teaching, the community college environment and students, curriculum design, and educational technology.

These competency areas align with the best practices as recommended by the American Association of Community Colleges (AACC) and the Aspen Institute and are influenced by curriculum as developed by the Association of College and University Educators (ACUE).

Expected Outcomes for the Program:

Students achieving the Community College Teaching and Learning certificate will attain theoretical and practical understanding of concepts in the post-secondary framework of teaching and learning, and will be able to:
• Select relevant instructional technologies (online, blended, and hybrid courses) to enhance the achievement of achieve the learning outcomes within a college classroom environment.
• Analyze historical trends in curriculum development and recurring debates around the purposes of teaching and learning and explore their implications to contemporary higher education issues.
• Implement the basic principles of curriculum design and syllabus construction to design meaningful outcomes-based courses.
• Synthesize current literature on adult learning theories and identify how adult learning theories can be implemented in daily practice.
• Understand the unique characteristics of adult learners, and students and student culture in higher education.
• Identify preparation and learning differences among "traditional" and non-traditional (adult) students, and propose strategies to facilitate learning success for all students.

Minimum grade earned for all courses (if applicable)	B
Other information required for catalog (if applicable)	

Courses required in the program:		
Course Prefix	**Course Description**	**Semester Hours**
CE 570	Community College Organization and Leadership - This course offers an overview of the American community college, with particular emphasis on the history, philosophy, and uniqueness of these institutions. State and local governance and finance are also examined. It is designed for individuals who hold, or aspire to, key leadership and supervisory positions in a community college or for others who seek to learn more about the comprehensive nature of these institutions and their role in the post-secondary knowledge industry. This course will also examine recent developments in, and projections for the future of, the American community college.	3
CE 520	Curriculum Development - This course presents usable principles for curriculum development. Secondary and post-secondary career and technical education as well as business and industry training curricula are included. Emphasis is placed on developing, creating, aligning, and evaluating curriculum with the overall goal of work-place relevance.	3
ED 550	Learning Theory - This course will provide an overview of research and theory related to human learning with special emphasis on vocational learning theory. The course will underscore the relationship between theory, research and practice.	3
CE 600	Adult and Community Education - This course will provide an overview of adult and community education in the United States of America. Participants will review theory and principles of community education, case studies on quality learning experiences, funding mechanisms for adult and community education, and engagement in the community.	3

If there are electives in this program, list below.		Elective Information:	
List number of electives hours allowed:	3	Will need 1 course (s) from the following:	
Course Prefix	**Course Description**		**Semester Hours**
ED 690	Worksite Learning Practicum - Course facilitates the transition between studies and the workplace or professional life. Students will be expected to develop, under the guidance of the professor and their workplace supervisor, an appropriate project and learning contract to fulfill the requirements of the course. This course is not subject area specific, but rather will be tailored to each student's individual learning goals within the program. The course has two components: a professor-guided component and a practicum component in a chosen area.		3
Click here to enter text.			Choose an item.
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		Choose an item.
	Total Required Hours:	15

ATHENS STATE UNIVERSITY
BOARD OF TRUSTEES

RECOMMENDATION FOR ACTION

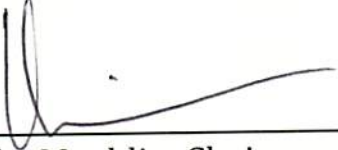**DATE OF BOARD MEETING:**   October 15, 2021

ACTION ITEM TITLE: New Academic Program
GR CERT: Online Teaching and Learning
College of Education

RECOMMENDATION:

It is recommended that the Athens State University Board of Trustees approve the Graduate Certificate in Online Teaching and Learning for the College of Education.
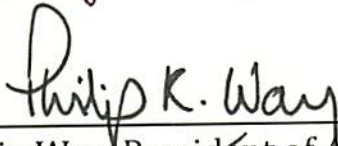
FISCAL CONSIDERATION: See attached.

RATIONALE: See attached.

_____   10/15/21
Macke Mauldin, Chair *pro tempore*   Date
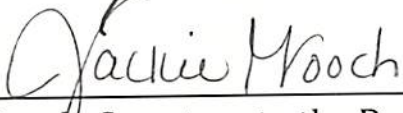
_____   10/15/2021
Missy Ming Smith, Vice Chair *pro tempore*   Date

_____   10/15/21
Philip Way, President of Athens State University   Date

_____   10/15/2021
Jackie Gooch, Secretary to the Board of Trustees   Date

Alabama Commission on Higher Education
Form for the Submission of Non-Degree Programs
(Undergraduate and Graduate Certificates)
Senior Institutions

Institution Name: **Athens State University**

Non-Degree Program/Certificate Title: **Online Teaching & Learning**

CIP Code: **13.1211**

Award Level: ◉ Award < 1 Year   ◯ Award < 2 Years   ◯ Award < 4 Years

◉ Post-Bachelor Certificate   ◯ Post-Master Certificate

1. Please provide (attach) a Description of the Non-Degree/Certificate program.

2. Please provide (attach) a list all courses in the Non-Degree/Certificate program

3. Please provide (attach) a rationale for the program.

_____   10-5-21
Signature of Institution's Authorized Representative   Date

Provost/Vice President for Academic Affairs
_____
Title

Athens State University
_____
Institution

April2019/MPearson

Non-Degree Program (Certificate) Information Summary Form

ATHENS STATE

After approval by the Curriculum Committee and the Provost, these programs require submission to the Athens State University Board of Trustees for approval, then submitted to ACHE as an information item. Implementation of the program can only occur after presentation at ACHE meeting.

For your convenience, this form can be used for submission to Curriculum Committee, Provost/VPAA, Board of Trustee approval, and to the Alabama Commission on Higher Education.	
Non-degree (Certificate) Program Title	**Associated CIP Code:**
Grad Cert in Online Teaching and Learning	13.1211

Purpose (Objectives) and Rationale for the Program

This certificate is ideal for people who are already teaching or who hope to do so in the future, whether in P-12, higher education, or at the corporate level. The need for quality online educators is here to stay. Particularly in our post-COVID-19 pandemic world, we know that schools and companies are going to be relying more on remote, hybrid, HyFlex, and online learning than ever before. This Graduate Certificate in Online Teaching and Learning will position students to be effective, thoughtful, and skilled online educator at a time when there is a pressing need for these skills in the educational landscape. All courses are taught by experienced faculty, offered online, and scheduled for busy working adults.

This program provides a solid foundation in learning, evaluation, and instructional theories related to online learning and the creation of effective online courses. Students will gain experience with a broad range of technology tools commonly used in online education with multiple opportunities to apply this knowledge in authentic online instructional settings relevant to their current or intended careers.

Throughout this program, the emphasis is not on "one best way" to teach online, but rather on developing a deep understanding of online learning and learners, a wide-range of instructional tools and strategies, and the skills to choose critically among these to best teach diverse learners in a variety of online formats.

Courses in this program are built following online teaching and learning quality assurance guidelines as presented by Quality Matters (QM). Students will create a course and online modules in their choice of the QM, Online Learning Consortium, or Blackboard Exemplary frameworks. They are then able to submit the course for quality assurance through the industry partner organization that aligns with their institution of employment.

Following completion of this certificate, students will be prepared to complete the Google Educator Level 1 and Google Educator Level 2 Certification exams.

Expected Outcomes for the Program:

Educators will learn to:
- Recognize and apply best practices in online course design, including designing for equity for all students and applying the principles of universal design for learning.
- Design and create effective technology-enabled online learning experiences.
- Evaluate and apply multiple strategies supporting virtual assessment.
- Determine favorable methods to engage online learners and construct courses that incorporate such methods.
- Analyze methods of providing meaningful feedback to online students.
- Navigate the online learning ecosystem and develop plans to implement emerging technologies.

Minimum grade earned for all courses (if applicable)	B

Other information required for catalog (if applicable)	

Courses required in the program:

Course Prefix	Course Description	Semester Hours
ED 510	Technology for Teaching and Training - Students will develop knowledge, skills, and abilities related to the use of educational technology for teaching and training	3
ED 520	eLearning Design and Development I - (Students who completed ED 308/CE 444 at Athens State may not take this course.) This course focuses on the application and interpretation of theory, research and standards-based effective practices used to design, develop and evaluate distance and blended education experiences. Students will examine different aspects of online course design including needs analysis, content design, material development, and lesson evaluation.	3
ED 540	Technology Integration for Teaching and Training (Students who completed ED 410/411 at Athens State may not take this course.) This course will focus on using technology tools to help facilitate learning in secondary and adult teaching environments and help teachers and students improve digital awareness. Participants will engage in learning instructional strategies and techniques unique to secondary and adult classrooms	3
ED 620	eLearning Design and Development II - This course focuses on the advanced application and interpretation of theory, research and standards based effective practices used to design, develop and evaluate distance and blended education experiences. Students will examine different aspects of online teaching (e.g. asynchronous communication, facilitation and feedback) based on research, critically evaluate existing social media and online resources, and apply their learning to online content design.	3

If there are electives in this program, list below.		Elective Information:	
List number of electives hours allowed:	3	Will need 1 course (s) from the following:	

Course Prefix	Course Description	Semester Hours
ED 690	Worksite Learning Practicum - Course facilitates the transition between studies and the workplace or professional life. Students will be expected to develop, under the guidance of the professor and their workplace supervisor, an appropriate project and learning contract to fulfill the requirements of the course. This course is not subject area specific, but rather will be tailored to each student's individual learning goals within the program. The course has two components: a professor-guided component and a practicum component in a chosen area.	3
Click here to enter text.		Choose an item.

		Choose an item.
Click here to enter text.		
		Choose an item.
	Total Required Hours:	15

ATHENS STATE UNIVERSITY
BOARD OF TRUSTEES

RECOMMENDATION FOR ACTION

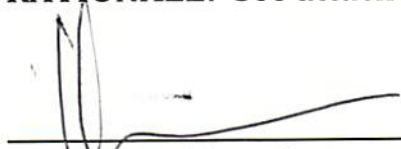**DATE OF BOARD MEETING:**   October 15, 2021

ACTION ITEM TITLE: **New Academic Program**
GR CERT: Training and Development
College of Education

RECOMMENDATION:

It is recommended that the Athens State University Board of Trustees approve the Graduate Certificate in Training and Development for the College of Education.
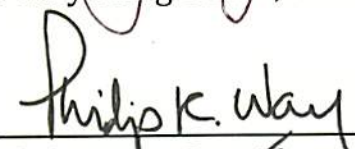
FISCAL CONSIDERATION: See attached.

RATIONALE: See attached.

signature	10/15/21
Macke Mauldin, Chair *pro tempore*	Date
signature	10/15/2021
Missy Ming Smith, Vice Chair *pro tempore*	Date
signature	10/15/21
Philip Way, President of Athens State University	Date
signature	10/15/2021
Jackie Gooch, Secretary to the Board of Trustees	Date

Alabama Commission on Higher Education
Form for the Submission of Non-Degree Programs
(Undergraduate and Graduate Certificates)
Senior Institutions

Institution Name: **Athens State University**

Non-Degree Program/Certificate Title: **Training & Development**

CIP Code: **13.1201**

Award Level: ● Award < 1 Year   ○ Award < 2 Years   ○ Award < 4 Years

● Post-Bachelor Certificate   ○ Post-Master Certificate

1. Please provide (attach) a Description of the Non-Degree/Certificate program.
2. Please provide (attach) a list all courses in the Non-Degree/Certificate program
3. Please provide (attach) a rationale for the program.

_____   10 -5 -21
Signature of Institution's Authorized Representative   Date

Provost/Vice President for Academic Affairs
_____
Title

Athens State University
_____
Institution

Non-Degree Program (Certificate) Information Summary Form

After approval by the Curriculum Committee and the Provost, these programs require submission to the Athens State University Board of Trustees for approval, then submitted to ACHE as an information item. Implementation of the program can only occur after presentation at ACHE meeting.

For your convenience, this form can be used for submission to Curriculum Committee, Provost/VPAA, Board of Trustee approval, and to the Alabama Commission on Higher Education.	
Non-degree (Certificate) Program Title	**Associated CIP Code:**
Grad Cert in Training and Development	13.1201

Purpose (Objectives) and Rationale for the Program

The purpose of the Graduate Certificate in Training and Development is to provide professional knowledge courses for those with occupation specific knowledge and skills. The certificate program combines fundamental training and adult education theory with professional knowledge for developing and delivering occupational training in a variety of settings. It is ideal for those who seek professional advancement in the field of training and development, corporate education, or who require professional knowledge courses for certification renewal. Certificate completers will have the knowledge and ability to plan, develop, deliver, and assess instruction in their occupational area.

These competency areas align with the standards established by the American Society for Training and Development (ASTD)/Association for Talent Development (ATD). The certificates offered by these organizations are no longer available as standalone credentials. In order to sit for the credential exam, students must have enrolled in the ASTD/ATD courses themselves.

Expected Outcomes for the Program:

- Students will demonstrate understanding of the foundations of training and development and workforce education:
    - Demonstrate familiarity and understanding of the T&D terminology and legal definitions
    - Explain functional, historical, and philosophical contexts of workplace-based education and learning
    - Research and describe through verbal presentations current critical issues within the field
    - Develop a personal philosophy of training and development
- Students will demonstrate the ability to plan and develop instruction
    - Demonstrate ability to pre-assess prior knowledge to plan for effective instruction
    - Select materials, methods, and resources to meet instructional goals
- Students will demonstrate the ability to deliver and assess instruction
    - Demonstrate ability to employ a variety of teaching methods to effectively engage learners
    - Evaluate learning, provide appropriate feedback to learners, and objectively judge effectiveness of content delivery methods
- Students will gain competence in the use a wide variety of multimedia technology tools

Minimum grade earned for all courses (if applicable)	B
Other information required for catalog (if applicable)	

Courses required in the program:

Course Prefix	Course Description	Semester Hours
ED 600	Industrial Management and Teambuilding - This course will provide an advanced study of the educator/leader role in accomplishing organizational objectives through the management and development of team members. Students will examine concepts of organizational and individual behavior that serve as a foundation for the development of leadership skills such as communication, motivation, leading, team building, credibility, and conflict management.	3
ED 610	Technology for Educational Leaders - This course builds knowledge and skills to assist educational leaders in using and applying instructional technology planning and management techniques to real-world situations. Upon completion of the course, students will have the ability to use instructional technology for administrative and instructional purposes to plan, organize, and promote its use in teaching and training environments	3
ED 530	Community Partnerships and Relations - This course will examine various ways of developing and enhancing training programs through promoting positive interrelationships among educators, learners, and the community. Using an ecological systems framework, the course will build on the students' knowledge of the economic and community circumstances and resources in facilitating training programs. Participants will strengthen the skills needed for communicating effectively with community and workforce partners.	3
ED 590	Training and Development in the Modern Workplace - The critical analysis of theories, strategies, and techniques for planning and implementing Training and Development programs to enhance employee learning and performance. A fundamental goal of training and development is to promote employee learning performance. This course involves the critical analysis of theories, strategies, and techniques for planning and implementing Training and Development programs to support the accomplishment of that goal.	3

If there are electives in this program, list below.		Elective Information:	
List number of electives hours allowed:	3	Will need 1 course (s) from the following:	
Course Prefix		Course Description	Semester Hours
ED 690		Worksite Learning Practicum - Course facilitates the transition between studies and the workplace or	3

	professional life. Students will be expected to develop, under the guidance of the professor and their workplace supervisor, an appropriate project and learning contract to fulfill the requirements of the course. This course is not subject area specific, but rather will be tailored to each student's individual learning goals within the program. The course has two components: a professor-guided component and a practicum component in a chosen area.	
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	Total Required Hours:	15