

# ATTACHMENT A

## CIM Report Dec 2, 2020 2:23pm

### Program Changes Pending Approval from Graduate Committee

Code	Field	Old Value	New Value
CNEDPH	Effective Catalog Year	Fall 2020	Fall 2021
	Scheduled Program Review Date	2021	2020-2021
	Program Goals and Objectives	1. Provide a national competitive graduate counselor education program that prepares graduates to work as counselor educators, supervisors, researchers, and advanced practitioners in academic and clinical settings.	In order to graduate high quality and effective counselors, counselor educators and supervisors, we believe it is important to: 1. Ensure graduates can provide culturally responsive, ethical and effective counseling services from a relevant theoretical perspective 2. Acknowledge the importance of gatekeeping through supervision and ensure graduates can provide ethical and culturally responsive supervision 3. Train graduates in pedagogical practices that are both developmentally appropriate and culturally responsive 4. Prepare graduates to advance the field of counseling through dynamic qualitative and quantitative research 5. Graduate the next generation of counseling leaders and advocates who are committed to excellence in practice and equity, diversity, inclusion anti-racism
	Learning Outcomes	1. Graduates will demonstrate knowledge, skills, and practices beyond the entry-level program requirements in clinical supervision. 2. Graduates will demonstrate knowledge, skills, and practices beyond the entry-level program requirements in teaching and counselor preparation training. 3. Graduates will demonstrate knowledge, skills, and practices beyond the entry-level program requirements in research and scholarship. 4. Graduates will demonstrate knowledge, skills, and practices beyond the entry-level program requirements as advanced practitioners of counseling. 5. Graduates will demonstrate knowledge, skills, and practices beyond the entry-level program requirements in counseling leadership and advocacy.	Graduates will: 1. Provide culturally responsive, ethical, effective, and theoretically guided counseling services (Aligned with doctoral Belief 1 6.B.1. Doctoral Counseling KPI) 2. Adopt a specific framework/model to guide culturally responsive and ethical supervision (Aligned with doctoral Belief 2 6.B.2. Doctoral Supervision KPI) 3. Implement pedagogical practices that are culturally responsive, ethical, and developmentally appropriate (Aligned with doctoral Belief 3 6.B.3. Doctoral Teaching KPI) 4. Pursue research using appropriate methodologies and avenues of dissemination (i.e. Scholarly articles and/or presentations) that advance the counseling field. (Aligned with doctoral Belief 4 6.B.4. Doctoral Research and Scholarship KPI) 5. Develop the knowledge and skills necessary to engage in various leadership positions and forms of advocacy related to the field of counseling (Aligned with doctoral Belief 5 6.B.5. Doctoral Leadership and Advocacy KPI)
	Description and justification of the request	Admin update to course not found.   Admin update to course not found.	Updated program objectives/goals and learning outcomes. \n\nAdded information on dismissal and background checks.   After a recent reaccreditation visit, we updated our goals and learning outcomes to be inline with accreditation standards. \n\nNeeded to have information about background checks and expectations for ethical guidelines in the catalog These are not new requirements just needed to be added to catalog.

	Reviewer Comments		<p>agriffin - Fri, 16 Oct 2020 14:37:07 GMT - Corrected a few typos in the program progression information.</p> <p>agriffin - Fri, 16 Oct 2020 20:15:04 GMT - Adjusted program requirements format to include total hours for program.</p> <p>agriffin - Fri, 16 Oct 2020 20:17:35 GMT - Hyperlinked courses in program progression where official course titles could be reflected. Removed parenthetical sections of course titles.</p> <p>agriffin - Fri, 16 Oct 2020 20:19:20 GMT - Revised scheduled program review date to be consistent with policy 1620.11.</p> <p>agriffin - Fri, 16 Oct 2020 20:20:54 GMT - Request requires campus approval due to revisions to the program progression and dismissal policies.</p>
CNSLMS	Effective Catalog Year	Fall 2019	Fall 2021
	Program Goals and Objectives	<p>Provide a nationally competitive graduate counselor education program that:</p> <ol style="list-style-type: none"> <li>1. Prepares students in clinical mental health counseling to provide mental health services to a diverse population, experiencing diverse challenges, in diverse mental health settings.</li> <li>2. Prepares students in school counseling to provide counseling services to a diverse population, experiencing diverse challenges, in diverse school settings.</li> </ol>	<p>In order to graduate high quality and effective counselors, we believe it is important to:</p> <ol style="list-style-type: none"> <li>1. Develop a strong counselor identity in all students, knowledgeable of appropriate ethical codes and committed to ethical practice in order to protect clients and the profession</li> <li>2. Ensure that all graduates are committed to equity, diversity, inclusion, and anti-racism by cultivating and advocating for safe environments for clients, students, and supervisees</li> <li>3. Ensure graduates understand the interconnectedness of human development, mental health, and the counseling process</li> <li>4. Acknowledge the importance of work and career for creating a more socially-just society and ensure graduates are able to provide competent career counseling services to any and all clients and students</li> <li>5. Equip graduates with the knowledge and skills to establish therapeutic relationships and provide effective counseling services</li> <li>6. Recognize the importance of social interaction for mental health and the role group counseling/group work plays in promoting wellness</li> <li>7. Ensure graduates understand the role of assessment for diagnosis, treatment planning, and intervention and program evaluation</li> <li>8. Prepare graduates to work as scholar-practitioners engaging in evidence based practice in a variety of settings</li> <li>9. Ensure graduates have the knowledge and skills necessary to address diverse needs within their specialty area, i.e. Clinical Mental Health Counseling, Rehabilitation Counseling, and School Counseling</li> </ol>

Learning Outcomes	<p>1. All graduates of the program will demonstrate the knowledge, understanding, and abilities required of all professional counselors, regardless of counseling specialty, consistent with the following eight areas: professional orientation and ethical practice, social cultural diversity, human growth development, career development, helping relationships, group work, assessment, and research.</p> <p>2. In addition to the knowledge, understanding, and abilities required of all professional counselors, graduates of the clinical mental health counseling program will demonstrate the professional knowledge, skills, and practices necessary to address a wide variety of circumstances within the clinical mental health counseling context consistent with the following six areas: foundations, counseling, prevention, intervention, diversity advocacy, assessment, research evaluation, and diagnosis.</p> <p>3. In addition to the knowledge, understanding, and abilities required of all professional counselors, graduates of the school counseling program will demonstrate the professional knowledge, skills, and practices necessary to promote the academic, career, and personal/ social development of all K–12 students consistent with the following eight areas: foundations, counseling, prevention, intervention, diversity advocacy, assessment, research evaluation, academic development, collaboration consultation, and leadership.</p>	<p>Graduates will:</p> <ol style="list-style-type: none"> <li>1. Identify the roles and functions of counselors and the application of apposite ethical standards (Aligned with master's Belief 1 2.F.1. Professional Counseling Orientation and Ethical Practice KPI)</li> <li>2. Provide culturally responsive counseling to clients from diverse background and engage in action to increase equity, diversity, and inclusion for all clients. (Aligned with master's Belief 2 2.F.2. Social and Cultural Diversity KPI)</li> <li>3. Connect lifespan development theory to the counseling process and implement developmentally appropriate interventions. (Aligned with master's Belief 3 2.F.3. Human Growth and Development KPI)</li> <li>4. Comprehend the interrelatedness between career development, mental health, interpersonal relationship, and various life roles and apply developmentally appropriate, culturally responsive, and ethical career counseling services. (Aligned with master's Belief 4 2.F.4. Career Development KPI)</li> <li>5. Establish and maintain therapeutic relationships using appropriate counseling skills. (Aligned with master's Belief 5 2.F.5. Counseling and Helping Relationships KPI)</li> <li>6. Demonstrate the necessary knowledge and skills to lead counseling groups. (Aligned with master's Belief 6 2.F.6. Group Counseling and Group Work KPI)</li> <li>7. Select culturally and ethically appropriate assessments for diagnosis, treatment planning, and intervention and program evaluation. (Aligned with master's Belief 7 2.F.7. Assessment and Testing KPI)</li> <li>8. Recognize the relevance of research to the counseling process and apply various methods for evaluating interventions and programs. (Aligned with master's Belief 8 2.F.8. Research and Program Evaluation KPI)</li> <li>9. Establish a foundation of knowledge and skills, understand contextual dimensions, and demonstrate counseling competency specific to their specialty (i.e. Clinical Mental Health Counseling, Rehabilitation Counseling, and School Counseling). (Aligned with master's Belief 9 Sections 5.C, G, H. Specialty Areas [CMCH, SC, RHAB] – Foundations, Contextual Dimensions, and Practice KPIs)</li> </ol>
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	Description and justification of the request	<p>We are asking to delete the GRE requirement for MS level applicants. I deleted this from the wording above. We are also deleting the writing sample from being turned in at application and requiring one at interview now.   We now require a written sample at the time of interview which will replace the need for the GRE written score. Also to be mindful of being more of an inclusive program we would like to not use the GRE. Also, in following other programs in our area we would like to drop the GRE requirement.</p>	<p>CNED 5541 has been added as a core course requirement. In order to keep the core classes still at 36 hours, CNED 5353 will be changed to a 2 hour course so the hours will stay the same. \nUpdated goals and objectives. \nUpdated the language in application process to reflect new process.\nUpdated information regarding background check requirements and dismissal procedures. These are not new requirements, just adding them to the catalog.   Changes were made in order to meet Arkansas Counseling licensure requirements to add the Telemental health course.\nNew objectives and goals were updated after our recent accreditation visit. \nAdding procedures for background checks and dismissal procedures to catalog to ensure that the language is in the catalog.</p>
	Reviewer Comments	<p>kmamisei - Wed, 23 May 2018 21:48:50 GMT - Rollback: Per discussion with Dr. Higgins.  agriffin - Mon, 11 Jun 2018 14:24:26 GMT - Corrected a typo in the catalog copy.  kjvestal - Tue, 26 Jun 2018 20:45:23 GMT - Changed effective date from Fall 2018 to Fall 2019 to coincide with the next catalog publishing date.</p>	<p>agriffin - Thu, 22 Oct 2020 13:29:56 GMT - Replaced CNED 5353 with CNED 5352 in program requirements to reflect changes provided in the description. The college is encouraged to review for accuracy.  agriffin - Thu, 22 Oct 2020 13:53:17 GMT - Added the course title and credit hour to CNED 5541 in program requirements for hours to total 36 to correspond to the description provided by the submitter.  agriffin - Thu, 22 Oct 2020 14:03:41 GMT - Fixed minor typo in item 2, thier to their. Hyperlinked website. Also hyperlinked CNED 5343 to include class title.  agriffin - Thu, 22 Oct 2020 19:55:21 GMT - Added concentration requirements to course list with permission from college.  agriffin - Thu, 22 Oct 2020 22:02:56 GMT - Verified courses in red have been submitted into the approval workflow, currently pending UCPC. This request requires campus approval because of the changes to the admission/ progression requirements.</p>
EDPSGC	Inactivated/Deleted		
FINNMS	Select a reason for this new program	Adding New Degree--(LOI 1, Proposal-1)	
	Effective Catalog Year	Fall 2020	Fall 2021
	Program Costs	<p>No new costs are required for program implementation. Existing resources in Walton will be used. For the new courses, the department has plans to combine courses with slightly different requirements to be able to staff the new course. If the proposed program experiences rapid growth in the number of students, then resource constraints will be re-evaluated in the future. Marketing and recruiting costs for the program will be supported by the College.</p>	
	Library Resources	N/A	
	Instructional Facilities	N/A	
	Faculty Resources	<p>Existing faculty in Finance, Accounting, Information Systems, and Supply Chain Management will teach the courses and the department will be conducting a search this academic year to replace one, existing, full-time faculty member position.</p>	

	List Existing Certificate or Degree Programs that Support the Proposed Program	20 221 216 270 458	
	Description and Justification for this request	A new, 30 hour Masters of Science in Finance with concentrations in Energy Finance and Risk Management, Finance and Business Analytics, Finance and Digital Technology and Finance and Supply Chain Management utilizing existing courses within Finance, Information Systems and Supply Chain Management and other Walton programs is proposed. One new course, FINN 5313, Advanced Commercial Banking, is being developed.   The proposed program will address the currently unfilled demand for new hires in the financial services industry, corporate finance, real estate, banking, energy, and wealth management/advising. We are aware of the need for large numbers of new hires with graduate degrees in Finance as a result of existing relationships, company visits, and recruiting efforts with companies by Finance Department faculty and staff.	
	Upload attachments	FINNMS - New Degree - Proposal.docx FINNMS - New Degree - Ltr of Intent.docx FINNMS - New Degree - Supporting Documents.pdf	
	Reviewer Comments	pkoski - Thu, 10 Oct 2019 18:29:52 GMT - Rollback: Please address the comprehensive exam. agriffin - Fri, 11 Oct 2019 21:53:20 GMT - Uploaded revised proposal document. Adjusted formatting and renamed to match the BOT naming convention for documents. agriffin - Mon, 14 Oct 2019 21:39:25 GMT - Merged supporting documents into one PDF with help from submitter. Renamed document and LOI to match BOT naming convention. agriffin - Mon, 14 Oct 2019 21:40:23 GMT - Course in red has been submitted into approval workflow. calison - Fri, 08 May 2020 21:04:33 GMT - Removed header; aligned required courses;	agriffin - Tue, 27 Oct 2020 16:14:42 GMT - ATTENTION: Minor program change qualifies for shortened approval workflow. lkulcza - Wed, 28 Oct 2020 21:05:03 GMT - FINN 5123 in workflow for fall 2021.
	Select a reason for this modification		Making Minor Changes to an Existing Degree (e.g. changing 15 or fewer hours, changing admission/graduation requirements, adding/ changing Focused Study or Track)
	Description and justification of the request		- Add new course FINN 5123 Valuing New Ventures to the Finance Core options\\n-Delete ACCT 5463 Financial Statement Analysis from the Finance Core options   To incorporate new Finance course more aligned with corporate and external constituents.
FINNMS-FERM	Select a reason for this new program	Adding New Concentration	
	Effective Catalog Year	Fall 2020	Fall 2021

Program Costs	No new costs are required for program implementation. Existing resources in Walton will be used. For the new courses, the department has plans to combine courses with slightly different requirements to be able to staff the new course. If the proposed program experiences rapid growth in the number of students, then resource constraints will be re-evaluated in the future. Marketing and recruiting costs for the program will be supported by the College.	
Library Resources	N/A	
Instructional Facilities	N/A	
Faculty Resources	Existing faculty in Finance, Accounting, Information Systems, and Supply Chain will teach the courses and the department will be conducting a search this academic year to replace one, existing, full-time faculty member position.	
List Existing Certificate or Degree Programs that Support the Proposed Program	20 221 216 270 458	
Description and Justification for this request	A new, 30 hour Masters of Science in Finance with concentrations in Energy Finance and Risk Management, Finance and Business Analytics, Finance and Digital Technology and Finance and Supply Chain Management utilizing existing courses within Finance, Information Systems and Supply Chain Management and other Walton programs is proposed. One new course, FINN 5313, Advanced Commercial Banking, is being developed. This is the proposal for the Energy Finance and Risk Management concentration.   The proposed program will address the currently unfilled demand for new hires in the financial services industry, corporate finance, real estate, banking, energy, and wealth management/advising. We are aware of the need for large numbers of new hires with graduate degrees in Finance as a result of existing relationships, company visits, and recruiting efforts with companies by Finance Department faculty and staff.	
Reviewer Comments	agriffin - Mon, 14 Oct 2019 21:42:01 GMT - Course in red has been submitted into approval workflow. calison - Fri, 08 May 2020 20:59:24 GMT - Removed redundant main program hours and concentration hours	agriffin - Tue, 27 Oct 2020 16:12:54 GMT - Removed minor typo in description. agriffin - Tue, 27 Oct 2020 16:15:26 GMT - ATTENTION: Minor program change qualifies for shortened approval workflow. lkulcza - Wed, 28 Oct 2020 21:10:50 GMT - New courses currently in workflow for spring 2021.
Select a reason for this modification		Making Minor Changes to an Existing Degree (e.g. changing 15 or fewer hours, changing admission/graduation requirements, adding/ changing Focused Study or Track)

	Description and justification of the request		
HISTMA	Effective Catalog Year	Fall 2020	<p>- Add FINN 5323 Financial Data Analytics I and FINN 5453 Advanced Financial Modeling to the Energy Finance and Risk Management concentration. \\n- Delete ACCT 5993 Energy Accounting and FINN 510V Special Topics in Finance from the Energy Finance and Risk Management concentration.   To incorporate new Finance course more aligned with corporate and external constituents.</p> <p>Fall 2021</p>

<p>Description and justification of the request</p>	<p>Removed paragraphs referring to the Ph.D. program   These paragraphs should have been included with the doctoral CIM block but were inadvertently left in the master's program.</p>	<p>1) The Dept. of History proposes to create a non-thesis option to complete the MA degree in History. This non-thesis option would require three additional hours of 7000-level seminar (versus the thesis option) and an oral comprehensive examination in the candidate's primary area of study, research methods, and a defense of an originally researched article length essay administered by the Masters Advisory Committee. \\n\\n2) The Dept. of History proposes to introduce a 4+1 program, where undergraduate students can take up to 12 hours of graduate courses and use them to fulfill the requirements of both the BA and the MA. These students would apply to the department and be admitted to the 4+1 program using the same metrics as the normal admission process, though they would not have to take the GRE and must produce a cumulative GPA of at least 3.25 (versus 3.0 in the normal admission process). Upon completion of the BA degree and the achievement of at least a 3.0 in their graduate courses, they would be admitted to the Graduate School and complete their MA program.   1) The majority of MA students in HIST do not continue onto the PhD in HIST, therefore this alternate pathway will allow them to successfully complete the program at a faster rate as well as make the MA more relevant for their chosen career path. The vast majority of peer institutions have a non-thesis option including Alabama, Florida, Iowa State, Kansas, Kentucky, LSU, Mississippi, Mississippi State, Missouri, Nebraska, Oklahoma, Tennessee, Texas AM, and Vanderbilt. \\n\\n2) The Dept. recognizes that many high achieving undergraduate students go elsewhere for their graduate degrees-- this program will enable the department to attract and retain these undergraduates at UA and produce a pipeline to the MA program. This program is modeled off of other 4+1 programs in Journalism and Industrial Engineering. This type of program also exists at peer institutions including Alabama, Florida, Georgia, Mississippi State, Missouri, Texas AM, and Vanderbilt. Other institutions the department looked at for their 4+1 programs include Maine, NYU, Cincinnati, Brown, Virginia, Yale, Tulane, Binghamton, and Arizona State. \\n\\nIn terms of minimum GPA required to be considered for admission, there is a wide range of requirements from other peer very high research activity institutions. These range from "no requirement" (Virginia), to a 3.0 (Binghamton, for example), to a 3.25 (Florida, for example), a 3.3 (Arizona State, Tulane, and Cincinnati, for example), to a 3.5 (Georgia and Vanderbilt). The History Dept. is proposing to follow a lower minimum GPA than other UA programs (many are 3.5) and adopt the model several of these other R1 institutions have done and set our minimum at 3.25. This is also the cutoff for the top third of our undergraduate population.</p>
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	Reviewer Comments	
MKTGMS		agriffin - Mon, 21 Sep 2020 14:50:41 GMT - Inserted the comment in each of the course lists with permission from the submitted. Check the total box so that 30 hours would appear in each.
Added		