

Compliance Certification

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Preface

This Compliance Certification has been developed in preparation for reaffirmation of accreditation of the University of North Alabama (UNA) by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS COC). This effort represents a multiple-year review of the institution by its faculty, administrators, staff, and students and provides a snapshot of the University and its programs and services over the course of 2009 through 2011. The systematic process of examining the University in light of the 2010 edition of the *Principles of Accreditation: Foundations for Quality Enhancement* has led to numerous institutional improvements along the way, including the development of new policies, revision of important handbooks, enhanced communications, and improved patterns for documenting effectiveness.

Tracing its roots back to 1830, the University of North Alabama has grown into a regional, state-assisted institution that offers bachelor's, master's and education specialist degrees to over 7,000 students. The majority of UNA's instruction is either conducted face-to-face or delivered online by faculty from the Florence, Alabama campus. Additionally, the University offers an MBA-Executive Option program for mid-career professionals and rising managers in Taiwan and China. This program, which is often referred to as UNA's "MBA Asia" program, is described in greater detail in the narratives within this report.

The primary source for UNA's Compliance Certification is a password-protected website. The site provides the narratives detailing the University's compliance with the various SACS COC standards along with links to the supporting documentation. This equivalent print copy reproduces those narratives and lists the sources used as evidence. The sources themselves, however, are not provided here. Within the online source live links are followed by links to a PDF version to offset any unexpected instances of "uncooperative links" at the time of review. This presentation pattern is duplicated in the print version of the document as well.

The University is a better institution for having conducted this intensive review. As SACS Reaffirmation Director, my thanks go to President William G. Cale, Jr., the SACS Leadership Team, and the many members of the university community who have contributed time, resources, expertise, and support for the reaffirmation process. There are many who have helped, but special thanks go to Jerri Bullard, Tom Haggerty, Phyllis Underwood, and B.J. Wilson for their untiring efforts to bring this report to fruition.

Celia R. Reynolds

SACS Accreditation Liaison/UNA SACS Reaffirmation Director

2.1 Degree-granting Authority

The institution has degree-granting authority from the appropriate government agency or agencies.

Judgment

Compliant

Narrative

The University of North Alabama has degree-granting authority from the State of Alabama per Alabama State Legislature adoption of **Code of Alabama 1975, Section 16-51**. It specifies:

*The Governor and the State Superintendent of Education, by virtue of their respective offices, and the trustees appointed from the several congressional districts of the state, pursuant to Section 16-51-3, and their successors in office, are constituted a body corporate under the name of the University of North Alabama (**Code of Alabama 1975, Section 16-51-1**).*

*The board of trustees has the power to organize the university by appointing a president, whose salary shall be fixed by the board, and by employing a corps of instructors, who shall be nominated to the board in writing by the president and who shall be styled the faculty of the university and such other instructors and officers as the interests of the university may require; and to remove any instructors or other officers, and to fix their salaries or compensation and increase or reduce the same at their discretion; to delegate by resolution or bylaw to a committee of the board of trustees or to the president of the university the authority to establish and implement personnel rules, policies, and practices for hiring, promoting, demoting, and terminating instructors, officers, and employees or to take any other action authorized by this section; to regulate, alter, or modify the government of the university, as they may deem advisable; to prescribe courses of instruction, rates of tuition, and fees; to confer such academic and honorary degrees as are usually conferred by institutions of similar character; ...(**Code of Alabama 1975, Section 16-51-6**).*

Code of Alabama 1975, Section 16-51 was originally approved in 1967. The State Legislature in 1993 then approved an amendment of the statute (specifically in **Code of Alabama 1975, Section 16-51-6**) to include additional language relating to possible mergers with other higher education institutions in Alabama.

Sources

Code of Alabama 1975, Section 16-51 (UNA state statute)

Code of Alabama 1975, Section 16-51-1

Code of Alabama 1975, Section 16-51-6

2.2 Governing Board

The institution has a governing board of at least five members that is the legal body with specific authority over the institution. The board is an active policy-making body for the institution and is ultimately responsible for ensuring that the financial resources of the institution are adequate to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from it. Both the presiding officer of the board and a majority of other voting members of the board are free of any contractual, employment, or personal or familial financial interest in the institution.

A military institution authorized and operated by the federal government to award degrees has a public board on which both the presiding officer and a majority of the other members are neither civilian employees of the military nor active/retired military. The board has broad and significant influence upon the institution's programs and operations, plays an active role in policy-making, and ensures that the financial resources of the institution are used to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from the board except as specified by the authorizing legislation. Both the presiding officer of the board and a majority of other voting board members are free of any contractual, employment, or personal or familial financial interest in the institution.

Judgment

Compliant

Narrative

Overview and Membership

As authorized by **Code of Alabama 1975, Section 16-51**, the University of North Alabama is governed by its Board of Trustees, an active, 11-member, policy-making body (**Board of Trustees Bylaws**). Per **Code of Alabama 1975, Section 16-51-3** and **Board of Trustees Bylaws, Article I, Section 2**, nine Board members are appointed by the Governor, by and with the advice and consent of the State Senate. It should be noted that the discrepancy in Congressional districts identified in these documents is due to Congressional redistricting that is mandated by the federal government per the U.S. census. Gubernatorial appointments are submitted to the Senate for consideration during the next legislative session (which may be ongoing at the time an appointment is made). An appointee assumes membership on the Board upon Senate confirmation. If an appointee is not confirmed, such determination is communicated by the Senate to the Governor, who may choose another appointee. Gubernatorial appointees serve 12-year terms, and the Board is divided into three classes so that the terms of one-third of the appointees expire quadrennially.

The remaining members of the 11-member Board—the Governor of Alabama and the State Superintendent of Education—serve in an *ex officio* capacity by position. Board of Trustees Bylaws allow for the President of the Student Government Association to serve as an *ex officio* member at the pleasure of the Board (**Board of Trustees Bylaws, Article I, Section 1**).

Board Leadership

Per **Code of Alabama 1975, Section 16-51-3** and **Board of Trustees Bylaws, Article III, Section 1**, the Governor is the *ex officio* president of the Board. However, per **Board of Trustees Bylaws, Article III, Section 2**, a president pro tempore is elected for a two-year term at each annual meeting which falls on an even year to preside at all Board meetings in the absence of the Governor. The Board holds its annual meeting each June. Thus, at each quarterly March meeting of an even year, the current president pro tempore appoints a nominating committee to submit a candidate(s) for election or re-election to the president pro tempore position when the Board meets again in June.

Board Responsibilities and Institutional Control

Board of Trustees Bylaws specifically differentiate between “Primary Function of the Board” (**Board of Trustees Bylaws, Article I, Section 4**), and the “Authority and Duties of the President” (**Board of Trustees Bylaws, Article V, Section 2**). In general terms, the Board determines policy but delegates implementation of policy and all administrative matters to the President.

The Board of Trustees meets a minimum of four times each year—at its annual meeting in June, and at its regular quarterly meetings each March, September, and December. Special meetings may be called if circumstances warrant and if appropriate procedures for assembling in special session are followed (as specified in **Board of Trustees Bylaws, Article II, Section 3**). The agenda for each meeting is appropriate for Board-designated duties and responsibilities and typically covers the following key areas:

- Approval of previous meeting minutes (and, thereby, reaffirmation of previous actions)
- Report from the President as to the current state of University affairs, and remarks from the SGA President, the Faculty Senate President, and the Staff Senate President as to initiatives under study by those constituency groups
- Review of financial reports, investment portfolio performance, and investment policies
- Approval of tuition and fees for an upcoming academic year (June meetings)
- Approval of an upcoming fiscal year's proposed budget (September meetings)
- Approval of new policies or changes to existing policies
- Approval of catalogs and of new academic programs or changes thereto
- Review of new administrative procedures or changes thereto which do not require Board action but are brought as information items
- Approval of master plans and expenditures related to property acquisition, facilities construction, renovation projects, and deferred maintenance upgrades
- Annual review of employment actions for preceding year (June meetings)
- Annual evaluation of the President's job performance (December meetings)

As noted, the Board is responsible for ensuring that the financial resources of the institution are adequate to provide a sound educational program. The Board is given the responsibility for review and approval of legislative appropriations, annual budgets, and budget changes, as well as all fees and charges for an upcoming school year (**Board of Trustees Bylaws, Article I, Section 4**). Meeting agendas and minutes reflect that the Board focuses on these items of policy issues, CEO performance review, overall mission, and financial viability, as shown in the Board of Trustees Agenda and Minutes from **December 2009**, **March 2010**, **June 2010**, and **September 2010**.

No Inappropriate Influence or Conflicts of Interest

A variety of safeguards prevent the dominance of a minority or inappropriate group interest over Board of Trustees decision making. The selection and confirmation process ensures diversity of perspectives and interests among the membership. Board members serve staggered appointments, and the membership is geographically spread among Alabama's Fourth and Fifth Congressional Districts and the State at large (**Alabama Congressional Districts**

Map). Gubernatorial appointments must be approved/confirmed by the State Senate, and the term of each Board member is longer than that of an individual governor, thus minimizing political influences. Finally, Board voting rules require the presence of a quorum of six members and a majority vote for approval of agenda items, including the revision of any Board policies or bylaws.

No Board member has any contractual or financial interest in the University. No Board member is employed by the University, and members' current personal interests are limited to being alumni (see **Governing Board List, SACS Template 2.2** for listing of Board members).

UNA Trustees are considered public officials, and appointees must adhere to the **Code of Alabama 1975, Section 36-25** entitled "Code of Ethics for Public Officials, Employees, Etc.," and the more applicable "Use of Official Position or Office for Personal Gain" (**Code of Alabama 1975, Section 36-25-5**). The Code of Ethics is administered and enforced by the Alabama Ethics Commission, and new Board members are advised of the ethics law and personal ethical responsibilities in an orientation session upon confirmation as a trustee.

Sources

Alabama Congressional Districts Map

Board of Trustees Bylaws, Article I, Section 1

Board of Trustees Bylaws, Article I, Section 2

Board of Trustees Bylaws, Article I, Section 4

Board of Trustees Bylaws, Article II, Section 3

Board of Trustees Bylaws, Article III, Section 1

Board of Trustees Bylaws, Article III, Section 2

Board of Trustees Bylaws, Article V, Section 2

Board of Trustees Bylaws

Board Responsibilities and Control Examples, Agenda & Minutes, December 2009

Board Responsibilities and Control Examples, Agenda & Minutes, June 2010

Board Responsibilities and Control Examples, Agenda & Minutes, March 2010

Board Responsibilities and Control Examples Agenda & Minutes, September 2010

Code of Alabama 1975, Section 16-51

Code of Alabama 1975, Section 16-51-3

Code of Alabama 1975, Section 36-25

Code of Alabama 1975, Section 36-25-5

Governing Board List, SACS Template 2.2

2.3 Chief Executive Officer

The institution has a chief executive officer whose primary responsibility is to the institution and who is not the presiding officer of the board.

Judgment

Compliant

Narrative

The University of North Alabama has a chief executive officer whose primary responsibility is to the institution and who is not the presiding officer of the Board. William G. Cale, Jr., is President of the University of North Alabama. He holds no other employment outside of the institution. The University president serves as secretary of the Board of Trustees (**Board of Trustees Bylaws, Article III, Section 3**). Per statute **Code of Alabama 1975, Section 16-51-6** and **Board of Trustees Bylaws, Article V, Section 1**, the Board of Trustees has the authority to select the University's President.

The Governor of the State of Alabama is ex officio president of the Board (**Board of Trustees Bylaws, Article III, Section 1**), but a president pro tempore serves as presiding officer in the Governor's absence (**Board of Trustees Bylaws, Article III, Section 2**). The president pro tempore serves a two-year term and is elected at each June annual meeting that falls on an even year. Steve Pierce is the Board's president pro tempore until June 2012 (**Governing Board List, SACS Template 2.2; Board of Trustees Minutes, June 11, 2010**). Board of Trustees Bylaws specifically differentiate between the "Primary Function of the Board" (19 items listed in **Article I, Section 4**), and the "Authority and Duties of the President" (**Article V, Section 2**). Generally, the Board determines institutional policy but delegates implementation of policy and all administrative matters to the president.

Sources

Board of Trustees Bylaws, Article I, Section 4

Board of Trustees Bylaws, Article III, Section 1

Board of Trustees Bylaws, Article III, Section 2

Board of Trustees Bylaws, Article III, Section 3

Board of Trustees Bylaws, Article V, Section 1

Board of Trustees Bylaws, Article V, Section 2 - Job Description for President

Board of Trustees Minutes, June 11, 2010

Board presiding officers list

Code of Alabama 16-51-6

Governing Board List, SACS Template 2.2

2.4 Institutional Mission

The institution has a clearly defined, comprehensive, and published mission statement that is specific to the institution and appropriate for higher education. The mission addresses teaching and learning and, where applicable, research and public service.

Judgment

Compliant

Narrative

University Mission Statement

The University of North Alabama mission statement addresses teaching, learning, research, and service. The Strategic Planning and Budget Study Committee follows a rigorous process through the University's system of shared governance to review, evaluate, and update the mission statement. The University's mission statement follows:

As a regional, state-assisted institution of higher education, the University of North Alabama pursues its Mission of engaging in teaching, research, and service in order to provide educational opportunities for students, an environment for discovery and creative accomplishment, and a variety of outreach activities meeting the professional, civic, social, cultural, and economic development needs of our region in the context of a global community. ([UNA Mission Statement, PDF](#))

The Board of Trustees adopted the current mission statement on **December 12, 2005**, and reviewed and approved a slightly revised version on **December 14, 2009**. The mission statement is brought back to the Board for periodic review at least every five years as stated in the University's **Guide for Planning and Assessing Institutional Effectiveness, Review of Mission, p. 21**.

Mission Statement Published and Disseminated

The mission statement is published in a variety of University sources, including the **UNA Graduate Catalog 2011-2012, p. 7**; the **UNA Undergraduate Catalog 2011-2012, p.9**; and on the UNA website ([UNA Mission Statement, PDF](#)).

Mission Statement is Appropriate to an Institution of Higher Education

The mission statement addresses teaching, learning, research, and service, all of which are integral parts of an institution of higher learning. The University faculty and staff foster an environment of discovery and creativity for faculty, staff, and students. The University's commitment to serving the needs of the region in a global context reflects the public service role of a regional university in the current diverse world.

Sources

Guide for Planning and Assessing Institutional Effectiveness, Review of Mission

Mission Statement (approved by Board, December 12, 2005)

Mission Statement (revised by Board, December 14, 2009)

UNA Graduate Catalog, 2011-2012, p. 9

UNA Mission Statement

UNA Mission Statement PDF

UNA Undergraduate Catalog, 2011-2012, p. 7

2.5 Institutional Effectiveness

The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that incorporate a systematic review of institutional mission, goals, and outcomes; (a) result in continuing improvement in institutional quality; and (b) demonstrate the institution is effectively accomplishing its mission.

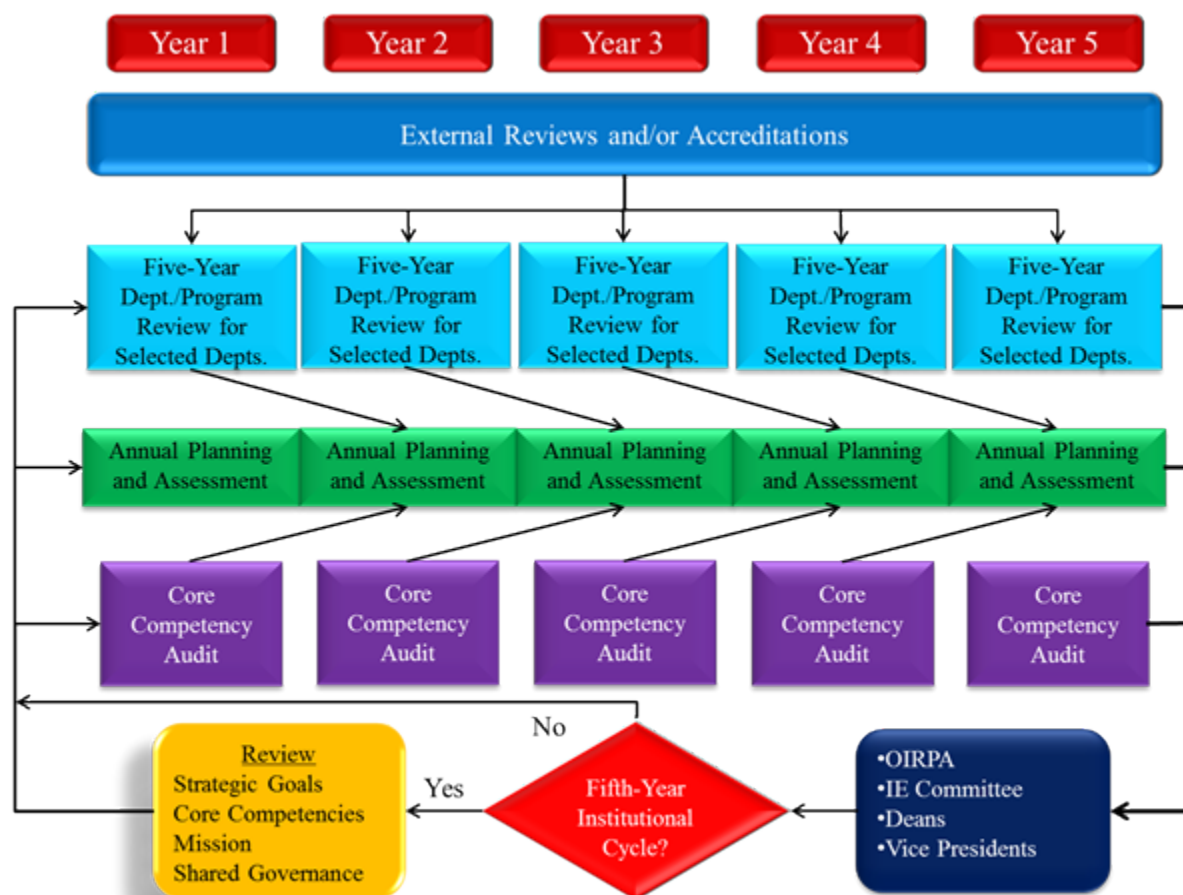
Judgment

Compliant

Narrative

Beginning with the 2006-2007 academic year, President William Cale, along with the University Executive Committee and an appointed strategic planning task force, undertook a review of the University's mission and strategic plan. The outcome of this effort was development of the **University of North Alabama Strategic Plan, 2007-2012**. Following the development of the 2007-2012 Strategic Plan, a series of academic and support unit Annual Action Plans were initiated to support implementation of the Strategic Plan. In the 2009-2010 academic year, the academic unit Annual Planning and Assessment Report system was modified to include student learning outcomes as well as unit planning goals (**UNA Guide for Planning and Assessing IE, 2011, p. 9**). Also in 2009-2010, a web-based system of reporting was developed, the Annual Action Plan process was revised, and the report renamed the Annual Planning and Assessment Report, with goals established by October 1 and assessments completed in the same web-based report during the following summer (**UNA Guide for Planning and Assessing IE, 2011, p.10**).

The institutional effectiveness process at the University of North Alabama is comprehensive and multi-dimensional. It facilitates and encourages both long-term and short-term departmental, divisional, and institutional goals and objectives. Moreover, because much of the IE process at the institution involves Shared Governance, quality assessment and improvement within the institution is a campus-wide and collegial endeavor (Fig. 2.5a).

Figure 2.5a. Schematic of Institutional Effectiveness Process at UNA.

1. Annual Assessment – The Annual Planning and Assessment Report is central to the institution's assessment process and consists of a two-fold instrument whereby the department establishes goals/learning outcomes at the beginning of the year, followed by an assessment of each goal/outcome at the end of the year. Additionally, departments may indicate strategic goals for the next two to five years, in order to aid the University in longer-term planning. The **Three-Year Annual Planning and Assessment Audit [All Departments]** is an overview of information captured through the Annual Planning & Assessment Report database which is a password-protected site. Each department/program at the University of North Alabama enters the information into this annual reporting database. The Office of Institutional Research, Planning, and Assessment (OIRPA) reviews each of these reports, codes the results, and enters the summary information into the Assessment Audit Report. This Audit Report reflects the last

three years of data and allows the reviewer the ability to scan cursory information for each department and/or program or gain access to all of the information entered into the database during a given year for any department and/or program.

2. Five-Year Program/Departmental Review – Each academic, educational support, and administrative unit is required to conduct a comprehensive and rigorous review of goals, outcomes, assessment, and viability every five years on a staggered cycle **Calendar of Five-Year Reports**. The Program/Departmental Review is designed to examine what the department/program has accomplished, where it currently is, and where it would like to go in the future (**Five-Year Program/Department Reviews**). To add to the institution's seamless assessment process, the goals created by the Five-Year Reviews are incorporated into future Annual Planning and Assessment Reports.

3. Annual Assessment of Core Competencies – Each department offering General Education Component courses is required to perform an annual General Education Assessment Audit in order to demonstrate how General Education Component course outcomes support the institution's Core Competencies. Additionally, all academic program learning outcomes that support the institution's Core Competencies are assessed through the Annual Planning and Assessment Report. These reports and other assessments are used to develop the University's annual Core Competency Audit Report (**Core Competency Audit Report, 2009-2010**) (**Core Competency Audit Report, 2010-2011**). The outcomes of these reports are also incorporated into future Annual Planning and Assessment Reports (See **C.S. 3.5.1**).

4. Organizational Assessment – Certain institutional components of the University, including its mission, strategic plan, core competencies, and shared governance structure, are also required to undergo a five-year cyclical process of comprehensive evaluation and assessment. Based on the approved process (**UNA Guide for Assessing Institutional Effectiveness**,

2011, p. 14), the President is responsible for appointing a leadership task force to review and evaluate these. This process was first accomplished in 2006, which resulted in *The University of North Alabama Strategic Plan, 2007-2012*. According to the schedule, this organizational assessment will take place in 2012.

5. External Reviews and/or Accreditations – Through the use of external program accrediting agencies and departmental audits where external reviewers/consultants are used, the institution actively strives to improve its programs/departments through nationally recognized criteria and practices. While external reviews and accreditations have been effectively used by academic programs for many years, these tools have also been successfully used by educational support and administrative units as well ([List of Accreditations, PDF](#)).

The cyclical review process helps academic departments assess the quality and competitiveness of their programs, ascertain whether expected student learning outcomes are being achieved, and determine how to improve program quality based on assessment data. Educational support and administrative units examine how to improve customer service, advance their collaborative engagements with academic departments, and enhance operating efficiencies. Each department begins the assessment process by reviewing how its goals and objectives relate to the University's mission, strategic goals, and/or Core Competencies.

The University's strategic planning process benefits from broad-based participation by the university community. The system results in continuing improvements that are supported by the University's constituents. The accomplishment of the University's mission is enhanced by the strategic planning and assessment process and by the participation of the university community. The constituents include faculty, staff and students, administrative officers, and the University Board of Trustees. This level of participation results, in part, from a system of shared governance adopted by the University and approved by the University Board of Trustees in 2000

(UNA Guide for Planning and Assessing Institutional Effectiveness, 2011, p. 6). The process that has evolved is systematic, yet flexible, allowing the university community to quickly improve on its internal strengths and weaknesses as well as those emerging external opportunities and threats.

The University Strategic Plan

The University developed its current Strategic Plan in 2007. The **UNA Strategic Plan, 2007-2012** was developed following a planning process that included the President and the Executive Council with input from other university constituents. The *Plan* outlines the University's mission and official goals, as well as specific initiatives that are planned to support accomplishment of the goals.

As part of the planning process leading up to the development of the 2007-2012 strategic plan, the University of North Alabama identified five broad university goals that guide planning and resource allocation throughout the University. These goals are aspirations in that they are assumed to inspire, to guide, and to be ongoing. Each university goal should result in a number of long-term and annual initiatives that support progress toward accomplishing the broader aspiration. The five university goals are:

1. To offer high quality programs;
2. To build and maintain a student-centered university;
3. To promote and celebrate diversity;
4. To foster a strong university community; and
5. To enhance and support regional development and outreach. (**UNA Strategic Plan, p. 4**)

For each University goal, a series of initiatives are undertaken that help accomplish the goal. The most recent comprehensive evaluation of the extent to which initiatives have been successful in goal accomplishment was completed in 2011. The **UNA Strategic Plan Status Report** provides a comprehensive listing of results of planning efforts at the University.

General education competency assessment. Each of the institution's Core Competencies is required to undergo a process of assessment determining the degree to which the competency has been achieved and to reaffirm the courses taught in that area. The University General Studies Core Competencies were adopted by the University's General Studies Committee and approved by the University Board of Trustees. The General Education Core Competencies include the following:

- Effective Communication – the ability to communicate orally, and/or in writing in a variety of contexts,
- Critical Thinking – the ability to state, understand, and evaluate arguments and evidence,
- Use of Existing and New Technologies – the ability to use information technologies,
- Analysis and Reasoning – the ability to understand and evaluate complex data, information, or arguments; and
- Seeking Out and Acquiring Knowledge – the ability to understand and employ various methodologies for the purpose of seeking out and acquiring knowledge.

In addition to assessing the effectiveness of the General Education Component courses to support the institution's Core Competencies, the institution also assesses those program learning outcomes that support the Core Competencies as well. Results of assessment of the University's general studies curriculum/core competencies may be found at the Office of Research, Planning and Assessment's website (***Core Competency Audit Report, 2009-2010*** and ***Core Competency Audit Report, 2010-2011***).

The University's IE process is on-going and cyclical and is designed to promote continuous improvement within the institution. Likewise, the IE process itself has not been static and has undergone significant improvements over the years.

For example, in 2007, the Annual Action Plans Report and the Annual Assessment Report were combined into the Annual Planning and Assessment Report. While information is still captured in October and June, the improved report allows both the pre- and post-planning process to be more fully integrated together. Also, in 2007, the Institutional Effectiveness Committee decided

that both educational support and administrative units should undergo the same type of rigorous and comprehensive five-year review as the academic departments. This allowed the support units to engage in more long-term planning while creating a more uniform and consistent IE process across the institution.

In 2009, the Institutional Effectiveness Committee voted to incorporate student learning outcomes for each program in the Annual Planning and Assessment Report. Until then, student learning outcomes were being captured in the Five-Year Departmental/Program Reviews. The IE Committee, however, decided that these outcomes needed to be tracked on an annual basis. More recently, the Annual Planning and Assessment Report moved from a paper-based template to an electronic database, and (after feedback from chairs, directors, deans, and vice presidents) minor improvements were made to the Five-Year Departmental/Program Review guidelines.

Linking Planning to Budgeting

In an effort to be responsive to changing needs for quantity and quality of programs and services, academic, educational support, and administrative units may require major changes in their planning structure for the future and may require more revenue with which to operate. The University has a process in place whereby unit chairs and directors may request new resources when their goals/outcomes are noteworthy and when these goals/outcomes significantly support the institution's role, scope, and mission. Once the plans are reviewed by the vice president over that unit, a request for new/additional revenue is made to the Strategic Planning and Budget Study Committee.

The Strategic Planning and Budget Study Committee is a Shared Governance Committee made up of faculty, staff, and administrators. The Committee participates in all aspects of strategic

planning; conducts systematic reviews of expenditures and revenue needs; and communicates findings to the President, and after discussion with the President, to the university community.

Three examples where the Strategic Planning and Budget Study Committee has been able to grant new funds recently are the building of the Black Box Theater (**Black Box Revenue**), an increase in music scholarships (**Scholarships Revenue**), and an increase in scholarship for the Honors Program (**Honors Program Revenue**).

While the Strategic Planning and Budget Study Committee has been in place since the University's current strategic plan became active in 2007, little, if any, discretionary revenue has been available for strategic growth. In fact, over the past four years, the institution has lost almost \$10 million due to state-wide proration. The State of Alabama has a balanced budget law, and the majority of revenues collected for the state's educational institutions come from sales tax. When sales tax collections are down, the Governor must cut institutional budgets commensurate to the projected decline. Over the past four years, these cuts have been substantial and have affected the entire institution. In many cases, unit directors and chairs have refrained from making extra revenue requests until the budget shortfall is stabilized. If, however, new revenue is found through sources other than the state, selected strategic goals may be realized.

MBA-Asia and Distance Learning Programs

The MBA-Asia program and all other distance learning programs undergo the same program review and assurance of learning process as does each on-campus program. The units responsible for these distance learning programs incorporate them into their Annual Planning and Assessment Reports, Five-Year Departmental/Program Reports, and as part of their program accreditation requirement (where applicable) (**MBA-Asia Program Assessment Addendum**).

Improvements Resulting from the Planning/Assessment Process

Examples of positive outcomes or improvements that have resulted from the University's planning and assessment activities over the past five years include:

Development of a Robust International Program Including the Creation of the Office of

International Affairs. The University of North Alabama has enjoyed a long history as a high quality and progressive institution. The University was one of the first "teachers' colleges" in the South and was the first coeducational institution in the southern U. S. Until the mid-1990s, however, the institution enrolled practically no international students. The university community recognized that a globally diverse student body would better prepare local students (many of whom are first generation college students with little international exposure) for an increasingly interactive global community. In 2007, the University responded by recruiting international students and by establishing the Office of International Affairs headed by a newly created position, Vice Provost for International Affairs. Enrollment of international students currently represents almost ten percent (10%) of the University's total enrollment. The Office of International Affairs now coordinates the recruitment of international students, handles development of cooperative exchange relationships with international universities, promotes and manages a study-abroad program, and manages an accredited English as a Second Language (ESL) program. The highly successful international program at the University grew out of a series of formal and informal assessments and discussions of enrollment trends and student body composition by the university community over a period of several years in the late 1990s to early 2000s.

Development of a University Honors Program. According to the Director of the University of North Alabama Honors Program, assessment over a number of years indicated that the institution had trouble attracting and retaining high-achieving students. This information was

reported to the Faculty Senate in 2004 and an honors task force was appointed. This task force held a retreat in the fall of 2004 to develop the basic structure for an honors program. Upon his arrival in 2005, President William Cale approved the implementation of the honors program and the hiring of an Honors Program Director. The first class of 30 Honors Program students was recruited for the fall of 2005. A scholarship program for Honors Program students was approved and put into place in the fall of 2005. In 2006, LaFayette Honors Hall became the official Honors Program Center. The program has proved highly successful. Applications for admission to the Honors Program have increased steadily over the last few years, with enrollments of 34, 57, 75, and 96 to graduate with honors in 2009, 2010, 2011, and 2012, respectively. In the fall of 2010, the University Strategic Budget Study Committee recommended consideration of an increase in scholarship support for the **Honors Program** (**PDF**).

Updating and Improving Undergraduate and Graduate Curricula. Updating and improving curricula continued as reflected by the development of the following:

- An online master's degree in nursing
- A revised MBA program (**Committee Minutes**)
- A master's degree in teaching English as a Second Language
- Approval for a master's degree in geospatial geography (**Committee Minutes**)
- Approval for a Bachelor of Interdisciplinary Studies program (**Committee Minutes**)
- Application to develop a related Master's of Professional Studies interdisciplinary degree (**Committee Minutes**)

Creation of a University Writing Center. The use of anecdotal faculty assessment; results from the CAAP proficiency exam scores over several years; and an increase in the number of students who, based on ACT scores, were being required to complete EN 099 (non-credit remedial English) pointed to the need to improve the writing skills of the institution's students. In the fall of 2007, the University, working with the Department of English, established the **University Writing Center** (**PDF**). From its inception, the Center has proven to

be a significant asset. In its first year alone, 595 students were engaged in 1,603 visits, and 426 writing tutorials were conducted for 201 students. In 2009-2010, the university community selected Academic Research Literacy in the Disciplines as the Quality Enhancement Plan topic for the University. This will involve specific reading, writing, research, and critical thinking skills required within a student's chosen discipline.

Development of a new Campus Master Plan. In 2009, President William Cale and the University Executive Committee concluded that the institution had experienced so much growth and change in such a short interval of time that the existing facilities no longer served the needs of the University. The University engaged in a process of analysis and discovery with the KPS Group, Inc., from Birmingham, Alabama, to examine how the University should best prepare for its future. Following a year-long process of interviews with all constituent groups of the University, a Campus Master Plan was developed and adopted.

Completion and Initial Implementation of Staff Salary Study Recommendations. In 2007-2008, the University contracted with MGT of America, Inc., to assess the University's staff salary structure, with the following purposes identified:

- To design a forward-looking compensation plan based on relevant market comparisons of current positions; and
- To update the compensation and position management practices to make the university more competitive in the local, regional, and national markets, as appropriate.

The results of the Staff Salary Study were presented to the university community on August 27 and 28, 2008. The plan is currently being implemented.

Improved recruitment and retention of minority students as a result of the creation of the Presidential Mentor Academy. Following recognition that minority students were underrepresented at the University of North Alabama and that retention improvements were needed, the Minority Scholarship Committee proposed the creation of the Presidential

Mentors Academy (PMA) in 1997, with the approval and support of former President Robert Potts. The program has continued with the support of President William Cale. Currently, retention rates have improved significantly and according to Dr. Ernestine Davis, PMA Advisor/Coordinator, PMA students enjoy a 90-95% graduation rate. As a reflection of its success, the program has grown from four participants in 1997 to 52 participants in the fall of 2010.

Development of the University of North Alabama Residence Life Plan. In response to planning and assessment activities, UNA developed the University of North Alabama Residence Life Plan with the assistance of Capstone Companies, Inc. The **University of North Alabama Fresh Eyes Consulting report** was presented to the university community on September 14–16, 2010. The final report outlining housing and student life programming changes that are planned was presented to the University of North Alabama Board of Trustees on December 13, 2010 (**Annual Action Plans, 2010-2011, Division of Student Affairs**).

Summary

The University of North Alabama's processes for planning and assessment continue to mature and improve. There is evidence of on-going, integrated and system-wide planning and assessment processes for both academic programs and support services and evidence of improvements that have occurred as a result of the planning and assessment activities. These activities and the resulting programmatic and service improvements support the accomplishment of the University's mission.

Sources

Annual Action Plans, 2010-2011, Division of Student Affairs

Black Box Revenue

Committee Minutes Interdisciplinary Studies

Committee Minutes Geospatial Geography

Committee Minutes MBA Program

[Committee Minutes Graduate Professional Studies](#)

[Core Competency Audit Report, 2009-2010](#)

[Core Competency Audit Report, 2010-2011](#)

[List of Accreditations](#)

[List of Accreditations PDF](#)

[MBA-Asia Program Assessment addendum](#)

[Presidential Mentors Academy \(PMA\)](#)

[Three-Year Annual Planning and Assessment Audit \[All Departments\]](#)

[University Curriculum Committee and Graduate Council Committee Minutes](#)

[University of North Alabama Fresh Eyes Consulting](#)

[UNA Guide for Planning and Assessing Institutional Effectiveness, 2011, p. 6](#)

[UNA Guide for Planning and Assessing Institutional Effectiveness, 2011, p. 9](#)

[UNA Guide for Planning and Assessing Institutional Effectiveness, 2011, p.10](#)

[UNA Guide for Planning and Assessing Institutional Effectiveness, 2011, p. 14](#)

[UNA Strategic Plan, 2007-2012](#)

[UNA Strategic Plan Status Report](#)

[University Writing Center](#)

[University Writing Center PDF](#)

2.6 Continuous Operation

The institution is in operation and has students enrolled in degree programs.

Judgment

Compliant

Narrative

Total enrollment for Spring 2011 was 6,758. Of this number, 5,610 were undergraduates and 1,017 were graduate students (**Semester Summary Spring 2011**). During Spring 2010, the University had an enrollment of 5,574 undergraduate and 1,031 graduate students (**UNA Data Book, 2010, p. 19**). The University offers 50 degree programs, as recognized by the Alabama Commission on Higher Education (ACHE) (**ACHE Program Inventory website, PDF**). The **UNA Data Book, 2010, pp. 64-66**, provides a summary of the number and types of degrees that UNA has conferred over the past four years.

The University offers a variety of undergraduate degree programs appropriate to its mission (**UNA Mission Statement website, PDF**). The degree programs are outlined in the University catalog (**2011-2012, pp. 9-11**).

Graduate studies were introduced in 1957 with the establishment of a master's degree program in education, and the graduate program has been characterized by continued expansion; the University now offers a sixth-year program in education, a master of business administration program, a master of science in criminal justice program, a master of arts in English program, a master of science in nursing program, a master of arts in history program, and a master of science in geospatial science program (**UNA Graduate Catalog, 2011-2012, pp. 12-14**).

Sources

ACHE Program Inventory

ACHE Program Inventory PDF

UNA Data Book, 2010, p. 19

UNA Data Book, 2010, pp. 64-66

UNA Graduate Catalog, 2011-2012, pp. 12-14

UNA Mission Statement

UNA Mission Statement PDF

UNA Undergraduate Catalog, 2011-2012, pp. 9-11

2.7.1 Program Length

The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification for all degrees that include fewer than the required number of semester credit hours or its equivalent unit.

Judgment

Compliant

Narrative

The University of North Alabama offers degree programs for 35 bachelor's, 14 master's, and one education specialist degree ([ACHE Program Inventory PDF](#)). Each of these programs meets or exceeds the minimum number of semester credit hours required for the level of the degree. Specific requirements are outlined in the following narrative.

Undergraduate Degrees

All baccalaureate degrees require satisfactory completion of a minimum of 128 semester credit hours of course work. Undergraduate degrees are conferred from the College of Arts and Sciences in Art, Biology, Chemistry, Communication Arts, Computer Science, Criminal Justice, English, Entertainment Industry, Foreign Languages, Geography, History, Industrial Hygiene, Interdisciplinary Studies, Marine Biology, Mass Communications, Mathematics, Music, Physics, Political Science, Psychology, Social Science, Social Work, and Sociology ([UNA Undergraduate Catalog, 2011-2012, Arts and Science Programs Bookmarked](#)).

Undergraduate degrees are conferred from the College of Business in Accounting, Computer Information Systems, Economics, Finance, Management, and Marketing. All business majors earn a BBA and are required to complete a common business core. Specific requirements for each major can be found in the [UNA Undergraduate Catalog, 2011-2012, \(Business Programs Bookmarked\)](#).

The College of Education confers undergraduate degrees in Health, Physical Education, and Recreation Non-Teaching; Human Environmental Sciences; Professional Education Grades P-12; Secondary Education; and the 134 credit-hour Elementary Education (**UNA Undergraduate Catalog, 2011-2012, Education Programs Bookmarked**).

The College of Nursing and Allied Health confers the undergraduate degree in Nursing (**UNA Undergraduate Catalog, 2011-2012, Nursing Programs Bookmarked**).

Undergraduate degree requirements are available on page 53 of the University's 2011-2012 catalog (**UNA Undergraduate Catalog, 2011-2012, p. 52-55**).

Graduate Degrees

All master's degrees require satisfactory completion of a minimum of 30 semester credit hours of course work (Table 2.7.1a). Graduate degree requirements are available in the (**UNA Graduate Catalog, 2011-2012, Degree Programs Bookmarked**).

Table 2.7.1a. Required semester hours for graduate degree programs in the four University colleges.

College and Graduate Degree Program	Required Semester Credit Hours
Arts and Sciences	
Criminal Justice	33
English	36
Geospatial Science	33
History	33
Business	
Master's of Business Administration	33
Education	
Alternative Plan	30
Community Counseling	48
Education Specialist	33

Elementary Education K - 6	33
Health Promotion and Human Performance	33
Instructional Support School Counseling (P-12)	48-51
Instructional Support Instructional Leadership (P-12)	33-36
Special Education (K-6, 6-12)	45
Secondary Education (6-12)	33
Nursing and Allied Health	
Nursing	42

UNA Graduate Catalog, 2011-2012

All degree programs offered by the University of North Alabama require at least the minimum number of student credit hours specified by the Southern Association of Colleges and Schools Commission on Colleges: at least 120 semester credit hours at the baccalaureate level and at least 30 semester credit hours at the graduate level.

Sources

[ACHE Program Inventory](#)

[ACHE Program Inventory PDF](#)

[UNA Graduate Catalog, 2011-2012, Degree Programs Bookmarked](#)

[UNA Undergraduate Catalog, 2011-2012, Arts and Sciences Programs Bookmarked](#)

[UNA Undergraduate Catalog, 2011-2012, Business Programs Bookmarked](#)

[UNA Undergraduate Catalog, 2011-2012, Education Programs Bookmarked](#)

[UNA Undergraduate Catalog, 2011-2012, Nursing Bookmarked](#)

2.7.2 Program Content

The institution offers degree programs that embody a coherent course of study that is compatible with its stated mission and is based upon fields of study appropriate to higher education.

Judgment

Compliant

Narrative

The University of North Alabama's curriculum is directly related and appropriate to the purpose and goals of the institution and the certificates and degrees awarded. The mission of the University is as follows:

As a regional, state-assisted institution of higher education, the University of North Alabama pursues its mission of engaging in teaching, research, and service in order to provide educational opportunities for students, an environment for discovery and creative accomplishment, and a variety of outreach activities meeting the professional, civic, social, cultural, and economic development needs of our region in the context of a global community ([UNA Mission Statement, PDF](#)).

To carry out its mission, the University adopts strategies and develops programs to meet its goals, which are: (1) to offer high quality programs, (2) to build and maintain a student-centered university, (3) to promote and celebrate diversity, (4) to foster a strong university community, and (5) to enhance and support regional development and outreach ([UNA Strategic Plan, 2007-2012, p. 4](#)).

The University of North Alabama is authorized by the State of Alabama, through the Alabama Commission on Higher Education (ACHE), to offer selected certificate programs, undergraduate, and graduate degrees ([ACHE Inventory Website, PDF](#)). These academic programs are offered through four colleges: Arts and Sciences, Business, Education, and Nursing and Allied Health ([UNA Undergraduate Catalog, 2011-2012, p. 9](#)). The University offers 35 undergraduate ([UNA Undergraduate Catalog, 2011-2012, pp. 67-68, 150-51, 159-60, 194](#)) and 15 graduate ([UNA Graduate Catalog, 2011-2012, pp. 12-14](#)) degree programs in its four colleges. The curriculum approval process at both the university ([UNA Faculty Handbook, 2011 edition, Section 3.3.3](#)) and state level ([ACHE New Program Review, PDF](#); [ACHE](#)

Criteria for Evaluating Proposals for New Programs) ensures the appropriateness of each academic program for the purpose and goals of the University. All degree programs (undergraduate and graduate) must be approved the Alabama Commission for Higher Education (ACHE).

The alignment of UNA's curriculum is further refined through two related processes. The University's Strategic Plan is formally reviewed and revised every five years (**UNA Strategic Plan, 2007-2012, p. 7**). For example, one of the initiatives within UNA's 2007-2012 Strategic Plan is to "identify new program offerings consistent with the University mission and resources, and with needs of our service region." Through its review processes the University has recently added such programs as undergraduate degrees in mass communications, the entertainment industry, and a culinary arts option within human environmental sciences as well as a graduate program in geospatial science (**Curriculum Committee Minutes, February 2010, September 2009, October 2006; Graduate Council Minutes, January 2010**). During the approval process at the University, as well as ACHE, each program was examined for its appropriateness and fit with the University's mission and goals (**Undergraduate Curriculum Committee Forms, Graduate Council Curriculum Change Proposal Form**). Additionally, within the University's institutional effectiveness process (**Five Year Program and Department Reviews, Five Year Program Review Human Environmental Sciences, PDE**), academic programs undergo a formal program review every five years. These reviews provide assessment data for improving existing degree programs.

The University's faculty initiate proposals for program and curriculum requirements that are appropriate for higher education. These curricula may be guided by specialized accreditation requirements, license requirements, state regulations, or other external guidelines. Program and curriculum content and changes are initiated by faculty and approved at the department, college, and university levels (**Curriculum Change Forms; Example Curriculum Change**

Form; Graduate Curriculum Form; Example Graduate Curriculum Form). Initiation of and changes to undergraduate programs must also be approved by the University Curriculum Committee (**UNA Faculty Handbook, May 2011, Section 3.3.3**); graduate programs by the Graduate Council (**UNA Faculty Handbook, May 2011, Section 1.7**). All undergraduate and graduate degree programs must be approved the Alabama Commission for Higher Education (ACHE) (**ACHE New Program Review; Example ACHE Submissions**).

Undergraduate Programs

Requirements for all undergraduate programs offered at the University are outlined in the undergraduate catalog (**UNA Undergraduate Catalog, 2011-2012, pp. 67-200**). The catalog gives information specifying the total number of credit hours to be earned for graduation (minimum of 128 student credit hours), any specified distribution of general education credits needed, and other requirements that students must meet in order to receive a degree. All undergraduate programs require courses that comprise the University's General Education Curriculum designed to integrate a set of core competencies (**UNA Undergraduate Catalog, 2011-2012, p. 52-53; Core Competency Audit Report, 2010-2011**). These requirements vary according to the degree, but all programs must meet minimum requirements identified by the Commission on Colleges. For example, a Bachelor of Arts degree in Foreign Languages requires 64 credit hours of General Education coursework (including three credit hours each of Art 170, Mathematics 110 or higher, Geography 102, History 101 and History 102). Major Core Requirements total 21 credit hours, while each of the three options within the major (Foreign Languages; Foreign Languages for Commerce; and Foreign Languages, Professional) requires 21 credit hours of 300- and 400-level coursework. Finally, General Elective credit hours, if required, bring the total to 128 credit hours (**UNA Undergraduate Catalog, 2011-2012, pp. 104-105**). All undergraduate programs with discipline-specific accreditation also meet the requirements of the particular accrediting body.

Graduate Programs

Requirements for all graduate programs offered at the University are outlined in the graduate catalog (**UNA Graduate Catalog, 2011-2012, pp. 40-143**). The catalog specifies the total number of credit hours to be earned for graduation (minimum of 30 credit hours), any prerequisite courses or experience, residency requirements, and any additional requirements such as a comprehensive exam or thesis. For example, a Master of Arts in English degree requires a minimum of 36 semester hours of credit, to include six semester credit hours of core courses; 18 semester credit hours of literature courses, at least 15 of which are in the student's area of concentration; and 12 semester credit hours of electives, six of which may be used for completing a thesis (**UNA Graduate Catalog, 2011-2012, pp. 40-41**). All graduate programs with discipline-specific accreditation also meet the requirements of the particular accrediting body.

An Example of the Academic Program Approval Process

Curricular issues are often reflected in the department-specific Annual Planning and Assessment Report before proceeding with the submission of the program proposal. The revision of the Health, Physical Education, and Recreation (HPER) graduate curriculum illustrates the process by which programs are reviewed and in this case, approved by the faculty. In October 2009, HPER indicated the need for revising the graduate curriculum in the Annual Planning and Assessment Report (**HPER Annual Planning - Excerpt**). HPER faculty members began developing a proposal for revising the major, including both educational needs and fiscal considerations, using the University's curriculum form (**Curriculum Forms**). The proposal was brought to the departmental committee in early January 2010 and was approved.

The HPER proposal was brought to the College of Education (COE) curriculum committee in late January 2010 (**HPER Proposal**) and was approved (**HPER Approval**). Before the dean forwarded the proposal to the appropriate curriculum entity, informal conceptual approval was

received from the Vice President for Academic Affairs and Provost. The dean forwarded the proposal to the Graduate Council in early February 2010, and it was approved. All committee deliberations are recorded in meeting minutes (**Graduate Council Minutes - February 4, 2010**). The proposal was subsequently forwarded by the Chair of the Graduate Council to the University President for approval before submission to the Board of Trustees (**Board of Trustees Minutes, March 2010, p.2**).

Sources

[ACHE New Program Review](#)
[ACHE New Program Review PDF](#)
[ACHE Inventory Website](#)
[ACHE Program Inventory PDF](#)
[Board of Trustees Minutes, March 2010](#)
[Undergraduate Curriculum Change Form](#)
[Curriculum Forms Webpage](#)
[Data Books, Semester Summaries, and Reports](#)
[Data Books, Semester Summaries, and Reports PDF](#)
[Five Year Program and Department Reviews](#)
[Five Year Program and Department Reviews](#)
[Graduate Council Minutes - February 4, 2010](#)
[Graduate Curriculum Change Form](#)
[Example Graduate Curriculum Form](#)
[Example Undergraduate Curriculum Change Form](#)
[HPER Annual Planning - Excerpt](#)
[HPER Proposal](#)
[UNA Faculty Handbook, May 2011, Section 3.3.3](#)
[UNA Graduate Catalog, 2011-2012, pp. 12-14](#)
[UNA Graduate Catalog, 2011-2012, p. 40](#)
[UNA Strategic Plan, 2007-2012, p. 4](#)
[UNA Strategic Plan, 2007-2012, p. 7](#)
[UNA Undergraduate Catalog, 2011-2012, p. 9](#)
[UNA Undergraduate Catalog, 2011-2012, p. 52-53](#)
[UNA Undergraduate Catalog, 2011-2012, pp. 67-68](#)
[UNA Undergraduate Catalog, 2011-2012, p. 104](#)

UNA Undergraduate Catalog, 2011-2012, pp. 150-155

UNA Undergraduate Catalog, 2011-2012, pp. 159-160

UNA Undergraduate Catalog, 2011-2012, p. 194

2.7.3 General Education

The institution requires in each undergraduate degree program the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent. These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts; social/behavioral sciences; and natural science/mathematics. The courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification if it allows for fewer than the required number of semester credit hours or its equivalent unit of general education courses.

Judgment

Compliant

Narrative

In each undergraduate degree program, the University of North Alabama requires the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. This general education component is based on a coordinated state-wide general studies curriculum that dates back to 1998.

Alabama General Education Requirements

In March of 1994, the Alabama State Legislature through **ACT 94-202 (PDF)** created the Alabama Articulation and General Studies Committee (AGSC). The 1994 legislation also included two charges that bear directly on the general education component as follows: "1. Develop no later than September 1, 1998, a statewide freshman- and sophomore-level general studies curriculum to be taken at all public colleges and universities; and 2. Develop and adopt by September 1, 1999, a statewide articulation agreement for the freshman and sophomore years for the transfer of credit among all public institutions of higher education in Alabama" (**AGSC Legislation**). In 1998, the Alabama Articulation and General Studies Committee (AGSC) implemented a statewide general studies curriculum for public colleges and universities in the state of Alabama. The AGSC continues to serve as a monitoring committee for the articulation program. This committee oversees and

maintains the program on an on-going basis. Finally, the AGSC works to resolve any student appeals related to transfer of coursework as it relates to the articulation program.

The underlying purpose of the AGSC was to facilitate the transfer of course credits between public institutions of higher learning. To accomplish this task, the AGSC developed and implemented a statewide general studies program that was subsequently linked to statewide articulation. The AGSC general studies program is described below (**AGSC Course Requirements and Guidelines; AGSC Course Requirements PDF**):

Courses in the General Studies Curriculum are elements of an integrated system. Some courses provide essential skills in the communication of thought or in the manipulation of quantitative data while others develop aesthetic appreciation. Still others impart knowledge of history, language, literature, and the natural and social worlds. The General Studies Curriculum is designed to provide a foundation both for further study and for personal enrichment.

General guidelines and criteria for courses in the general studies curriculum are:

Courses must be collegiate-credit courses at the freshman or sophomore level (i.e., 100 or 200 level);

Courses must be broad in scope, present major or aesthetic ideas, and not be specialized or vocational in purpose;

Courses must present the essential characteristics and basic processes of inquiry and analysis in the discipline;

Courses must encourage the development of critical thinking skills and require students to analyze, synthesize, and evaluate knowledge;

Courses must consider the subject in relation to other disciplines and its application to human concerns.

The above guidelines and criteria show that the AGSC-approved general studies curriculum is based on a coherent rationale. The AGSC-approved general studies curriculum for public colleges and universities in the State of Alabama is presented below.

General Studies Curriculum Core (41 semester hours)

Forty-one semester hours of credit in general studies core courses have been approved by the Articulation and General Studies Committee. The general studies core includes study in the areas of written composition, humanities and fine arts, natural sciences and mathematics, and history, social, and behavioral sciences.

Area I – Written Composition (6 semester hours)

Effective written composition skills are essential for a literate society. Minimum requirements include at least 6 semester hours in written composition.

Area II – Humanities and Fine Arts (12 semester hours)

Study in the humanities addresses the ability to deal with questions of values, ethics, or aesthetics as they are presented in literature, philosophy, religion, and the arts, and is fundamental to general education. Minimum requirements include at least 12 semester hours in humanities with a minimum of 3 semester hours in literature*, 3 semester hours in the arts, and the remaining semester hours from the humanities and/or fine arts. In addition to literature, disciplines in the humanities include, but are not limited to, philosophy, religious studies, speech, foreign languages, art, music, theatre, and dance. (*As a part of the General Studies Curriculum, students must complete a 6-semester hour sequence either in literature (Area II) or history (Area IV).). Courses should be broad in scope and content rather than specific and should emphasize history and appreciation rather than performance. Examples in humanities and fine arts include, but are not limited to, world literature, art history, music appreciation, comparative religions, and history or origins of dance.

Area III – Natural Sciences and Mathematics (11 semester hours).

Study in the natural sciences and mathematics emphasizes the scientific method and applies quantitative or inductive reasoning. Minimum requirements include at least 11 semester hours with at least 3 semester hours in mathematics* at the pre-calculus algebra level or finite mathematics level unless otherwise specified and at least 8 semester hours in the natural sciences which must include laboratory experiences. Disciplines in the natural sciences include, but are not limited to, astronomy, biology, chemistry, geology, and physics. (*Some mathematics courses are offered for 4 semester credit hours. Only minimum semester requirements are indicated.)

Area IV – History, Social, and Behavioral Sciences (12 semester hours).

Study in history and the social and behavioral sciences deals primarily with the study of human behavior, social and political structures, and economics. Minimum requirements include 12 semester hours with at least 3 semester hours in history* and at least 6 semester hours from among other disciplines in the social and behavioral sciences. Disciplines include, but are not limited to, anthropology, economics, geography, political science, psychology, and sociology. (*As a part of the General Studies Curriculum, students must complete a 6-semester hour sequence either in literature (Area II) or history (Area IV).). Courses should be broad in scope and content, include global or international perspectives, and must emphasize the methods of inquiry in the social sciences.

The maximum total for AREAS I-IV is 41 semester hours

Area V – Pre-Professional, Major, and Elective Courses (19-23 semester hours).

Area V is designated for courses appropriate to the degree/major requirements of the individual student (it may also include electives*). (*Some institutions may include

courses in wellness or physical education.)

Grand Total for AREAS I-V: 60-64 semester hours

Note: For institutions requiring 120 semester hours for graduation, the maximum allowable hours for transfer from a community college into a four-year baccalaureate degree program will be 60 semester hours.

Based on the above information, the general studies curriculum core requires a minimum of 41 semester hours for any undergraduate degree program offered by an Alabama public college or university. Thus, the general education component is a substantial component of each baccalaureate degree awarded in the state of Alabama.

University of North Alabama General Education Requirements

The AGSC approval of the General Education Component program at UNA was based on consideration of course offerings together with reviews of course content based on proposed syllabi. The general education component requirements for degree completion of a baccalaureate program at UNA are as follows (**UNA Undergraduate Catalog, 2011-2012, pp. 52-54**):

Area I: Written Composition (six semester hours). Area I requires a two-course sequence in first-year composition (**UNA Undergraduate Catalog, 2011-2012, p. 53**).

Area II: Humanities and Fine Arts (12 semester hours) – Area II requires two courses in literature (six semester hours), one course in the fundamentals of speech (three semester hours), and one course selected from a list of 28 approved courses from the following areas: Art, Foreign Language, Music, Philosophy, Religion, and Theatre (three semester hours) (**UNA Undergraduate Catalog, 2011-2012, pp. 53-54**).

Area III: Natural Sciences and Mathematics (11 semester hours) – This area requires one mathematics course (three semester hours) selected from an approved list of nine courses at the finite mathematics/pre-calculus algebra level or higher and two courses in science selected from a list of 20 approved courses from the following areas: Biology, Chemistry, Earth Science, Geography, and Physics (eight semester hours) (**UNA Undergraduate Catalog, 2011-2012, p. 54**).

Area IV: History, Social and Behavioral Sciences (12 semester hours) – The Area IV requirement includes a two-semester sequence in either Survey of World Civilization or United States History (six semester hours) and two courses selected from a list of eight

approved courses from the following areas: Economics, Education, Geography, Political Science, Psychology, and Sociology (six semester hours) (**UNA Undergraduate Catalog, 2011-2012, p. 55**).

Area V: Area V may impose additional general education requirements depending on the baccalaureate degree or the major field. For example, six semester hours of a foreign language at the intermediate level are required for the Bachelor of Arts degree (**UNA Undergraduate Catalog, 2011-2012, p. 55**).

Other general education component requirements at UNA include an emphasis on writing that is major specific and an emphasis on computer literacy. The writing emphasis requirement is met by passing a designated writing emphasis course in each major. The computer literacy requirement may be satisfied through either discipline-based instruction in the major field or through an additional three-semester hour computer course (**UNA Undergraduate Catalog, 2011-2012, p. 55**).

A comparison of the UNA general education program with the AGSC-approved general studies program indicates that UNA has met and, in at least one case, exceeds the minimum requirements established by AGSC. For example, UNA requires six semester hours of literature (Area II) and a six-semester hour sequence of history (Area IV). The following considerations demonstrate that the general education component at UNA is based on a coherent rationale.

The Statement of Purpose for the General Education Component (**UNA Undergraduate Catalog, 2011-2012, pp. 52-53**) links the general education program to the students' attainment of the following five core competencies which were revised and approved June 2011 (**Core Curriculum Approval by Council of Academic Deans; Curriculum Committee Minutes - June 22, 2010; Board of Trustee Minutes December 2010**) :

- Effective Communication – the ability to communicate orally, and/or in writing in a variety of contexts
- Critical Thinking – the ability to state, understand, and evaluate arguments and evidence
- Use of Existing and New Technologies – the ability to use information technologies

- Analysis and Reasoning – the ability to understand and evaluate complex data, information, or arguments; and
- Seeking Out and Acquiring Knowledge – the ability to understand and employ various methodologies for the purpose of seeking out and acquiring knowledge.

The **UNA Undergraduate Catalog, 2011-2012, p. 53** states, "To achieve these goals, General Education Program courses present the essential characteristics and basic processes of inquiry and analysis in the discipline, encourage the development of critical thinking and communication skills, and require students to analyze, synthesize, and evaluate knowledge." Thus, the General Education Component is designed to provide a broad intellectual experience that is directed toward attaining the above core competencies. An analysis of the attainment of these goals for students is presented in the **Core Competency Audit, 2010-2011 (Assessment of General Education)**.

The above considerations constitute a coherent rationale for the UNA general studies program. This rationale is consistent with the rationale reflected in the AGSC general guidelines and criteria stated above. Furthermore, UNA's emphasis on core competencies goes beyond AGSC's stated goals, especially with regard to effective communication.

Sources

AGSC Legislation

AGSC Legislation PDF

AGSC Makeup

AGSC Course Requirements and Guidelines

AGSC Course Requirements and Guidelines PDF

Assessment of General Education

Board of Trustee Minutes, December 2010

Core Competency Audit, 2010-2011

Core Curriculum Approval by Council of Academic Deans

Curriculum Committee Minutes, June 22, 2010

UNA Undergraduate Catalog, 2011-2012

UNA Undergraduate Catalog, 2011-2012 PDF

UNA Undergraduate Catalog, 2011-2012, pp. 52-55

UNA Undergraduate Catalog, 2011-2012, pp. 52-53

UNA Undergraduate Catalog, 2011-2012, p. 53

UNA Undergraduate Catalog, 2011-2012, pp. 53-54

UNA Undergraduate Catalog, 2011-2012, p. 54

UNA Undergraduate Catalog, 2011-2012, p. 55

2.7.4 Coursework for Degrees

The institution provides instruction for all course work required for at least one degree program at each level at which it awards degrees. If the institution does not provide instruction for all such course work and (1) makes arrangements for some instruction to be provided by other accredited institutions or entities through contracts or consortia or (2) uses some other alternative approach to meeting this requirement, the alternative approach must be approved by the Commission on Colleges. In both cases, the institution demonstrates that it controls all aspects of its educational program. (See Commission policy "Core Requirement 2.7.4: Documenting an Alternate Approach.")

Judgment

Compliant

Narrative

All undergraduate academic programs and their requirements are listed in the UNA Undergraduate Catalog, 2011-2012. Requirements for all graduate degrees at the University of North Alabama are listed in the UNA Graduate Catalog, 2011-2012. The University allows students to transfer credit into their degree program in accordance with established policies and procedures. Consortial agreements, articulation agreements, and substantive changes which impact programs have all been approved by the Commission on Colleges. These programs include the Alabama Articulation Program (AGSC/STARS), the Master of Science in Nursing Degree, and the Dauphin Island Sea Laboratory. Additional Information is available in C.S. 3.4.7 and C.S. 3.13.2.

The University of North Alabama provides instruction for course work required at each level, and subsequently is in control of all aspects of its educational program (Schedule of Classes Spring 2011; Summer 2011; Fall 2011). At the baccalaureate level, courses to fulfill Areas I through IV of the General Education Program (UNA Undergraduate Catalog, 2011-2012, pp. 52-55) are offered every semester.

At the baccalaureate level, for example, in the College of Arts and Sciences, a history degree requires one course in historical research and at least seven courses in history at the 300 level or above (UNA Undergraduate Catalog, 2011-2012, p. 113); in the College of Nursing and

Allied Health, a bachelor of science in Nursing requires 13 courses in nursing, three in biology, one in statistics, and one in human environmental sciences (**UNA Undergraduate Catalog 2011-2012, p. 195**); in the College of Business, a degree in accounting requires 11 courses in accounting, two in computer information systems, two in quantitative methods, and one in business law (**UNA Undergraduate Catalog 2011-2012, p. 153**); and in the College of Education, a degree in Elementary Education requires four courses in early childhood education, three in education, eight in elementary education, three in special education, one in earth science, one in health and physical education, and one additional math class (**UNA Undergraduate Catalog, 2011-2012, p. 166**).

At the master's level, in the College of Business, an MBA is a 34 credit hour program which includes 25 hours of core business courses and nine hours of electives which are specific to the student's concentration (**UNA Graduate Catalog, 2011-2012, pp. 68-69**); in the College of Education, a Master of Arts in Elementary Education degree requires three 600 level courses in education, three in elementary education, two in early childhood education, one in special education, and an additional four courses selected from elementary education, earth science, geography, or mathematics (**UNA Graduate Catalog, 2011-2012, p. 99**); in the College of Nursing and Allied Health, a Master of Science in Nursing degree with a concentration in Nursing Leadership in Organizational Environments requires six core courses in nursing, four discipline specific courses in nursing, and a capstone project (**UNA Graduate Catalog 2011-2012, pp. 154-155**); and in the College of Arts and Sciences, a Master of Science in Criminal Justice degree requires nine 600 level core courses in criminal justice and an additional three 600 level elective courses, two of which may come from outside criminal justice with program approval (**UNA Graduate Catalog 2011-2012, pp. 61-62**). At the post-baccalaureate level, the College of Education also offers an Education Specialist degree in the field of Instructional Leadership which requires five education specialist courses at the 700 level and six instructional leadership courses at the 700 level (**UNA Graduate Catalog 2011-2012, p. 107**).

Below are representative programs and schedule course listings by semester for each level of degree offered by the University of North Alabama.

Bachelor's Degree - History (Spring 2011 Schedule of Classes-History)

World Civilization (101, 102) (6 hours)

United States History (201, 202) (6 hours)

History and Historical Research (301W) (3 hours)

History Electives (300-400 level) with at least six hours in United States history and six hours in non-United States history (21 hours)

Prescribed Supporting Course:

Business Applications of Microcomputer Software (CIS 125) or Introduction to Computers (CS 110) or a higher numbered Computer Information Systems or Computer Science course or Educational Technology (ED 481) (3 hours)

Master's – Masters of Business Administration with a Concentration in Finance

MBA Core and Electives: (Fall 2011 Schedule of Classes-MBA)

AC 626 – Cost for Management Decision Analysis (3 hours)

CIS 625 – Enterprise Systems Analysis and Design (3 hours)

EC 650 – Managerial Economics (3 hours)

FI 630 – Managerial Finance (3 hours)

MG 601 – MBA Skills and Outcomes (1 hour)

MG 624 – Organizational Behavior (3 hours)

MG 640 – Management Policy (3 hours)

MK 660 – Marketing Strategy (3 hours)

QM 670 – Decision Theory (3 hours)

Concentration Electives: Choose 3 - FI 563, FI 581, FI 635,

FI 681, FI 688 (9 hours) (Fall 2011 Schedule of Classes-MBA; Spring 2011 Schedule of Classes-MBA)

Education Specialist - Educational Administration: The 2010-2011 UNA Graduate Catalog identifies courses required for the Education Specialist Degree in Educational Administration (course descriptions). Specific courses required are:

ED 000 (Schedule of Classes Fall 2010)

EDL 701 (Schedule of Classes Spring 2011)

EDL 702 (Schedule of Classes Fall 2010)

EDL 703 (Schedule of Classes Summer 2010)

EDL 704 (Schedule of Classes Fall 2009)

EDL 705 (Schedule of Classes Summer 2010)

EDL 706 (Schedule of Classes Summer 2011)

EDL 707 (Schedule of Classes Fall 2011)

EDL 708 (Schedule of Classes Fall 2010)

EDL 709 (**Schedule of Classes Spring 2011**)

EDL 710 (**Schedule of Classes Fall 2011**)

EDL 711 (**Schedule of Classes Fall 2011**)

EEX 605 (if not previously completed; **Schedule of Classes Fall 2011**)

The College of Education revised this program in 2011 and now offers the **Education Specialist Degree** in Instructional Leadership, Teacher Leader and Elementary Education. Courses in these programs are scheduled to begin in 2012.

Sources

Education Specialist Degree

Schedule of Classes Fall 2009-EDL 704

Schedule of Classes Fall 2010-EDL 702, ED 000

Schedule of Classes Fall 2011-EDL 707

Schedule of Classes Fall 2011-MBA

Schedule of Classes Spring 2011-EDL 701, 709

Schedule of Classes Spring 2011-History

Schedule of Classes Spring 2011-MBA

Schedule of Classes Summer 2010-EDL 703

Schedule of Classes Summer 2011-EDL 706

Schedule of Classes Summer 2010-EDL 705

UNA Graduate Catalog, 2011-2012

UNA Graduate Catalog, 2011-2012, pp. 61-62

UNA Graduate Catalog, 2011-2012, pp. 68-69

UNA Graduate Catalog, 2011-2012, p. 99

UNA Graduate Catalog, 2011-2012, p. 107

UNA Undergraduate Catalog, 2011-2012

UNA Undergraduate Catalog, 2011-2012, pp. 52-55

UNA Undergraduate Catalog, 2011-2012, p. 113

UNA Undergraduate Catalog, 2011-2012, p. 153

UNA Undergraduate Catalog, 2011-2012, p. 166

UNA Undergraduate Catalog, 2011-2012, p. 195

2.8 Faculty

The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of its academic programs.

Upon application for candidacy, an applicant institution demonstrates that it meets the comprehensive standard for faculty qualifications.

Judgment

Compliant

Narrative

The University determines the adequacy of the number of full-time faculty to achieve its **mission** (**PDF**) and ensure the quality and integrity of its academic programs by 1) publishing policies concerning the responsibilities of full-time faculty members, 2) having policies and procedures for initiating and changing academic programs, 3) supporting accreditation of academic programs, 4) evaluating data concerning the number of full-time faculty, part-time faculty, and student-to-faculty ratios, 5) comparing student-to-faculty ratio data to peer institutions, 6) examining credit hour production for full-time and part-time faculty for the undergraduate, general education, graduate, and distance learning programs, and off-campus instructional sites, and 7) conducting periodic department assessments.

Faculty Appointments

The University uses three types of faculty appointments: tenure track, non-tenure track, and adjunct (**UNA Faculty Handbook, May 2011, Section 2.4**). Tenure track and non-tenure track faculty are typically obligated to full-time service and are therefore considered full-time faculty (**UNA Faculty Handbook, May 2011, Section 3.2**). Adjunct faculty have part-time assignments, are limited to less than a full-time teaching load (12 credit hours per semester), and are considered part-time faculty. The University does not employ graduate teaching assistants.

Full-Time Faculty Responsibilities

The University of North Alabama employs full-time faculty (Table 2.8a) that "are obligated to full-

time service to the University, including classroom teaching, class preparation, grading and evaluation, office hours, student advisement duties, committee or other institutional affairs activities, professional enrichment experiences, and, as appropriate, research, publication, and public service" (**UNA Faculty Handbook, May 2011, Section 3.2**). The teaching workload assignment for a faculty member is prepared by the department chair in consultation with the instructor and is reviewed by the respective college dean and Vice President for Academic Affairs and Provost. The normal faculty full-time teaching workload is 12 credit hours per semester, but faculty members teaching only graduate courses have a full-time teaching load of nine credit hours. With exceptions for small departments, activity classes, other one-hour credit courses, and special occasions, faculty workloads normally do not exceed three different class preparations. Except under extraordinary circumstances approved in advance by the Vice President for Academic Affairs and Provost, full-time faculty are restricted to no more than one class overload in any semester. Reduced teaching loads can be approved by the academic deans and Vice President for Academic Affairs and Provost in order to engage in scholarly activity, provided that this activity is supported (**UNA Faculty Handbook, May 2011, Section 3.2**).

Full-time faculty members are required to schedule a minimum of seven hours of office time per week for student consultation (**UNA Faculty Handbook, May 2011, Section 3.2.3**). In addition to their teaching responsibilities, full-time faculty members are obligated to participate in other important activities that serve the University. For example, full-time faculty are responsible for assisting with student academic advisement, for participating in commencement exercises, for developing program curricula, for assisting with registration, and for providing sponsorship and advisement to university student organizations (**UNA Faculty Handbook, May 2011, Section 3.3**). Faculty members are also encouraged to be involved with out-of-class university functions and activities of an educational, cultural, recreational, civic, or social nature, and to provide service to the community that helps enhance university-community relations (**UNA Faculty Handbook, May 2011, Section 3.4**).

Program Policies

Ensuring adequacy of full-time faculty for the University's academic programs begins with, and is an integral component of, the review procedure for establishing and approving the curricula for all academic programs. Typically the full-time faculty of the academic departments initiates program curricula proposals and the proposals must include an analysis of the instructional resources required for a program (**UNA Faculty Handbook, May 2011, Section 3.3.3**). Curricular changes within a college are reviewed by a college-wide curriculum committee, the dean, the University Curriculum Committee, the Graduate Council, the Vice President for Academic Affairs and Provost, the president, and in some cases the Board of Trustees (**UNA Faculty Handbook, May 2011, Section 3.3.3; Curriculum Change Form and Example; Graduate Curriculum Change Form and Example**). Further, new academic programs within the University must be approved by the Alabama Commission of Higher Education, and one of the criterion the Commission evaluates is sufficient faculty resources to support a high quality program (**ACHE Program Evaluation Criteria and Example**). The University currently has 35 baccalaureate degree programs and 15 graduate programs that have been approved by the Alabama Commission of Higher Education (**ACHE Program Inventory, 2011**).

Program Accreditations and Certifications

Evidence of sufficiency of full-time faculty resources is also provided by the academic programs that have received national accreditation. Specialized programmatic accreditation focuses on the quality and integrity of individual programs that prepare students for professional or occupational fields. Current accreditations and certifications at the University of North Alabama (**UNA Undergraduate Catalog, 2011-2012, p. 1**) include:

- National Council for Accreditation of Teacher Education (NCATE)
- The Council on Social Work Education (Baccalaureate) (CSWE)
- The National Association of Schools of Music (NASM)
- The National Association of Schools of Art and Design (NASAD)
- Accreditation Council for Business Schools and Programs (ACBSP)

- Commission on Collegiate Nursing Education (CCNE)
- Applied Science Accreditation Commission (ASAC) of the Accreditation Board for Engineering and Technology (ABET)
- Computing Accreditation Commission (CAC) of the Accreditation Board for Engineering and Technology (ABET)
- The American Chemical Society (ACS)
- Council for Accreditation of Counseling and Related Educational Programs (CACREP)

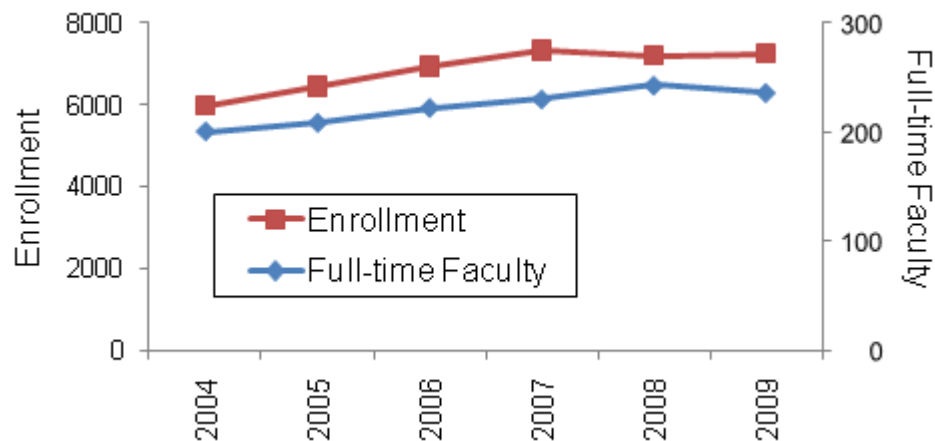
Faculty Numbers

The number of full-time faculty (Table 2.8a; UNA Data Book, 2010, p. 71) is adequate to support the mission of the University. A five-year analysis (2004-2009) indicates that the number of full-time faculty concomitantly increased with student enrollment (Figure 2.8a; UNA Data Book, 2010, pp. 37, 71). The ranks of the full-time professoriate and their tenure status changed little during the sampled time period (Table 2.8a).

Table 2.8a. Instructional Faculty Profile Comparison for Fall Semesters 2004-2009.

Number of Faculty	2004	2005	2006	2007	2008	2009
Full-Time	200	208	222	230	243	236
Part-Time	94	104	128	137	127	116
Rank of Full-Time Faculty						
Professor	27%	27%	28%	27%	30%	32%
Associate Professor	26%	23%	24%	27%	23%	22%
Assistant Professor	37%	38%	33%	32%	34%	34%
Instructor	11%	12%	15%	14%	13%	12%
Tenure Status of Faculty						
Tenured	65%	59%	65%	57%	62%	62%
Non-Tenured on Tenure Track	25%	29%	22%	29%	23%	22%
Non-Tenured	10%	12%	13%	14%	15%	16%

UNA Data Book, 2010, p. 71

Figure 2.8a. Association between enrollment and full-time faculty at UNA, 2004-2009.

UNA Data Book, 2010, pp. 37, 71

The full-time faculty adequacy of academic programs can be evaluated by examining the number of full-time equivalent students (full-time plus 1/3 part time) to full-time instructional faculty (full-time plus 1/3 part time) for the courses offered by departments (Table 2.8b). The average student-to-faculty ratio for all the academic departments from 2004-09 was 23.4, but values ranged from 5.1 (Physics and Earth Science) to 76.7 (Management and Marketing) (Table 2.8b). Although this method does not report results for each academic program, it does provide an overview of the undergraduate and graduate programs within the various departments. The overall FTE student-to-FTE faculty ratios for fall 2009 and spring 2010 were, 21 and 19, respectively (Summary Data, Fall 2009 and Spring 2010).

Table 2.8b. The Average Student/Faculty Ratios for Departments with Academic Programs, 2005-2010.

Departments with Academic Programs	Student/Faculty Ratio					
	2005-06	2006-07	2007-08	2008-09	2009-10	Ave.
Accounting and Business Law	16.25	19.59	22.75	18.12	20.22	19.39
Art	16.52	19.29	16.13	13.76	12.68	15.68
Biology	35.09	35.95	30.28	21.36	16.49	27.83
Chemistry and Industrial Hygiene	20.14	19.04	24.65	16.75	10.14	18.14

Communications and Theatre	21.64	19.83	21.88	19.69	22.25	21.06
Computer and Information Services	16.97	12.55	16.03	13.69	14.22	14.69
Criminal Justice	60.44	60.89	40.77	51.1	52.73	53.19
Counselor Education	26.29	24.25	14.36	11.5	8.67	17.01
Economics and Finance	10.55	10.91	10.29	11.44	11.09	10.86
Elementary Education	41.24	42.13	39.12	32.29	38.3	38.62
English	6.03	8	8.04	6.7	7.71	7.3
Foreign Language	8.5	11.08	9.8	9.07	10.53	9.8
Geography	10	10.15	14.89	16.58	20.63	14.45
Human Environmental Sciences	30.09	38.8	26.93	24.67	26.73	29.44
History and Political Science	12.43	15.88	14.57	10.92	13.08	13.38
Health, Physical, Education, Recreation	12.96	11.93	19.16	17.68	24.83	17.31
Math and Computer Science	8.5	10.69	9.55	7.88	8.14	8.95
Management and Marketing	66.76	84	92.33	71.63	56.56	74.25
Music	7.58	10.35	11.28	12.54	9.58	10.27
Nursing - Traditional	19.19	23.23	24.32	25.42	26.52	23.74
Nursing- Online programs			41.83	17.59	21.45	26.96
Physics and Earth Science	4	7.18	6.33	5.26	6.87	5.93
Psychology	41.6	32.15	33.92	30.69	33.15	34.3
Secondary Education	57.93	43.87	40.78	37.32	15.16	39.01
Sociology	13.33	14.25	16.17	9.44	15.85	13.81
Social Work	29.62	25.92	35.42	27.31	30.46	29.74
Average	23.75	24.48	24.68	20.78	20.54	22.61

UNA Office of Institutional Research , Planning, and Assessment - Five Year Data, (PDF)

Comparison with Peer Institutions

A comparison of full-time student-to-full-time faculty ratios among 11 peer institutions found that the University's ratio fell within the range of its peers for all academic programs (Table 2.8c).

Table 2.8c. A comparison of enrollment and student FTE/Faculty FTE among peer institutions for fall semester 2008. Enrollment values include both undergraduate and graduate programs.

Institution Name	Fall 2008 enrollment	Student-to-faculty ratio
Auburn University-Montgomery, AL	5,296	17
Austin Peay State University, TN	9,401	20
Jacksonville State University, AL	9,481	20
Morehead State University, KY	8,832	17
Murray State University, KY	10,014	16
Nicholls State University, LA	6,916	19
Northwestern State University of Louisiana, LA	9,111	17
Pittsburg State University, KS	7,127	18
University of North Alabama, AL	7,203	21
University of West Georgia, GA	11,252	22
Western Carolina University, NC	9,050	15

National Center of Education Statistics (PDF)

Undergraduate Programs Credit Hour Production

The number of credit hours taught by full-time faculty provides further assurance of full-time faculty adequacy for specific academic programs (**SACS Template**). An analysis of the enrollment data for the academic year 2010-2011 found that full-time faculty taught an average of 88% of the undergraduate course credit hours generated by the courses associated with 34 of 35 academic programs (Table 2.8d; **ACHE Program Inventory, 2011**). The newly approved Interdisciplinary Program was not included in the analysis since courses for that program are taken from all the other academic programs and therefore adequacy can be determined by examining the other programs. Variation among the undergraduate academic programs in the number of credit hours produced by full-time faculty ranged from 42% to 100%, but 31 of 34 (91%) of the programs had full-time faculty teaching over 75% of the credit hours produced. Twenty-one academic programs (62%) had full-time faculty teaching 90% of the credit hours generated (Table 2.8d).

Table 2.8d. Credit Hour Production (CHP) by Full-time and Part-time Faculty for 34 Undergraduate Academic Programs, Academic Year 2010-2011. General Education Program courses not included in this analysis (but see Table 2.8e).

Undergraduate Academic Programs	CHP by FT	%	CHP by PT	%	Grand Total
Accounting	1,134	90%	132	10%	1,266
Art	1,614	80%	402	20%	2,016
Biology	2,113	100%	-	0%	2,113
Chemistry	896	94%	54	6%	950
Communication Arts	3,798	84%	720	16%	4,518
Computer Information Systems	1,878	100%	-	0%	1,878
Computer Science	213	42%	300	58%	513
Criminal Justice	1,893	82%	420	18%	2,313
Economics	345	100%	-	0%	345
Elementary Education	3,909	92%	324	8%	4,23
English	1,395	100%	-	0%	1,395
Entertainment Industry	910	100%	-	0%	910
Finance	1,314	100%	-	0%	1,314
Foreign Languages	1,110	100%	-	0%	1,110
General Music	1,856	70%	778	30%	2,634
Geography	2,001	100%	-	0%	2,001
Health, Physical Education, and Recreation, Non-Teaching	3,254	60%	2,201	40%	5,455
History	1,455	100%	-	0%	1,455
Human Environmental Sciences	3,279	75%	1,083	25%	4,362
Industrial Hygiene	1,014	94%	63	6%	1,077
Management	3,397	73%	1,257	27%	4,654
Marine Biology	1,348	100%	-	0%	1,348
Marketing	2,369	93%	171	7%	2,540
Mass Communications	3,487	85%	609	15%	4,096
Mathematics	657	100%	-	0%	657
Nursing	8,682	100%	-	0%	8,682
Physics	152	100%	-	0%	152
Political Science	1,190	98%	21	2%	1,211
Professional Education Grades P-12	1,695	87%	252	13%	1,947
Professional Education Secondary (Grades 6-12)	1,698	84%	324	16%	2,022
Psychology	1,485	94%	96	6%	1,581
Social Science	3,630	100%	-	0%	3,630
Social Work	1,596	81%	366	19%	1,962

Sociology	1,485	90%	165	10%	1,650
Grand Total	68,252	88%	9,73	12%	77,990

Office of Institutional Research, Planning, and Assessment frozen enrollment data and VPAA Credential Database

General Education Program Credit Hour Production

All undergraduate degree programs require courses from the General Education Program (UNA Undergraduate Catalog, 2011-2012, pp. 52-55). This program consists of courses from four academic areas; Written Composition, Humanities and Fine Arts, Natural Sciences and Mathematics, and History, Social and Behavioral Sciences. An analysis of the courses taught within those four areas showed that full-time faculty taught a total of 78% of the credit hours produced (Table 2.8e). Also, full-time faculty taught over 75% of the credit hours produced from courses within three of the four areas. The average class size for the General Education Program courses during this time period was 30 and ranged from 1 to 79 (n = 698).

Table 2.8e. Credit Hour Production (CHP) by Full-time and Part-time Faculty for the four areas of the General Education Program for the Academic Year 2010-2011.

General Education Program Areas	CHP by FT	%	CHP by PT	%	Grand Total
History, Social and Behavioral Sciences	14,448	80%	3,579	20%	18,027
Humanities and Fine Arts	12,146	77%	3,723	23%	15,869
Natural Sciences and Mathematics	15,222	87%	2,182	13%	17,404
Written Composition	3,264	50%	3,231	50%	6,495
Grand Total	45,080	78%	12,715	22%	57,795

Office of Institutional Research, Planning, and Assessment frozen enrollment data and VPAA Credential Database

Graduate Programs Credit Hour Production

Full-time faculty also generated a high percentage (83%) of the credit hours produced within the 15 graduate programs during the academic year 2010-2011. Although variation among the graduate academic programs ranged from 53% to 100%, 14 of the 15 (93%) graduate programs had full-time faculty teaching 100% of the credit hours produced (Table 2.8f).

Table 2.8f. Credit Hour Production (CHP) by Full-time and Part-time Faculty for 15 Graduate Academic Programs, Academic Year 2010-2011.

Graduate Academic Programs	CHP by FT	%	CHP by PT	%	Grand Total
Business Administration	3,354	53%	2920	47%	6,274
Community Counseling	1,056	100%	0	0%	1,056
Criminal Justice	423	100%	0	0%	423
Education Administration (P-12 Instructional Leadership)	1,014	100%	0	0%	1,014
Education, General (Education Specialist)	294	100%	0	0%	294
Elementary Education	924	100%	0	0%	924
English	309	100%	0	0%	309
Geospatial Sciences	129	100%	0	0%	129
Health and Human Performance	285	100%	0	0%	285
History	327	100%	0	0%	327
Nursing	1,188	100%	0	0%	1,188
School Counseling P-12	1,125	100%	0	0%	1,125
Secondary Education	2,026	100%	3	0%	2,029
Special Education	552	100%	0	0%	552
Teacher ED Multiple Levels P-12	1,410	100%	2	0%	1,412
Grand Total	14,416	83%	2925	17%	17,341

Office of Institutional Research, Planning, and Assessment frozen enrollment data and VPAA Credential Database

Distance Learning Program Credit Hour Production

Although the primary mode of delivery for course content is classroom instruction, the University also offers courses through the Distance Learning Program. Classes that are part of this program are taught primarily online, with supplemental video available for selected courses (**UNA Undergraduate Catalog, 2011-2012, p. 15**). Separate analyses were conducted to examine the number and percentage of credit hours that were produced by full-time and part-time faculty for the distance learning courses for the 34 undergraduate programs (Table 2.8g), the general education program (Table 2.8h), and the 15 graduate programs (Table 2.8i).

A total of 131 distance learning undergraduate program courses were offered during the academic year 2010-2011. These were offered in 20 of the 34 undergraduate programs (59%)

and contributed to 13% of the total credit hours produced from all the undergraduate programs. Full-time faculty taught a total of 70% of the credit hours produced within the 20 programs with distance learning courses and 14 of the 20 programs (70%) had full-time faculty teaching at least 75% of the credit hours taught within the programs (Table 2.8g).

Table 2.8g. Credit Hour Production (CHP) by Full-time and Part-time Faculty for Undergraduate Academic Programs offering Distance Learning Courses, Academic Year 2010-2011.

Undergraduate Academic Programs Offering Distance Learning Courses	CHP by FT	%	CHP by PT	%	Grand Total
Accounting	93	100%	0	0%	93
Communication Arts	-	0%	90	100%	90
Computer Information Systems	564	100%	0	0%	564
Criminal Justice	-	0%	63	100%	63
Elementary Education	207	100%	0	0%	207
Finance	231	100%	0	0%	231
Foreign Languages	75	100%	0	0%	75
Health, Physical Education, and Recreation, Non-Teaching	103	100%	0	0%	103
History	78	100%	0	0%	78
Human Environmental Sciences	258	18%	1,203	82%	1,461
Management	1,668	58%	1,224	42%	2,892
Marketing	1,356	94%	87	6%	1,443
Mass Communications	-	0%	90	100%	90
Nursing	282	100%	0	0%	282
Political Science	213	100%	0	0%	213
Professional Education Grades P-12	491	100%	0	0%	491
Professional Education Secondary (Grades 6-12)	491	100%	0	0%	491
Social Science	204	100%	0	0%	204
Social Work	75	29%	180	71%	255
Sociology	687	85%	126	15%	813
Grand Total	7,076	70%	3,063	30%	10,139

Office of Institutional Research, Planning, and Assessment frozen enrollment data and VPAA Credential Database

Nine percent of the total credit hours produced through the General Education Program were obtained through the Distance Learning Program and full-time faculty produced 66% of the credit hours (Table 2.8h).

Table 2.8h. Credit Hour Production (CHP) by Full-time and Part-time Faculty for the General Education Program taught through Distance Learning Program for the Academic Year 2010-2011.

Distance Learning Program, General Education Program Areas	CHP by FT	%	CHP by PT	%	Grand Total
History, Social and Behavioral Sciences	1,836	64%	1,029	36%	2,865
Humanities and Fine Arts	1,209	80%	300	20%	1,509
Natural Sciences and Mathematics	456	60%	300	40%	756
Written Composition	78	25%	231	75%	309
Grand Total	3,579	66%	1,860	34%	5,439

Office of Institutional Research, Planning, and Assessment frozen enrollment data and VPAA Credential Database

A total of 135 distance learning graduate program courses were offered during the academic year 2010-2011. These were offered in 13 of the 15 graduate programs and contributed to 50% of the total credit hours produced from the graduate programs. Full-time faculty taught a total of 67% of the credit hours produced within these 13 programs and 12 of the 13 programs (93%) had full-time faculty teaching at least 100% of the credit hours taught within the programs (Table 2.8i).

Table 2.8i. Credit Hour Production (CHP) by Full-time and Part-time Faculty for Graduate Academic Programs offering Distance Learning Courses, Academic Year 2010-2011.

Graduate Programs offering distance learning courses	CHP by FT	%	CHP by PT	%	Grand Total
Business Administration	2,691	48%	2,869	52%	5,560
Community Counseling	237	100%	0	0%	237
Criminal Justice	219	100%	0	0%	219
Education Administration (P-12 Instructional Leadership)	306	100%	0	0%	306
Education, General (Education Specialist)	69	100%	0	0%	69

Elementary Education	573	100%	0	0%	573
Health and Human Performance	78	100%	0	0%	78
History	54	100%	0	0%	54
Nursing	93	100%	0	0%	93
School Counseling P-12	306	100%	0	0%	306
Secondary Education	480	100%	0	0%	480
Special Education	240	100%	0	0%	240
Teacher ED Multiple Levels P-12	477	100%	0	0%	477
Grand Total	5,823	67%	2869	33%	8,692

Office of Institutional Research, Planning, and Assessment frozen enrollment data and VPAA Credential Database

Off-Campus Instructional Sites

The University has two **Off-Campus Instructional Sites** ([PDF](#)) located geographically apart from the main campus that offer on-site Master's of Business Administration (MBA) courses and on-site and online support services. Unlike a Branch Campus, the University's two off-campus instructional sites are very dependent on the main campus to insure program quality, to provide program support, and to maintain program control (**UNA Off-Campus Instructional Sites, July 2011**). The **International University Center** ([PDF](#)) (IUC) is the service partner in Taiwan and the **Aura Educational Group** ([PDF](#)) assists in delivering the MBA in the People's Republic of China (**MBA Asia PDF**).

The majority of faculty members teaching in the program are bilingual, with language skill in Chinese and English. A significant percentage of the Chinese part-time faculty members hold doctorates from U.S. institutions and all must undergo the same credential vetting process as the main campus faculty (see **C.S. 3.7.1**). Two of the on-campus professors who regularly teach in the Asia program also speak Chinese. For main campus faculty teaching in the program that do not speak Chinese, a translator is used in Taiwan when needed and sophisticated simultaneous translation technology, similar to that employed at the United Nations, is used in Beijing. The credit hours taught at these sites are shown in Table 2.8j.

Table 2.8j. Credit Hour Production (CHP) by Full-time and Part-time Faculty at Off-Campus Instructional Sites, Academic Year 2010-2011.

Off-Campus Instructional Sites	CHP by FT	%	CHP by PT	%	Grand Total
China	147	21%	561	79%	708
Taiwan		0%	1830	100%	1830
Grand Total	147	6%	2391	94%	2538

Office of Institutional Research, Planning, and Assessment frozen enrollment data and VPAA Credential Database

Faculty Adequacy Assessments

Full-time faculty adequacy assessments for academic programs are made at the department and college levels. Internal departmental assessments are important in evaluating the adequacy of the full-time professorate as academic programs evolve (e.g., see [**Biology Department 5-year Report**](#)). The [**Office of Institutional Research, Planning, and Assessment \(PDF\)**](#) provides census data and analyses to the academic departments and the administrative offices to assist in these periodic evaluations (e.g., [**Five-year Department Evaluation Data, Biology**](#)). Information for departmental annual assessments is collected [online](#) and helps monitor faculty resources so that the quality and integrity of the academic programs are maintained.

Sources

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[UNA Undergraduate Catalog, 2011-2012, p. 52](#)

2.9 Learning Resources and Services

The institution, through ownership or formal arrangements or agreements, provides and supports student and faculty access and user privileges to adequate library collections and services and to other learning/information resources consistent with the degrees offered. Collections, resources, and services are sufficient to support all its educational, research, and public service programs.

Judgment

Compliant

Narrative

The libraries and primary learning resources units at the University of North Alabama are comprised of [Collier Library \(PDF\)](#) (the main campus library), the [Learning Resources Center \(PDF\)](#) (LRC), the [Music Library and Listening Center \(PDF\)](#), and the [Kilby School Library Media Center \(PDF\)](#). Each is described in the narrative that follows. Although these units are organizationally decentralized, Collier Library provides the purchasing and technical processing for collections in each of the four units. Through the main library and other learning resources units, the University provides access to adequate library collections and services to support faculty research as well as student learning and research. Development of the in-house collection is guided by faculty/academic department input and reflects the level and types of degrees offered by the University, both graduate and undergraduate. Faculty librarians design, evaluate, and revise information services to meet changing student and faculty needs and to incorporate national trends.

The narrative that follows describes the library collections, resources, and services primarily coordinated by the main campus library, followed by a description of the supporting units—the Learning Resources Center, the Music Library and Listening Center, and Kilby School Library Media Center.

[Collier Library \(PDF\)](#) is the main library on the campus at the University of North Alabama. As stated in its [mission \(PDF\)](#), "Collier Library provides responsive collections, staff, services, and environments that encourage the independent learning, teaching, and research of UNA students,

faculty, staff, and others." The library supports on-campus and distance learning programs by providing 1) dynamic in-house collections of diverse scholarly information resources in appropriate formats; 2) 24X7 access to electronic information sources; 3) assistance with and instruction on the organization, evaluation, and use of information resources; 4) assistance in borrowing materials not available through the library; and 5) appropriate facilities and services with the professional support required to promote scholarship and independent learning and to meet the broad informational needs of the university community. Library faculty closely monitor national standards, including those put forth by the **Association of College and Research Libraries**, (**PDF**) to ensure that programs and policies remain relevant.

Library Collections and Resources

Access and Adequacy. Collier Library provides print, electronic, and microform materials through direct ownership, contracted license agreements, interlibrary loan, and collaborative borrowing agreements. As more materials shift from print to electronic formats, Collier Library increasingly emphasizes funding electronic materials to ensure equity of access for online/distance learners as well as the campus community. The local collection reflects the University's diverse undergraduate and graduate degree offerings in both subject matter and level of acquisition. Based on fiscal year **2009-2010 Collection Statistics**, campus libraries had combined holdings of 405,406 volumes, including over 75,000 bound periodical volumes. The libraries' holdings also contain 1,084,412 microform units (including government documents in microform) and 246,219 electronic books. The libraries provide access to approximately 830 print and microform **periodical titles** (**PDF**), as well as almost 3,000 (non-aggregator) electronic journals. The library's **audiovisual collection** (**PDF**) contains over 14,000 items including audio and videocassettes, phonographic recordings, compact discs, DVDs, computer software, and media kits.

Additionally, Collier Library licenses and provides access to a number of electronic information resources beyond the electronic books and journals previously indicated. For example, the library maintains signed license agreements with electronic resource aggregators, such as EBSCO and ProQuest, effectively providing access to thousands of relevant journal titles. As of spring 2011, UNA students and faculty had access to approximately 150 **electronic information resources (PDF)**, including resources licensed for the UNA community through **Alabama Virtual Library (PDF)**. The AVL is primarily a collection of electronic library and information resources funded by the State of Alabama for the benefit of all Alabama students, teachers, and citizens of the state. The collective electronic resources accessible by the university community include abstracting, indexing, full-text, archival materials, and streaming audio and video.

Collier Library's active membership in the **Network of Alabama Academic Libraries (PDF)** (NAAL) and **LYRASIS (PDF)** consortia helps leverage collective purchasing power to provide users with a large number of electronic resources at reduced cost to the University. NAAL is an unincorporated consortium of the Alabama Commission on Higher Education and Alabama's eligible public and private four-year colleges and universities. The purpose of the Network of Alabama Academic Libraries is to coordinate academic library resource sharing to enhance education and research within the state. LYRASIS is the nation's largest regional non-profit membership organization serving libraries. The organization is comprised of more than 2,500 members, located primarily in the Mid-Atlantic, Northeast, Southeast, and West regions of the United States. LYRASIS facilitates increased savings for libraries through collaboration, consulting, digital and preservation services, professional development, and group purchases.

Collection Availability and Accessibility. Collier Library provides equitable access to all UNA students and faculty. Licensed electronic materials are available 24 hours a day, 7 days a week to faculty, staff, and currently enrolled students, regardless of geographic location. Identification

of the library's print collection plus access to electronic books is currently available via the library's online catalog, [UNACAT \(PDF\)](#) (the Ex Libris Voyager system). The [Collier Library website \(PDF\)](#) provides online access to UNACAT and the library's electronic resources.

Authentication for access to electronic resources takes place via IP recognition for on-campus users and through EZproxy (a proxy server) for off-campus users. Electronic resources are also available to visitors for "walk-in" use. Collier Library supports a [mobile website \(PDF\)](#) that delivers resources to an increasing number of smartphone users. Currently, the mobile site allows users to browse the local catalog and access electronic resources when commercial vendors have configured their products to work with mobile technologies. Collier Library also maintains a [Facebook \(PDF\)](#) presence and a [library blog \(PDF\)](#) to reach out to users through social network technologies.

Immediate on-site access to electronic resources and other technology is available in the [Collier Library computer lab \(PDF\)](#) which is equipped with 75 Windows-based PCs. Located within the reference service area, the lab PCs include [course-specific software](#) as well as productivity software. To accommodate lab overflow, the library's Circulation Department also maintains approximately 30 laptops for student check out. These laptops are wireless enabled; access to the campus wireless network is available within the building. The computer lab is popular with students and, as the primary general purpose computer lab on campus, often sees heavy traffic ([Collier Library Attendance Counts, 2009-2010, p. 2](#)). Additionally, designated study rooms within Collier Library provide computers and Internet access.

To provide responsive, continually improved access to information, Collier Library partnered with the commercial vendor EBSCO to trial the [EBSCO Discovery System \(PDF\)](#) in the spring of 2011. This service is streamlining access to print and electronic resources via a single search interface. The library is also actively investigating the state of the Library Management System

(LMS) market. Library faculty anticipate that major changes in LMS technologies will necessitate conversion to a new library management system within the next 2-5 years.

Physical Accessibility of On-Campus Facilities and Collection. Accessibility features of the Collier Library building include a wheelchair lift into the main building, automatic doors at the main entrance, and elevators to all five floors. Accessible restrooms are available on all floors. Most, but not all, stack areas in the Library have ADA-recommended aisle widths to accommodate wheelchairs, and one desk in the computer lab is elevated for this same purpose. Library staff at any service point can assist patrons in obtaining materials from shelving areas or cabinets that are not easily accessible.

Assistive technologies within Collier Library include one adaptive computer workstation on the Ground Floor with screen magnification via ZoomText software. A Telesensory VersiColor XL CCD document magnifier is available at the same location. To improve service to its visually challenged users, the library purchased a new PC and wide-screen, high resolution monitor in spring 2011.

Interlibrary Loan and Book Delivery. To supplement the local collection, Collier Library provides Interlibrary Loan (PDF) services to UNA faculty, staff, and students free of charge. ILL allows for access to materials not held either physically at Collier or virtually through its licensed electronic resources. UNA's participation in the Network of Alabama Academic Libraries (PDF) facilitates cooperative resource sharing with academic, special, and public libraries throughout the state. Through membership in NAAL, the University participates in a courier service (UPS) to transfer items quickly between participating university libraries. Periodical articles requested through ILL are regularly received electronically and then emailed to the requestor. These services greatly expand the resources available to UNA students and faculty. To process ILL requests, Collier staff utilize the OCLC WorldCat Resource Sharing

program (**PDF**) to acquire materials from other OCLC libraries. Distance education and online students may use ILL to request delivery of materials held at Collier as well as materials from other universities. Collier Library is a **net lender** for interlibrary loan materials, regularly lending more materials than it requests from other institutions.

In the fall of 2010, Collier Library began an on-campus faculty/staff **book delivery service** (**PDF**). This permits a faculty or staff member to request the delivery of locally-held materials to campus offices. Requests are submitted via an online form; turnaround occurs within 24 hours.

Borrowing Arrangements with Other Libraries. To supplement ILL services, Collier Library maintains reciprocal borrowing agreements with area libraries: **Northwest Shoals Community College** (**PDF**, **Agreement**), **Heritage Christian University** (**PDF**, **Agreement**), and **Athens State University** (**PDF**, **Agreement**), expanding convenient access for faculty and students to additional resources, thus enhancing support for UNA's students and educational programs. These agreements facilitate library use when the student or faculty member lives closer to one of the cooperating libraries than to UNA. This service provides students and faculty from cooperating institutions the same courtesy. Local students also have access to the **Florence-Lauderdale Public Library** (**PDF**).

Additional Library Support for UNA (Distance) MBA Students in Asia. All UNA distance learning and online students have access to library resources via the library's website. UNA's Asia MBA program, however, represents a unique situation for access to appropriate library collections, services, and other learning resources. Students within this program have the same password-protected access to the library holdings and electronic resources through EZproxy as UNA students on the main campus as well as distance learners. Collier Library faculty provides a number of services such as "Ask a Librarian" that can be accessed by Asia MBA students.

In addition to access to UNA's electronic resources, students in Taiwan benefit from a formal **Memorandum of Understanding** between the University of North Alabama and **Kainan University Library (PDF)**, a private university in Taipei. Kainan provides MBA-Asia students with access to on-location library resources (**Kainan Library Support letter**). Kainan University grants the MBA degree and as such its library holdings are developed to support the MBA as well as its other degree programs. Kainan University Library was established in 2000 with a new building completed in 2005. It holds over 300,000 books and over 20,000 journals and magazines, and provides access to numerous online databases. MBA Asia students have access to library services such as Interlibrary Loan and reference assistance. Students also have access to the **Taipei Public Library (PDF)** located in Taipei.

For MBA-Asia students in the Beijing cohort, a **formal agreement** with the **National Library of China (PDF)** in Beijing provides students access to one of the **largest library collections** in the world. In addition, a **Memorandum of Agreement** between the University of North Alabama and **Tsinghua University (PDF)** in Beijing was signed in July 2011. The agreement, which will go into effect with the beginning of a new cohort of students in summer 2012, provides for classroom space and **library access (PDF)** for UNA graduate students in Beijing. Tsinghua University, a leading doctoral-granting institution, is one of only three Chinese universities to hold accreditation through the **Association to Advance Collegiate Schools of Business (PDF)** (AACSB).

To meet the needs of the UNA MBA-Asia students, classroom facilities are provided by the International University Center in Taiwan and by Aura Educational Group in Beijing. In both cases, the classrooms are comparable to classrooms on the UNA campus. All classrooms include state-of-the art projection equipment. In the Beijing classroom, a simultaneous translation booth, equipment, and earphones are provided. Students in this program typically use laptop computers for in-class note taking and to access electronic resources as needed. Additional

information regarding the MBA-Asia program is provided in the narratives for **C.R. 2.8** – Faculty, **C.S. 3.4.9** – Academic Support Services, **C.S. 3.8.1** – Library/Learning Resources, **C.S. 3.8.3** – Qualified Staff, and **C.S. 3.12.1** – Substantive Change, and in these documents: **UNA ASIA MBA Summary** and **UNA Off-Campus Instructional Sites**.

Collection Development within UNA Libraries. Collection development is driven by the University's curriculum, faculty input, user need, and emerging technologies. The University of North Alabama Libraries **Collection Development Plan, October 2006**, which is being revised during 2011-2012, provides general and specific guidelines for the acquisition of new material, whether by purchase, donation, or through licensing of electronic resources. In addition, the plan establishes parameters for the preservation and/or removal of material where appropriate. A recently reconstituted Collection Development Committee works to ensure that Collier collections remain current and responsive to changing user needs. This committee is revising the existing collection development plan to place increased emphasis on sustainability and on electronic materials.

Funding for UNA Library Collections. As noted in Table 2.9a, the University's support for library materials, despite economic challenges, has increased by 13% from fiscal year (FY) 2007-2008 to FY 2010-2011. (Note: Budget deficits are unconstitutional in Alabama. When revenues fall short of projections the state government declares "proration." The budgets of state agencies (excluding salaries and benefits) are subsequently cut to prevent deficits from occurring.) Varying levels of proration have been declared in each of the past four years within Alabama. (For UNA: December 2008 - 9% proration for 2008-09 budget; July 2009 - additional 2% proration for 2008-09 budget; October 2009 - 7.5% proration for 2009-10 budget; September 2010 - additional 2% proration for 2009-10 budget; March 2011 - 3% proration for 2010-11 budget). Despite cuts, the library has maintained spending on materials and in some areas, such as electronic resources, has actually increased spending. Constructed using data

from the University's financial system (Banner), Table 2.9a below reflects UNA allocations for library materials over a four-year period, 2008-2009 through 2010-2011. The table shows that the increase in support has been devoted to books and periodicals, funding that in most cases has been used to bolster electronic book and journal holdings.

Table 2.9a. Four-Year Comparison of Library Budget by Expenditure Category, 2007-2008 through 2010-2011.

Expenditure Category	2007-2008	2008-2009	2009-2010	2010-2011
Books	\$296,412.00	\$306,786.00	\$331,786.00	\$335,786.00
Periodicals	\$441,772.00	\$494,272.00	\$494,272.00	\$504,272.00
Microforms	\$16,538.00	\$16,538.00	\$16,538.00	\$16,538.00
Technology	\$34,643.00	\$34,643.00	\$34,643.00	\$34,643.00
Preservation	\$12,458.00	\$12,458.00	\$12,458.00	\$12,458.00
Total	\$801,823.00	\$864,697.00	\$889,697.00	\$903,697.00

Departmental Allocations for Monographs. A significant portion of the monograph budget is allocated to the individual academic departments to purchase books and non-print items in their respective areas of instruction (**UNA Collection Development Guidelines by Departments/Colleges**). Departmental allocations are determined by a formula employing factors such as weighted credit hours, publishing output, and average price per volume in the respective disciplines. Credit hour production is the principal factor in the formula. Within the allocation formula, graduate credit hours are given three times the weight of undergraduate hours. Overall, departments offering graduate programs receive a larger annual allocation. The library solicits **materials requests (PDF)** from all faculty members (as well as students) and encourages each department to use its allocation for materials that support the academic programs. The library records statistics indicating the number of **print titles acquired** in specific academic disciplines each year in support of the University's curriculum. Funds unused by March 1 of each year revert to the library general fund to be spent in support of the appropriate areas (**UNA Library Materials Expenditures, 2002-2009**; **UNA Libraries Title**

Count (by Library of Congress Classification), 2010).

Funding for Non-Monographic Resources. Unlike book allocations, the budgets for periodicals, microforms, and technology resources are not allocated to departments. The library uses non-allocated funds to pay for most electronic resources and periodicals in all formats. The preservation budget covers costs associated with binding periodicals and books as well as the purchase of preservation supplies. In recognition of the ongoing shift away from print and microform resources, faculty librarians continue to assess the long-term viability of these types of materials and choose electronic alternatives when available. Increasingly, print journals are being dropped in favor of electronic titles. Although not always the least expensive choice, this approach provides more equitable access to users. A review of **2008 National Center for Education Statistics** (NCES) data (most recent available) showed that UNA spends \$393.17 per FTE student on materials. This is greater than the expenditures reported for a group of 10 University-defined peers that spent an average of \$347.10 and a median of \$329.38 per FTE student.

Library Support for Academic Programs. To assist academic departments with accreditation and program reviews, Collier Library prepares reports in support of these events. These reports provide information concerning library support for the disciplines in which degrees are offered at the University. A sample support statement for **Social Work accreditation** is attached. In order to assist academic departments undergoing this process, Collier faculty developed a **Summary of Library Sources** template of example data. Beginning in 2011-2012, the library director will forward an appropriate summary of discipline-specific resources (based on the template) to academic departments in the fall semester of the academic year in which a department is scheduled for review.

The library director serves on both the University's Undergraduate Curriculum Committee and the Graduate Council and thus is able to keep librarians who work in collection development or library service areas informed of changing curriculum or programs. The **Alabama Commission on Higher Education (PDF)**, the statewide body that oversees higher education within Alabama, requires that all new degree programs proposed by UNA address support for library and informational needs. Attached is documentation of library support for a December 2009 proposal for a bachelor's degree in **Entertainment Industry** (a program ultimately approved by the UNA Board of Trustees and ACHE). As a component of the University's institutional assessment program, the sufficiency of library resources to support academic programs is reported in each academic department's Five-Year Program Review. Examples include **Nursing, p. 22** (undergraduate program), **Social Work, p. 13** (undergraduate program) and **MBA, p. 4** (graduate program). The Council for Accreditation of Counseling and Related Programs (CACREP) in its **on-site accreditation 2009 review** of the Community Counseling (M.A. degree) and School Counseling (M.A.Ed. degree) noted the size of the library's computer lab as a strength. The same review also pointed out, "...the ease UNA students have to full access of the library from home is a bonus" (**p. 7**). The National Association of Schools of Art and Design (NASAD) noted in its **2007 accreditation review** of the Bachelor of Fine Arts degree program that Collier Library is a "well designed facility that provides generous study space, including individual study carrels and computer stations." (**p. 9**) This same report stated that the number of Collier Library electronic resources "exceeds the threshold number required by NASAD." (**p. 10**)

User Satisfaction, Locally-produced Survey. Collier Library conducts periodic surveys to help assess its collections and services. The most recent **Collier Library User Satisfaction Survey, 2008**, showed that almost 80% of respondents reported that Collier's periodical holdings, print and electronic, met current needs (**p. 4**). The same survey found that almost 83% of respondents deemed the library satisfactory in the area of support for learning,

research, and/or teaching needs (p. 5). Caution must be exercised, however, in the use of these statistics as the response rate for the survey was low. To raise response rates for future surveys, Collier is exploring additional routes of survey solicitation. Ways to achieve increased numbers of respondents may include adding links to surveys in social media such as Facebook or adding pop-up surveys to library websites that prompt user response.

User Satisfaction, LibQUAL+ Survey. In both 2005 and 2010, Collier Library participated in the LibQUAL+ Web-based survey. This instrument, which was originally developed through the Association of Research Libraries (PDF), asks respondents to indicate their perceptions of minimally acceptable levels of service, compared to the levels of service they have received in various areas, and their preferred levels of service. In each administration of this survey, despite promotion by Collier Library, only a small percentage of respondents (approximately 6% of the university community) completed the survey. The results, however, do give an indication of the perceptions of the respondents.

The 2010 survey posed 22 core questions plus five locally-defined questions. Respondents were asked to indicate perception of quality in three different areas: Affect of Service, Information Control, and Library as Place. Respondents ranked each aspect from 1 to 9 (with 9 being the highest) for the three levels of service quality (minimum, desired, and received). A "Service Adequacy Gap" score is calculated by subtracting the minimum score from the perceived service score on any given question. In general, Service Adequacy is an indicator of the extent to which the library is meeting or exceeding the minimum expectations of the responding users.

For the LibQUAL+ Survey, 2010, the top three highest scores from UNA respondents (p. 4) (where the library was deemed most successful in meeting users' expectations) were:

- Employees who instill confidence in users (1.01 adequacy gap)
- Readiness to respond to users' questions (0.91 adequacy gap)
- Giving users individual attention (0.89 adequacy gap)

For the **LibQUAL+ Survey, 2010**, the three lowest scores from UNA respondents (**p. 5**) were:

- The printed library materials I need for my work (0.56 adequacy gap)
- Easy-to-access tools that allow me to find things on my own (0.60 adequacy gap)
- Print and/or electronic journal collections I require for my work (0.60 adequacy gap)

Even in the areas receiving the lowest scores the library exceeded minimum expectations.

LibQUAL+ results in 2010 revealed that in most categories--library collections, services, and staff--the library was perceived favorably by most respondents. Two areas, print materials and print and/or journal collections needed for student or faculty work, received less satisfactory scores. The library is seeking to determine which disciplines need more print materials considering Collier Library traditionally spends a high percentage of its funds on print resources. Collier Library continues to acquire new electronic journal packages such as Ovid and Wiley/Blackwell to provide increased availability for on-campus as well as distant users. To facilitate easier navigation to online journals, Collier Library licensed the **EBSCO LinkSource Link Resolver (PDF)** in spring 2011. This service works with Google Scholar (a search tool popular with many students and faculty) as well as with the library's licensed electronic products to locate journals that are a part of Collier's holdings. In addition, Collier is working with the vendor EBSCO to implement a new "**discovery**" (**PDF**) capability that appears promising as an easy-to-access tool to help users locate materials in electronic and print formats.

Meeting Changing Needs. The Collier Library staff seeks to provide the information sources the university community needs, regardless of format. To address changing needs of faculty and students, the library has recently added streaming audio and video collections, such as **American History in Video (PDF)** and **Counseling and Therapy in Video (PDF)**. In 2010, to support the relatively new graduate degree in history, the library purchased electronic resources containing primary source documents: **Eighteenth Century Collections Online (PDF)** (selected modules) and **Early English Books Online (PDF)**. In addition, Collier has also recently added digital historical newspaper resources. The library is currently in the process of

moving the majority of its nursing journals (PDF) from print to online to strengthen support for the online nursing program. The library faculty foresee increased demands for digital content over the next several years and are continuing to explore avenues to meet these demands.

Library Services

Access and Adequacy. Collier Library seeks to provide equitable access to adequate services, as well as collections, for students, faculty, staff, and other stakeholders. These services range from traditional face-to-face services, such as reference and instruction, to online services such as embedded librarians and the "Ask a Librarian" (assistance by e-mail) program. These are briefly described in the narrative that follows. Additional details about library services are provided in C.S. 3.8.1 – Library/Learning Resources.

Hours. Collier Library is open seven days a week with the exception of university holidays and semester breaks. The current semester hour schedule is listed on the Library Hours page (PDF) on the library's website. During the fall and spring semesters, Collier Library is open approximately 98 hours a week (closing at 1:00 a.m., Sunday through Thursday). This schedule compares favorably with other libraries within the Network of Alabama Academic Libraries (NAAL) as reflected in a review conducted by the library. Informal feedback from UNA's Student Government Association (in 2010) indicated that library operating hours are sufficient for current student needs.

Reference and Research Services. Collier Library's Reference Department provides traditional walk-in reference and research assistance for students, faculty, staff, and the general public. It offers newer, expanded services as well. Currently, Collier Library faculty provide reference and research assistance during approximately 83 of the 98 hours the library is regularly open. In 2010, library faculty responded to over 4,000 in-person requests for assistance. Librarians are also available for consultation via e-mail or telephone. The "Ask a Librarian" (PDF) feature,

available on the library website, allows users the opportunity to submit questions online. This service is available to **distance learners** ([PDF](#)) as well as the campus community. In 2010, there were only 27 “virtual” reference questions. From January through May 2011, 32 “Ask a Librarian” queries were recorded. In order to enhance “Ask a Librarian” Collier Library recently moved from a locally produced e-mail-based request system to the commercial product, **LibAnswers** ([PDF](#)), which offers new features such as mobile access and text messaging. It is anticipated these new features will bolster Collier’s “virtual” reference services. Collier librarians continually examine reference services to ensure these are aligned with the University's mission and with national trends. The library is committed to responding to changing educational needs.

Research Consultation Service. In addition to walk-in assistance at the Reference Desk, Collier Library offers a **Research Consultation Service** ([PDF](#)) designed to provide more in-depth guidance to UNA students, faculty, and staff. The consultation service delivers detailed assistance in library research including best practices in identifying and locating the most useful information resources for papers, projects, or assignments. The consulting librarian stresses effective Web search strategies and the evaluation of information sources. The use of this service is increasing rapidly as a growing number of faculty require students to sign up for Research Consultations. In 2010, there were 277 **Research Consultations** recorded. In the spring 2011 semester, 235 consultations took place; 120 consultations occurred in the month of April alone.

Library Instruction Services. Library instruction classes are offered each semester. University faculty schedule library classes by submitting an **online form** ([PDF](#)) or by calling the library instruction coordinator. These classes instruct students in the basics of using the library website and techniques for finding books and articles on specific topics. Individual sessions are also available to students and faculty upon request. Instruction sessions are frequently requested by the faculty. Instruction librarians deliver approximately 140 presentations each year, reaching

about 2,400 students (Collier Library Instruction Annual Reports: 2007-2008, 2008-2009, 2009-2010). The Collier Library User Satisfaction Survey, 2008, noted that the majority of respondents indicated that they had received adequate opportunities for library instruction (p. 5). About 84% of survey respondents rated Collier Library's overall services either "good" or "excellent" (p. 7). Respondents to the 2010 administration of the LibQUAL+ survey revealed virtually the same opinion (pp. 37-38). Additional information regarding the library's instruction program is presented in the narrative for C.S. 3.8.2 - Instruction of Library Use.

Embedded Librarian Program. The Embedded Librarian Program (PDF) offers professors teaching either online, or face-to-face courses with an online component, the opportunity to enlist the aid of a consulting librarian. Once "embedded," the librarian interacts directly with students via the course website in ANGEL (the University's primary course management software) or other course management software. Librarians answer research-related questions and post relevant information to class discussion boards to assist students in utilizing information resources. This service is available for campus-based courses as well as online distance learning courses. Although relatively new, the program had librarians embedded in 44 classes during the spring 2011 semester.

Assignment Alert Program. Through the Assignment Alert Program (PDF), faculty members are encouraged to give librarians advanced notice of library-related assignments given to students. Receipt of an online Library Assignment Alert form facilitates the library's accommodation for the needs of the assignment and helps ensure that appropriate resources are available. This program is too new to have been evaluated at the time of this report.

Assignment Design Consultation Service. The Library Assignment Design Consultation Service (PDF) facilitates collaboration between instructors and librarians. Classroom instructors are encouraged to consult with a librarian for developing or improving library-related

assignments. Consultations are handled in person, via email, or by telephone. This program is too new to have been evaluated at the time of this report.

Support for UNA's Educational, Research, and Public Service Programs. In addition to providing relevant collections and access to resources, Collier Library also supports the University's educational, research, and public service programs. Educational support occurs in a variety of ways such as research assistance, library instruction, embedded librarian services, and curriculum-driven collection building. Collier Library also actively supports university research initiatives. For example, library faculty members team with the **Center for Writing Excellence (PDF)** to provide research assistance to support the writing endeavors of students, faculty, and staff. Periodically, library faculty and the Director of the Center for Writing Excellence collaborate to facilitate week-long faculty research/writing retreats. The library supports faculty and student research through electronic resources, book delivery, and interlibrary loan. Library faculty are also heavily involved in crafting UNA's Quality Enhancement Plan (QEP) and anticipate being active in the implementation of the QEP, which focuses on academic research literacy.

Collier Library welcomes community members and provides access to information resources and technology. Community patrons regularly borrow materials, and area high school students find materials for research projects. Local history enthusiasts frequently consult the archives and special collections. Collier Library hosts several public service events that are aimed primarily at UNA students. These events include Welcome Week refreshments, a Halloween Open House, and coffee and donuts for finals. The library also provides programs open to the general public. These typically center on Special Collections and Archives or focus on events such as National Library Week. Collier Library's recently formed **Publicity/Outreach Committee** is exploring new ways to engage the university community and community at large.

Other Library/Learning Resources Units

In addition to Collier Library, the University has three other units devoted to learning and information resources:

- [Learning Resources Center \(PDF\)](#)
- [Music Library and Listening Center/Computer Lab \(PDF\)](#)
- [Kilby School Library Media Center \(PDF\)](#)

Learning Resources Center (LRC). The [Learning Resources Center \(PDF\)](#) (LRC) occupies 2,824 square feet on the first floor of Roy S. Stevens Hall (the education and nursing building) and provides services and academic resources for the College of Education. During the academic year, the LRC is open approximately 80 hours a week ([PDF](#)). During summer sessions the facility is open 62 or more hours a week. Schedules vary during holidays and interim periods. Across the hall from the LRC is the Educational Computer Laboratory. It serves both as an instructional facility for the College of Education and as a general purpose computer lab.

The LRC maintains a variety of resources to facilitate instruction and the teaching/learning process. Materials such as courses of study, curriculum guides, methods books, accreditation reports, evaluation studies, self-studies, and sample teaching units are housed in this collection. Children's literature, selection aids, a small reference collection, bibliographies, and materials on current trends in education are included. Students and faculty can identify materials held in the LRC by searching UNACAT, the online library catalog.

The Director of Educational Technology Services, a tenured professor and librarian, is responsible for the currency of the LRC collection. Research in journals such as *American Libraries*, *Library Journal*, and *School Library Journal*, as well as ongoing consultation with faculty in the College of Education, ensures the relevancy of the LRC collection. The LRC also consults with and receives recommendations from faculty in other disciplines, especially regarding non-print resources, as part of the collection development process. The LRC annually

purchases the Newbery Medal and Honor Books and Caldecott Medal and Honor Books (as designated by the Association for Library Services to Children, a division of the American Library Association).

During the academic year 2009-2010, the LRC counted 32,490 patron visits and circulated over 4,550 items from its collection. Items on reserve in the LRC had 1,782 circulations during the same time period.

In addition to the physical collection, the LRC also offers audiovisual support. Film, video, and other showings are scheduled through Media Services to supplement classroom instruction. A media production specialist and a digital media specialist assist faculty in the planning, design, and production of audiovisual instructional materials.

Music Library and Listening Center/Computer Laboratory. The University's **Music Library and Listening Center** (PDF) provides materials that support the Music Department's curriculum as well as the research needs of the music faculty. There are 10 full-time music faculty members within the department and up to 14 adjunct faculty in a given semester. During 2010-2011, there were 137 undergraduate music majors and 6 graduate education majors with an emphasis in music.

The Music Library is an instructional support unit that occupies 1,266 square feet on the second floor of the Music Building. The Music Library is open 45 hours a week during the fall and spring semesters. Statistics reported for fiscal year 2009-2010 (latest cumulative annual statistics available at the time of this report), revealed a gate count (number of visits) of 5,434, with 1,551 item circulations and 1,301 circulations of reserve materials.

The Listening Center/Computer Lab (LC/CL) is equipped with two television monitors with VCRs, DVD players, CD players with headphones, and ten computers (with Internet access and DVD and CD capabilities) for student use. The LC/CL also has three single turntables, one dual turntable, two compact disc players, and two dual cassette player/recorders for use by the faculty and staff.

The emphasis of the Music Library collection is printed music (scores) and sound recordings in the area of classical music, but it also includes many recordings representing American musical theater, jazz, and popular music. The general collection contains over 1,600 musical scores, 512 collected editions of Bach, Handel, Mozart and Schubert, and approximately 3,200 sound recordings in various formats ranging from phonodiscs, audio cassettes, and video cassettes to compact discs and DVDs. Students and faculty can search the holdings of the Music Library through UNACAT, the online catalog. The library's collection is updated to meet the needs of the changing programs offered by the Department of Music. For example, music software has been updated to the latest versions (Sibelius VI for Music Theory and Orchestration, Pyware 3-D for Marching Band Techniques); CDs and DVDs have been purchased to replace worn LPs, cassettes, and videos; and **additional resources** (**PDF**) have been added for campus-wide access. These resources include the Garland Encyclopedia of World Music Online and Contemporary World Music (supporting the new World Music class offering), IPA Source (an aid for Vocal Studies), American Song and Jazz Music Library (aids for Commercial Music, Music Appreciation, Music History, Jazz and Big Band offerings), and African-American Music Reference, Classical Music Reference Library, and Classical Scores Library that enhance the core music curriculum.

Kilby School Library Media Center. The **Kilby School Library Media Center** (**PDF**) is part of the **Kilby Laboratory School** (**PDF**), a K-6 laboratory school operated in conjunction with the teacher education program at UNA. It supports the curriculum of the Kilby Laboratory School

with materials to assist in instruction, to provide access to information, and to promote literacy and the enjoyment of reading, viewing, and listening. The Kilby Library provides 1,533 square feet of space. Its resources are available during normal school hours, not only to the students, faculty, and staff of Kilby School, but to university students and faculty as well. Kilby materials can be identified by searching UNACAT, the online catalog. Students from UNA's College of Education often participate in activities at the Kilby Library Media Center as part of their class assignments. Kilby School and its library are reviewed separately and **accredited** by the **SACS Council on Accreditation and School Improvement (PDF)**.

Other Learning/Information Resources

The University of North Alabama provides a number of other educational resources such as the **Center for Writing Excellence (PDF)**, the **Center for Academic Advising and Retention Services (PDF)**, tutoring, and various **computer labs (PDF)** across campus. These facilities and services are detailed in the compliance narratives for **C.R. 2.10** – Student Support Services, **C.S. 3.4.9** - Academic Support Services, and **C.S. 3.4.12** - Technology Use.

As documented, UNA, both through direct ownership and formal arrangements (licensing, cooperative resources sharing, reciprocal agreements, etc.), provides and supports access and user privileges for its students and faculty to adequate library collections and services and to other learning/information resources that are consistent with the degrees it offers. Collections, resources, and services are sufficient to support its educational, research, and public service programs.

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2.10 Student Support Services

The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.

Judgment

Compliant

Narrative

The University of North Alabama provides student support services, programs, and activities that promote student learning and enhance the development of its students. These services are consistent with the institution's mission and are offered through a variety of administrative units on campus. The University's **Mission Statement, (PDF)**, is as follows:

As a regional, state-assisted institution of higher education, the University of North Alabama pursues its Mission of engaging in teaching, research, and service in order to provide educational opportunities for students, an environment for discovery and creative accomplishment, and a variety of outreach activities meeting the professional, civic, social, cultural, and economic development needs of our region in the context of a global community.

Resources and academic support are available in varying formats to on-campus, online and distance education students. For example, in the **MBA-Asia program**, the following academic support services are provided on-site: academic orientation, academic advising, library (shared), simultaneous translation service when required in Beijing; and availability of proctored testing facilities. In addition, the following academic support services are available electronically: electronic access to UNA virtual library and access to services provided through the Office of Career Planning and Development. Built into the program being delivered in Asia (MBA-Executive Option), specific one-semester credit hour courses are required in career planning and development, and management coaching and mentoring. Specific accommodations are made to assist distance learning students with support services and those efforts are coordinated through the Office of Distance Learning (for the majority of distance learning students) and through distance learning personnel in the College of Business and the College of Nursing (for students in the MBA and nursing programs) Students also can and do contact support services directly,

and may work with their instructors to access support services as well. Specific resources that are available are described below.

Division of Academic Affairs

Office of Academic Support. The **Office of Academic Support (PDF)** oversees a variety of programs and services designed to provide an enriched academic experience for all on-campus and distance learning students. The various programs and offices provide academic advising and guidance, academic assistance through tutorials and structured small group instruction, unique learning opportunities and communities, enhanced use of educational technology, programs that address issues specific to women in higher education, opportunities for undergraduate research, unique living/learning environments, and lifelong learning programming. All of the programs and services are led by highly experienced educators (**C.S. 3.2.8**, and **C.S. 3.9.3**), whose mission is to ensure that every student has access to comprehensive academic resources while enrolled at the University of North Alabama.

Student Advising. Every student at UNA is assigned an academic advisor, and students are required to meet with that individual every semester prior to registration for classes. Advisement for distance learning students may also take place online or by telephone. Advisors assist students in developing career goals, registering for courses, understanding university policies, and connecting to campus resources. Faculty responsibility for student academic advisement is described in the **Faculty Handbook Section 3.3.1**. Advisement includes both informal contacts with students and formal advisory assignments made by the chair of the department or the dean of the college. Faculty are expected to accept responsibility for advisement in minor fields upon request by a student.

The purpose of academic advisement at UNA is to provide students a supportive relationship with an academic advisor. This relationship offers information and guidance to assist students in

making decisions leading to the fulfillment of their educational, career, and life goals. Given this purpose, the goals of academic advising are:

1. To promote a clear understanding of the courses required to fulfill degree requirements.
2. To monitor student progress toward completion of degree requirements.
3. To assist students in the selection of courses with regard to the level of difficulty and class load, especially as that pertains to employment, campus involvement, and personal lives.
4. To promote student awareness of opportunities and experiences that will enhance their educational experiences such as practicums, internships, honors, and study abroad programs.
5. To assist students in interpreting academic policies and procedures.
6. To serve as an institutional gateway to campus resources and services that will enrich students' university experience and facilitate student retention.
7. To encourage the development of short-term and long-term educational goals and an action plan for goal attainment.
8. To model professional behaviors as encouragement for students to develop similar behaviors in readiness for the world of work.

Students are able to calculate their own progress toward degree through the Curriculum, Advising, and Program Planning (**CAPP**) resource. Advising is also provided by the Center for Academic Advising and Retention Services.

Center for Academic Advising and Retention Services (CAARS). The **Center for Academic Advising and Retention Services (PDF)** provides programming and services to promote student success. The Center for Academic Advising and Retention Services provides advising assistance for students in transition from one major to another, students who are undecided with regard to their major, and academic counseling for conditionally admitted and probationary students.

CAARS coordinates academic advising university-wide and offers academic programming for all entering students. An academic guide for freshmen, **Off to a Roaring Start**, is provided to students during orientation as well as a session for both students and parents introducing them

to General Education coursework at UNA.

CAARS provides a number of resources to all students, but focuses, in particular, on students who are conditionally admitted or who have a status of Academic Warning or Academic Probation. Workshops, online resources and individual academic counseling are provided to help these student populations address obstacles to their academic success. By providing academic programming for orientation sessions, advising assistance, tutoring, and academic counseling, CAARS offers support to students in order to help them achieve academic success.

CAARS outreach extends to both faculty and students. For faculty, CAARS provides faculty advisor training and resources to encourage effective faculty advising (**Degree Evaluation Information, PDF**; **Faculty Advisor Manual**). In addition, CAARS provides testing services (e.g., ACT, SAT, PRAXIS) for the University and the community. The ACT, SAT, PRAXIS and CLEP programs are available to students and the community at large. The CAAP Exam is administered to rising juniors to assess learning and skills acquired in the General Studies curriculum areas (**UNA Testing Services, PDF**).

Center for Writing Excellence. The mission of the **Center for Writing Excellence (PDF)** is three-fold: to provide UNA students at all academic levels with **instruction (PDF)** and **writing resources (PDF)** for writing, reading, and writing-as-critical thinking skills development; to provide UNA faculty with **teaching resource support and professional development opportunities (PDF)** in Writing Across the Curriculum (WAC) and Writing in the Disciplines (WID); and to facilitate and develop **community-oriented programs (PDF)** in writing, reading, and writing-as-critical thinking. A major focus of the Center for Writing Excellence is the **University Writing Center (PDF)**. The University Writing Center is centrally located on campus in the basement of Collier Library. The primary activity of the University Writing Center is to conduct writing consultations, which are the one-to-one or group interactions between a

consultant and a client or clients, conducted in the center or online. The Writing Center is staffed by **undergraduate and graduate tutors** who are trained or who are in training with faculty writing experts and a research librarian.

Educational Technology/Distance Learning. Educational Technology Services (ETS) is an instructional support unit of the University. The mission of Educational Technology Services is to provide materials and services in support of the teaching, research, and public service commitments of the University of North Alabama. Educational Technology Services fulfills this mission through the activities of its four units: the Learning Resources Center (LRC), Media Services, Academic Technology, and Distance Education. Each unit works both independently and in cooperation with other units within the department as necessary to fulfill the departmental mission (**UNA Educational Technology Services, PDF**).

Academic Technology Support is provided on an individual as well as group basis on request. Areas of support include ANGEL, Tegrity, Microsoft Office, and other software; instructional technology; and multimedia classroom use. In addition, audiovisual support for film and video can be scheduled by faculty through Media Services to supplement classroom instruction. The Learning Resources Center maintains a variety of materials to facilitate the learning process. Curriculum materials such as courses of study, curriculum guides, methods books, elementary and secondary textbooks, accreditation reports, evaluation studies, self-studies, sample teaching units, appropriate pamphlet materials, and audiovisual materials are housed in the collection. Children's literature, selection aids, a reference collection, bibliographies, periodicals, materials on current trends in education, and innovative approaches to education are also included (**UNA Educational Technology Services, PDF**). All these resources can be accessed on **UNACAT**, the UNA online library catalog. A laminating machine, paper cutters, opaque projectors, copy machines, as well as other equipment are available for on-site student use.

The Educational Technology Services staff schedule and provide support for distance education.

The distance learning program is committed to delivering courses for academic credit to students through advanced technology systems. These courses are developed by UNA faculty, and are taught using Internet-based instruction utilizing advanced technologies, including course management systems, lecture capture software, and various supporting computer applications.

All distance learning courses are conducted in accordance with established policies and procedures of the University (**Distance Learning Policies and Procedures Manual**). Distance learning program goals are as follows:

- To increase access to educational programs by developing and maintaining the technological infrastructure appropriate for the delivery of distance instruction.
- To facilitate the planning, development, scheduling, delivery, and evaluation of high quality, high demand undergraduate and graduate courses utilizing advanced educational technology.
- To promote university distance education activities both within and outside the university community.
- To encourage the development and use of advanced educational technology on campus as well as for distance learning.
- To foster partnerships with area high schools, businesses, other colleges and universities, and other organizations for the development and delivery of distance instruction activities (**UNA Distance Learning Goals, PDF**).

Honors Program. The mission of the Honors Program is to “create a supportive campus community of the best students and to offer an educational experience challenging as well as enjoyable” (**Honors Mission**). Honors Program goals follow directly from University goals: to offer a truly exceptional undergraduate experience; to offer a student-centered Honors experience; to develop a diverse Honors Program; to maintain a strong intellectual community of Honors Program students, faculty, staff, and alumni; to develop greater global awareness and a spirit of civic engagement.

The Honors Program is a distinguished degree option for outstanding students at UNA. The program is open primarily to entering first-year students; second-year and transfer students

may be admitted on a case-by-case basis. The Honors Program is open to students in all majors and colleges. The Honors Program curriculum consists of 27 credit hours of honors coursework. There are no additional credit hours beyond the hours required for a typical degree. Honors courses replace required courses in the university curriculum and in individual majors. To remain in the Honors Program students must maintain a 3.25 GPA, adhere to university policies, participate in program activities, and make satisfactory progress toward completion of the academic requirements. Students who complete the program graduate with the distinction "University Honors." Forty students have completed the program since its inception in 2005. There are currently 171 students participating in the program ([UNA Honors Program Overview](#)).

Honors Program Curriculum:

- Honors 101: required of all first-year students
- Honors 201: required of all second-year students
- Honors 301: required of all third-year students
- Honors Capstone Project: 3-6 hour individual project in the respective major
- 27 total hours of honors coursework
- Completion of Civic Engagement Component

Students in the Honors Program may take and apply any honors course toward completion of the program's 27-hour requirement. The list of honors courses varies by semester. Students may also contract regular courses for honors credit. The Capstone Project is developed by the student in consultation with a faculty advisor and is normally completed in the final year. To complete the civic engagement component, students engage in 10-15 hours of approved community service per semester beginning in the second year ([UNA Honors Program Requirements, PDF](#)).

Learning Communities. [Learning Communities \(PDF\)](#) were first implemented at the University of North Alabama in the fall of 2005 and have been offered to incoming freshmen

each fall since that time. Learning Communities at UNA are designed to organize students and faculty into smaller groups, bring faculty and students together, encourage integration of different subjects, focus faculty and students on student learning, help students establish support networks, and provide a setting for adjusting to college. The goals of this program are to promote faculty/student and student/student interaction among first-time entering freshmen, to positively impact the academic success of first-year students, and to positively impact the retention rate for first-year students from the freshman to sophomore year. Results from the program indicate that learning communities impact retention especially from the freshman to sophomore years and are effective in aiding the adjustment to university life for first-time freshmen. Feedback from students illustrates the positive impact of the program. Since 2009 over 20 percent of the entering freshman class has participated in a Learning Community. Of this number, 96.4% have indicated that they would recommend a learning community to an incoming freshman ([Learning Community Survey](#); [Survey Results](#)) and approximately 98 percent have recommended that UNA continue to offer learning communities to first-time freshmen. In addition, over 90 percent have responded that Learning Communities benefitted them academically, impacted their adjustment as a freshman, allowed them to meet other students, helped them to form friendships, increased their knowledge of the advising process and allowed them to get to know their professors.

Center for Women's Studies. The [University of North Alabama Women's Center](#) ([PDF](#)) is designed to promote an equitable and empowering environment for all UNA students, faculty, and staff. It encourages personal, social, and intellectual growth within a diverse community by providing comprehensive programs, services, and outreach activities. The Center for Women's Studies provides materials for research on gender issues, a space for Women's Studies classes, a forum for speakers, and a meeting place for student groups. The primary mission of the Center is academic, and, as a part of this mission, the Center hosts community-building outreach activities throughout the academic year. In collaboration with Bennett Infirmary, Rape

Response of the Shoals, Safeplace, Shoals Family Success Center, Cramer Children's Center, AIDS Action Coalition, and Lauderdale County Health Department, the Center offers medical and counseling referrals to students, demonstrating to Women's Studies students a practical application of Women's Studies premises taught throughout the minor. Women's Studies classes contain strong service-learning components; specific courses with such components include Introduction to Women's Studies, Global Women's Issues, and Senior Seminar in Women's Achievement and Theory. Additionally, Women's Studies students participate in global and local outreach, including the following: AIDS Action Coalition; Bead for Life; V-Day, a Global Activist Movement; American Association of University Women (AAUW); American Red Cross; and Alabama Cooperative Extension Service.

The Center for Women's Studies follows university goals, with specific emphasis on the following:

- To recruit and retain a diverse student population that indicates admission without regard to age, color, disability, national origin, race, creed, sex, or religion.
- To provide student-life programs, activities and services that compliment academic preparation and extend student opportunities.
- To provide a campus environment that serves as a source of pride and supports and compliments the concept of a University community.
- To provide an intellectual climate which promotes critical and independent thinking, innovative programs, and a free and open exchange of ideas.
- To extend access to university programs which will maintain a positive university-community relationship.

Financial Services. **The Office of Student Financial Services (PDF)** provides information, publications, and counseling related to the comprehensive financial assistance program offered by the University. The purpose of the office is to assist students in obtaining funds to attend the university. Aid is available in the form of loans, grants, part-time employment and scholarships. The total amount of aid a student receives depends on the level of financial need,

submission of appropriate financial information and applications, academic records, and the availability of funds.

Center for International Programs/International Students Services. **International Students Services (PDF)** (ISS) organizes orientation for all new incoming international students. During orientation, international students learn more about life at UNA and in the United States. ISS holds a 'Purple Passport' meeting for new students where representatives from most departments at the University give brief information sessions about their services. ISS takes care of students' Health Insurance plans, provides airport pick-ups for new students, provides regular shopping shuttle service on Wednesdays and Saturdays, and organizes social activities and sightseeing tours. UNA currently has students from over 60 Countries and would like to expand the international student population and diversity. Along with helping students on an everyday basis, the ISS goal is to ensure the comfort and safety of its students and make sure they receive the best education possible while studying at UNA.

In addition, the Office of International Affairs offers an intensive English learning program for international students. **English as a Second Language (PDF)** is a five-step program designed to prepare students for both undergraduate and graduate academic coursework at UNA. The English as a Second Language program is accredited by the **Commission on English Language Program Accreditation (PDF)**.

Computer and Telecommunications Services. **Computer Services (PDF)** at the University of North Alabama maintains a comprehensive Local Area Network (LAN) connecting the majority of buildings at the UNA Main Campus and UNA East Campus. The LAN provides a high-performance local area network using a combination of 1GB and 10GB fiber optic cable and 100Mb Cat5 cable. This provides 100Mb per second connectivity to the desktop. Supporting the internet, UNA has a current bandwidth speed of 55Mb per second. UNA utilizes the Alabama

Supercomputer Network located in Huntsville as its internet service provider (ISP). The internet connection is balanced, stable, and protected from spam and malware. The eight residence halls share a separate 20Mbps connection to the Alabama Supercomputer Network. Wireless access is available in 100% of the buildings on the main campus and east campus. Two types of access are offered: LionAir and LionAirEncrypted. Both networks are available 24 hours a day and the access is free to all university students and employees. A list of locations for wireless connectivity and additional current UNA wireless information can be accessed electronically on the UNA website ([**Wireless Connectivity, PDF**](#)). In addition, the faculty, staff and students have access to the UNA Portal which allows access to enterprise applications such as UNA e-mail, ANGEL Learning Management System, Tegrity, and Banner.

Support for Banner and Portal is provided by the Office of Computer and Telecommunications Services through the cpsupport@una.edu email address. The department provides email and phone support for students, faculty and staff. This Office also provides advice to students and staff on how to minimize IT risks and how to respond to malware or virus attacks. IT security training is provided to all employees. Web links are posted to help individuals learn more about IT risks and problem solutions ([**Information Security, PDF**](#)).

Students are able to receive technical support for the use of the University's Learning Management System, ANGEL LMS; lecture capture and video delivery system, Tegrity; and the web-based conferencing software, Elluminate, by contacting Educational Technology Services and Computer and Telecommunication Services. Support for ANGEL, Tegrity, and Elluminate is primarily provided by e-mail and to a lesser extent, by telephone and in-person. Students typically make initial support requests through the angelsupport@una.edu e-mail address. Support ranges from assistance with simple computer configuration issues to the explanation of the operation of the various components of ANGEL, Tegrity, or Elluminate. ETS (and CAARS) has also offered workshops at the beginning of semesters to assist students with

using the various systems.

Computer Labs. The University of North Alabama provides computer services including general-purpose, as well as discipline-specific computer laboratories ([Computer Labs, PDF](#)). UNA provides 30 computer labs in 14 buildings with a total of approximately 750 computers. The University wishes to provide for its students computer services which will enhance their learning experience, be accessible, and be user friendly. The computer lab located in Collier Library, for example, is open to the public and provides printing options. All other laboratories are structured for the university students, faculty and staff only. The list of applications and computer labs may be accessed electronically via the UNA website ([Computer Labs, PDF](#); [Computer Applications, PDF](#)). Microsoft Office products are available in every computer lab on campus.

Division of Student Affairs

The Division of Student Affairs encompasses numerous student support programs and services across nine departments. Functions within these departments include co-curricular activities, programs, and events, as well as personal and academic support services. In order to ensure that the student support programs and services effectively promote the mission of the institution for all types of students, the Division mission and each department mission statement has its foundation based on the institutional mission. The Student Affairs Division Mission Statement, which also serves as a foundation for departmental mission statements, supports the University's mission through its diversity in programs and services in general, and specifically, through its developmental approach to civic engagement and discovery outside the classroom. Student support programs and services within the [Division of Student Affairs \(PDF\)](#) enhance students' development through student employment opportunities; opportunities for civic engagement and volunteerism; involvement in institutional decision-making and student activities and organizations; and leadership development opportunities that promote intellectual,

emotional, social, and spiritual discovery. The mission statements associated with each of the above-stated areas indicates the role each plays in providing services and programs for all levels of students. The Division Mission Statement is as follows:

*The Division of Student Affairs is dedicated to providing appropriate high quality services, programs and experiences that contribute to the total development of each student; to working cooperatively and actively with the Division of Academic Affairs and the faculty to enhance student learning both inside and outside the classroom and promote the academic mission of the University; and to prepare students to serve as leaders, problem solvers, and change agents in a global, multicultural world. (**Division of Student Affairs Mission**)*

UNA offers numerous programs, services, and activities available to all students, including students enrolled in distance learning. Consistent with other higher education institutions, UNA offers programs, services, and activities designed for all students, as well as to targeted populations. Examples include Student Orientation, Advisement & Registration (SOAR); career planning; leadership development; opportunities for civic engagement and volunteerism; tutoring and faculty mentoring; health and wellness programs; social organizations; and campus-wide events such as concerts and comedians.

Career Planning and Development Services. **Career Planning and Development (PDF)** is committed to empowering students and alumni to engage in all phases of career development. In support of this mission, Career Planning and Development serves as the primary resource on campus for career related information, providing necessary resources, services, and programs to facilitate successful career development as it is related to students, alumni, faculty and employers. Services offered include:

1. Individualized employment advising
2. Assistance in choosing a major
3. Cooperative Education Program – Cooperative Education provides the student an opportunity to explore careers and gain work experience while attending college. The program includes numerous majors, but is geared towards the technical fields such as geography, geographic information systems, industrial hygiene, chemistry, computer science, computer information systems, and environmental biology

4. Career Fairs
5. On-campus Interviewing Program
6. Career Planning and Development EASE Registration
7. Resource Library - materials on career choices and opportunities according to major fields, interviewing, resume writing, and the job search; and, an extensive collection of employer information and applications
8. The Resume Center
9. Workshops and class presentations on numerous topics
10. MBTI Personality and Strong Interest Inventory Assessments
11. Salary data and reports on the job market
12. Full-time, summer, and part-time job vacancy listings ([UNA Career Planning and Development Student Services, PDF](#))

Health and Wellness Services. Health and Wellness Services provides student health services as well as disability support services through its two major divisions. [UNA Health and Wellness Center \(PDF\)](#) is an outpatient, acute care clinic. It is designed to meet the basic health care needs of students and employees. Services available include the treatment of short-term illnesses and minor injuries; basic physical exams; pap smears; allergy injections; select immunizations and vaccines; wellness screenings; and health education offerings. The Health Center is staffed with registered nurses, nurse practitioners, physicians, counselors and administrative personnel, available Monday through Friday. There is no charge for a student to see a nurse, practitioner, physician or counselor. There are minimum cost recovery fees for medications, lab tests, and some medical supplies. [Student counseling services \(PDF\)](#) are also located in the Health Center. These services are available for on-campus as well as distance education students ([Online Mental Health Services](#))

Disability Support Services (PDF) provides comprehensive academic and personal support for students at UNA. Consistent with ADA and Section 504 of the Rehabilitation Act of 1973, Disability Support Services is committed to providing academic programs and services that are accessible to qualified students with disabilities. It is the goal of Disability Support Services to

ensure that students with disabilities have equal opportunity to achieve their personal academic goals, while at the same time maintaining the integrity of the University's program requirements. Disability Support Services focuses on the abilities of each individual it serves and works individually with each student to ensure that reasonable accommodations are being provided in the most effective manner. Disability Support Services provides comprehensive support through a variety of services and programs. These services include accommodation assistance for students with disabilities, academic counseling, tutoring, faculty mentoring, learning enhancement and study skills instruction, which includes a focus on time management and procrastination, note taking, memory and concentration, textbook reading, and test preparation (**Disability Support Services Study Skills Workshops, PDF**).

Department of Housing. **The Department of Housing (PDF)** provides a friendly, diverse, residential environment that creates a sense of belonging and provides active learning environments to enhance students' engagement in their own personal development and academic success.

Recreational Sports and Fitness Program. **The Recreational Sports and Fitness Program (PDF)** is committed to providing a positive experience for all members and improving the quality of life on campus and beyond. The program strives to accomplish this by providing an atmosphere which promotes a healthy lifestyle as well as fostering personal development through an inviting recreational experience. Services include fitness programs, intramural sports, club sports, and an outdoor adventure program.

Student Engagement. As a part of the Division of Student Affairs, the **Office of Student Engagement (PDF)** dedicates itself to developing effective student leaders/citizens through opportunities that engage them in campus activities and in the community both locally and globally. The Office of Student Engagement offers the following involvement opportunities and

resources: **Flor-Ala** (PDF), the campus newspaper; **Diorama** (PDF), the campus yearbook; **Greek Life** (PDF); **Leadership & Volunteerism** (PDF); **Miss UNA Scholarship Pageant** (PDF); **Student Government Association** (PDF); **Student Orientation** (PDF); **Student Organizations** (PDF); **Award Winning Student Organizations** (PDF); **RSO Handbook**; **How do I start a student organization?** (PDF); **Campus Policy for Posting Flyers**; and the **Lion's Cup** (PDF).

The Guillot University Center and the Office of University Events is located in the heart of the campus. It serves as the hub of activity for faculty, staff, and students. Services include a post office with a private box for each student enrolled seven hours or more, university bookstore, food court, 300 seat performance hall, meeting room, and banquet facilities for use by university organizations.

Student Conduct and Student Affairs Assessment and Planning. **The Office of Student Conduct** (PDF) strengthens personal responsibility and accountability through investigation and resolution of alleged violations of the University Student Code of Conduct. The Office is committed to providing a fair and educational process that fosters the highest standards of behavior, student learning, and civic responsibility while promoting a safe environment that respects the rights of all students. Student Conduct strives to adjudicate cases of alleged misconduct in a fair, responsible and timely manner emphasizing respect, trust and integrity. Additionally, Student Conduct serves as an advocate for and resource to student victims of crime, illness, harassment, or other crises.

Unique to UNA as a regional institution, is the **Office of Student Affairs Assessment**, which was established to “promote rigorous self-regulation and continuous improvement within the Division of Student Affairs. The Office supports, coordinates, and advances empirically based efforts to demonstrate that the Division is fulfilling its mission and enhancing the quality of the

co-curricular educational experience within the University community." Evidence of the effectiveness of student affairs support services and programs is assessed in a variety of ways, including the distribution of needs assessments, student surveys, benchmarking data, focus groups, individual interviews, accomplishment of annual initiatives, and progress toward the Student Affairs Division Strategic Plan.

Additional Areas of Support. The availability of additional support for students is provided through a variety of university websites such as [Student Resources Find Help \(PDF\)](#) and [Student Resources \(PDF\)](#).

Student resources provided by the University of North Alabama Library are reported in [C.S. 2.9](#).

Sources

[Award Winning Organizations PDF](#)

[Award Winning Student Organizations](#)

[CAARS - Center for Academic Advising and Retention Services](#)

[CAARS - Center for Academic Advising and Retention Services PDF](#)

[Campus Policy for Posting Flyers](#)

[Career Planning and Development](#)

[Career Planning and Development PDF](#)

[Career Planning and Development Student Services](#)

[Career Planning and Development Student Services PDF](#)

[Computer Applications](#)

[Computer Applications PDF](#)

[Computer Labs Webpage](#)

[Computer Labs PDF](#)

[Computer Services](#)

[Computer Services PDF](#)

[CWE - Center for Writing Excellence](#)

[CWE - Center for Writing Excellence PDF](#)

[Degree Evaluation Information](#)

[Degree Evaluation PDF](#)

[Diorama](#)

[Disability Support Services](#)

[Disability Support Services PDF](#)

[Disability Support Services Study Skills Workshops](#)

[Disability Support Services Study Skills Workshops PDF](#)

[Distance Learning Goals](#)

[Distance Learning Goals PDF](#)

[Distance Learning Policies and Procedures Manual](#)

[Division of Student Affairs Mission](#)

[Educational Technology Services](#)

[Educational Technology Services PDF](#)

[English as a Second Language](#)

[English as a Second Language PDF](#)

[Faculty Advisor Manual](#)

[Flor-Ala](#)

[Flor-Ala PDF](#)

[Greek Life](#)

[Greek Life PDF](#)

[Health and Wellness Center](#)

[Health and Wellness Center PDF](#)

[Honors Mission](#)

[Honors Program Requirements](#)

[Honors Program Requirements PDF](#)

[Department of Housing](#)

[Department of Housing PDF](#)

[How do I start a student organization?](#)

[How do I start a student organization? PDF](#)

[Information Security](#)

[Information Security PDF](#)

[International Students Services](#)

[International Students Services PDF](#)

[Leadership & Volunteerism](#)

[Leadership & Volunteerism PDF](#)

[Learning Communities](#)

[Learning Communities PDF](#)

[Learning Community Survey](#)

[Lion's Cup](#)

[Lion's Cup PDF](#)

[Miss UNA PDF](#)

[Miss UNA Scholarship Pageant](#)

[UNA Mission Statement](#)

[UNA Mission Statement PDF](#)

[Off to a Roaring Start](#)

[Office of Academic Support](#)

[Office of Academic Support PDF](#)

[Office of Student Affairs Assessment](#)

[Office of Student Conduct](#)

[Office of Student Conduct PDF](#)

[Office of Student Engagement](#)

[Office of Student Engagement PDF](#)

[Online Mental Health Resources](#)

[Recreational Sports and Fitness Program](#)

[Recreational Sports and Fitness Program PDF](#)

[RSO Handbook](#)

[SGA - Student Government Association](#)

[SGA - Student Government Association PDF](#)

[Student Financial Services](#)

[Student Financial Services PDF](#)

[Student Health Counseling Services](#)

[Student Health Counseling Services PDF](#)

[Student Organizations](#)

[Student Organizations PDF](#)

[Student Orientation - SOAR](#)

[Student Orientation - SOAR PDF](#)

[Student Resources](#)

[Student Resources PDF](#)

[Student Resources Find Help](#)

[Student Resources Find Help PDF](#)

[Survey Results](#)

[Testing Services](#)

[Testing Services PDF](#)

[Undergraduate and Graduate Consultants](#)

[University Writing Center](#)

[University Writing Center PDF](#)

[Wireless Connectivity](#)

[Wireless Connectivity PDF](#)

[Women's Center](#)

[Women's Studies PDF](#)

2.11.1 Financial Resources

The institution has a sound financial base and demonstrated financial stability to support the mission of the institution and the scope of its programs and services.

The member institution provides the following financial statements: (1) an institutional audit (or *Standard Review Report* issued in accordance with *Statements on Standards for Accounting and Review Services issued by the AICPA* for those institutions audited as part of a system wide or statewide audit) and written institutional management letter for the most recent fiscal year prepared by an independent certified public accountant and/or an appropriate governmental auditing agency employing the appropriate audit (or *Standard Review Report*) guide; (2) a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year; and (3) an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board.

Audit requirements for applicant institutions may be found in the Commission policy "Accreditation Procedures for Applicant Institutions."

Judgment

Compliant

Narrative

The University prepares and publishes annual financial reports which present the University's total and consolidated results for financial operations. The University's audits are conducted by the Alabama Department of Examiners of Public Accounts. The audit report and management letter for fiscal year **2008-2009** includes the corresponding management comments and notes to financial statements. In addition, the audited statements include the financial statements of the University of North Alabama Foundation. The audit of the financial statements for fiscal year 2009-2010 has not been completed as of this writing. The audit is expected to be completed by mid-September 2011 (**UNA FY 2010 Unaudited Financial Report**).

The audited reports, along with the annual budgets for fiscal years **2009-2010** and **2010-2011** clearly show that UNA is a financially stable academic institution. UNA's financial resources are sufficient to maintain its physical infrastructure and support the programs outlined in the University's mission statement.

As shown in Table 2.11.1a, this financial stability is further reflected in UNA's increase in net

assets, particularly the maintenance of a healthy balance in unrestricted net assets. The total annual change in a university's net assets is defined as the increase or decrease in assets from a fiscal year's financial activity. An increase in net assets is a positive accumulation of financial value (surplus) of all the fiscal transactions in a fiscal year. The University has experienced a significant increase in net assets since fiscal year 2006. Total ending net assets have increased by \$20.2 million (28.1 percent from fiscal year end 2006 through fiscal year end 2010). This increase reflects an increase in both capital assets (36.6 percent) and unrestricted assets (12.6 percent).

Table 2.11.1a. Schedule of net assets and changes in net assets for year ended September 30 for 2006-2010. Amounts are expressed in thousands.

Net Assets	2010	2009	2008	2007	2006
Total revenues (from schedule of revenues by source)	\$88,079	\$79,701	\$88,595	\$81,841	\$70,122
Total expenses (from schedule of expenses by use and function)	82,807	82,301	82,535	71,216	63,520
Total changes in net assets	5,272	-2,600	6,060	10,625	6,602
Net assets, beginning*	86,695	89,295	82,507	71,767	65,165
Net assets, ending	91,967	86,695	88,567	82,391	71,767
Invested in capital assets, net of related debt	43,486	40,055	40,833	36,723	31,821
Restricted - nonexpendable	2,418	2,292	2,162	2,138	2,124
Restricted - expendable	10,733	4,465	9,747	10,014	6,460
Unrestricted	35,330	39,883	35,835	33,516	31,362
Total	\$91,967	\$86,695	\$88,567	\$82,507	\$71,767

* See note to the financial statements for net asset restatements for FY 2007 and FY 2008.

The Basis for Financial Stability

The University of North Alabama's financial stability is based on an increase in revenue from sources other than state appropriations and effective cost control. The increase in revenue has

come from two main sources as evidenced by Tables 2.11.1b and c, increases in student enrollment and increases in tuition. The University does not use any endowment funds to support its current operating budget.

Tuition revenue has increased by \$6.6 million (25.6 percent) from fiscal year 2006 to 2010. The University's appropriations from the State of Alabama have decreased by a net amount of approximately \$10 million (around 30 percent) from the highest appropriation in 2008 through 2010. Total revenue from all sources within UNA has increased \$17.8 million (24.9 percent) from fiscal year 2006 through 2010.

Table 2.11.1b. Schedule of revenue by source for year ended September 30 for 2006-2010. Amounts are expressed in thousands.

Revenues	2010	2009	2008	2007	2006
Student tuition and fees (net of scholarship allowances)	\$32,533	\$29,737	\$30,967	\$29,312	\$25,896
Federal grants and contracts	3,958	1,943	1,478	5,662	5,143
State and local grants and contracts	3,155	4,265	4,493	3,337	3,343
Non-governmental grants and contracts	83	817	1,769	2,275	1,211
Sales and services of auxiliary enterprises (net of scholarship allowances)	7,723	6,918	7,047	5,907	5,766
Other operating revenues	2,023	2,182	1,575	1,698	1,152
Total operating revenues	49,475	45,862	47,329	48,191	42,511
State appropriations	25,645	28,476	35,125	30,134	26,649
Gift, grants and contracts	13,238	5,960	6,658	1,789	171
Investment income-Net	765	501	644	2,920	2,010
Interest on capital asset related debt	-1,048	-1,100	-1,164	-1,193	-1,219
Permanent endowment additions	4	2	3	0	0
Total non-operating revenues	38,604	33,839	41,266	33,650	27,611
Total revenues	\$89,127	\$80,801	\$80,759	\$83,034	\$71,341

The decrease in revenue from state appropriations was mitigated by an increase in students attending UNA exhibited in Table 2.11.1c and increases in the tuition rate. During the fall of

2005, UNA's FTEs under the Alabama Commission on Higher Education's (ACHE) method of calculation was 6,334. During the fall of 2010, UNA's FTE count was 7,178, an increase of 13.3 percent.

Table 2.11.1c. Undergraduate and Graduate FTE for 2006-2010.

Enrollment	2010	2009	2008	2007	2006
Undergraduate and Graduate FTE	7,178	7,129	7,032	7,069	6,798
Undergraduate and Graduate Headcount	7,279	7,260	7,198	7,323	6,950

UNA's Budgetary Process

The budget process begins late in the spring when the **Strategic Planning and Budget Study Committee** begins to review requests brought to the committee from each division through the divisional vice presidents. Budget worksheets are prepared from this information under the direction of the Vice President for Business and Financial Affairs. The Strategic Planning and Budget Study Committee reviews the worksheets and supporting documentation before finalizing and recommending an annual budget to the University's President.

Following the President's review and approval, the budget is then submitted to the Board of Trustees, prior to the beginning of the fiscal year, for approval.

After approval of the final budget, the budgeted amounts are entered into Banner Finance, the University's administrative software system. Budget revisions are permitted throughout the year with revision requests submitted to the Vice President for Business and Financial Affairs following approval of the appropriate dean and/or divisional vice president, as required. Cost center heads may adjust non-personnel lines within their cost center without dean/VP approval. These budget revisions are also input into the general ledger via Banner Finance.

In addition, each department is able to view reports through Banner Self-Service detailing the department's expenses in comparison to the annual budget. The general ledger system requires a manual override before an invoice is paid against a general ledger account number where budgeted funds are not available. Manual overrides require the approval of the Vice President for Business and Financial Affairs or the Controller. The accounts payable process is centralized so that maximum control of payments is ensured.

The University of North Alabama Budget

The University of North Alabama has a documented annual budgetary process to ensure that UNA is fiscally responsible in fulfilling its mission. The **Vice President for Business and Financial Affairs** is responsible for the preparation of the university budget and has oversight control of the budget. The University's President approves each preliminary annual budget (**FY 2010, FY 2011**) before its presentation to the University of North Alabama Board of Trustees. The Board of Trustees must approve the annual budget before it is enacted. Tables 2.11.1d and 2.11.1e illustrate the approved annual revenue and expense budgets for fiscal years 2006 through 2011.

Table 2.11.1d. Budgeted unrestricted revenue for the year ended September 30 for 2006-2011.

Unrestricted Revenue	2011	2010	2009	2008	2007	2006
Student Tuition and Fees	\$38,521,272	\$35,347,453	\$32,423,440	\$28,113,455	\$26,307,299	\$23,941,577
State Appropriations	25,105,160	25,105,160	30,741,447	33,707,514	29,453,400	25,522,820
Other State Revenue	1,074,379	1,076,886	1,207,753	1,304,118	846,833	689,462
Federal Grants & Contracts	224,754	224,754	266,754	266,754	263,750	83,750
Other Revenue	1,351,801	1,508,542	1,907,360	1,428,083	1,156,250	1,108,486
Auxiliary Revenue	9,132,598	8,930,109	8,740,676	7,328,975	6,821,299	6,436,540

Total Unrestricted Revenue	\$75,409,964	\$72,192,904	\$75,287,430	\$72,148,899	\$64,848,831	\$57,782,635
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Table 2.11.1e. Budgeted unrestricted expenses for the year ended September 30 for 2006-2011.

Unrestricted Expenses	2011	2010	2009	2008	2007	2006
Instruction	\$28,489,095	\$27,757,654	\$29,476,782	\$27,969,432	\$25,775,690	\$22,588,989
Public Service	523,423	636,586	700,762	737,246	623,668	827,890
Academic Support - Libraries	2,734,818	2,632,020	2,981,539	3,116,711	2,739,772	2,598,678
Academic Support - Other	2,464,078	2,410,653	2,458,820	2,419,822	2,208,350	1,862,981
Student Services and Organizations	3,254,326	3,176,273	3,436,723	3,189,137	2,866,664	2,541,059
Intercollegiate Athletics	4,393,672	4,292,539	4,224,745	3,975,099	3,638,403	3,396,302
Institutional Support	11,889,695	10,640,524	10,746,725	11,207,895	9,267,441	8,437,151
Physical Plant	6,254,956	6,101,243	6,066,489	5,750,893	5,412,250	4,790,351
Student Scholarships & Awards	3,124,578	2,521,578	1,882,632	1,884,350	1,741,050	1,493,450
Prior Year encumbrances	95,000	40,000	250,000			
Transfers Out to Other Funds	3,053,725	3,053,725	4,321,537	4,569,339	3,754,244	2,809,244
Auxiliary Enterprises	9,132,598	8,930,109	8,740,676	7,328,975	6,821,299	6,436,540
Total Unrestricted Expenses	\$75,409,964	\$72,192,904	\$75,287,430	\$72,148,899	\$64,848,831	\$57,782,635

Board of Trustees Budget Control

Table 2.11.1f provides the dates of the University of North Alabama Board of Trustee meetings with asterisks indicating those meetings with budget approval sessions.

Table 2.11.1f. University of North Alabama Board of Trustees meeting dates, September 2009-2011. Asterisks indicate meetings with budget approval sessions.

September 12, 2011* expected approval for 2011-2012
June 13, 2011
March 14, 2011
December 13, 2010
<u>September 10, 2010*</u>
June 11, 2010
March 12, 2010
December 14, 2009
<u>September 11, 2009*</u>

The University of North Alabama Bond Ratings.

The University of North Alabama's **bond rating** was rated in November, 2010 as Aa3 by Moody's Financial Services and is another indicator of the financial stability of the University.

Additional information is available in Comprehensive Standards **3.10.1**, **3.10.2** and **3.10.4**.

Sources

Board of Trustees Minutes 9-10-2010

Board of Trustees Minutes 9-11-2009

Budget Approval Resolution Summary 2009-2010

Budget Approval Resolution Summary 2010-2011

C.S. 3.10.1

C.S. 3.10.2

C.S. 3.10.4

Moody's Bond Rating Letter

Strategic Planning and Budget Study Committee Charge

UNA FY 2009 Financial Audit Report

UNA FY 2010 Unaudited Financial Report

UNA Operating Budget 2009-2010

UNA Operating Budget 2010-2011

VP Business/Financial Affairs job description

2.11.2 Physical Resources

The institution has adequate physical resources to support the mission of the institution and the scope of its programs and services.

Judgment

Compliant

Narrative

The campus occupies approximately 200 acres of landscaped rolling hills and, with the exception of the recently acquired East Campus acreage and two athletic fields located at nearby parks, all primary administrative, educational, and recreational facilities on campus are accessible to pedestrians within a 10-minute (or less) walk ([Campus Map](#)). A pedestrian bridge links the Guillot University Center and the Memorial Amphitheatre making the core campus handicapped accessible.

Utilizing 26 academic buildings the University supports 50 programs and corresponding administrative activity managing all University affairs. The [Campus Master Plan, 2010](#) assessed the existing assignable capacity sufficient to meet current needs. The space assessment for the Campus Master Plan included most of the departments located on the campus. The current space assigned to these departments included in the assessment totals 835,729 assignable square feet. The assessment produced formula-based space needs calculations for each department. Based on current conditions the University's calculated space need was determined to be about 823,650 assignable square feet or a net aggregate surplus of nearly 12,100 assignable square feet. It also clearly shows a need for more capacity to support growth. Details can be found in the [Master Plan Space Assessment Summary](#). Additional documentation is provided through the [Facilities Inventory](#) required by the Alabama Commission on Higher Education (ACHE). This document indicates the overall square footage and net assignable building area by funding category. A total of 874,423 net assignable square feet is allocated to general operation with 354,626 assigned to auxiliary (housing). When comparing the net assignable square footage (NASF) utilized for classrooms and service per full time equivalent students, the University of North Alabama ranks fifth highest among the

fourteen senior institutions in the State of Alabama (**Space Inventory Comparison ACHE Fall 2009**). The NASF per FTE for the University is only slightly lower (19.98 versus 20.03) when compared to the University of Alabama, Huntsville, an institution with similar enrollment.

Within the current capacity provided the University has over 125 classrooms of academic study. Over the last five years all of these classrooms have been updated to **“Smart” Classrooms** supporting audio/video needs with the latest technologies. The University is in the process of updating the entire campus to Voice-Over-IP. This change will enhance all communication internally and externally assisting all employees in their job performance while reducing the amount of equipment necessary to perform the same job. The most recent **Faculty Attitude Survey (2010-2011)** indicates that the majority of faculty are comfortable in the building in which they work on campus.

In addition, the University of North Alabama reported to ACHE in 2009 that 92.97% of its current facilities were in fair, satisfactory, or good condition (**ACHE Condition of Buildings Fall 2009**). The Facilities Master Plan describes in detail the planned projects and renovations that the University has completed or scheduled for 2011-2012 (**Facilities Master Plan Descriptions**) to maintain the physical resources. A listing of projects and/or renovations from 2006-2010 illustrates the range of projects and/or renovations that the University has completed during that time period (**UNA Deferred Maintenance 2006-2010**). The University and the Board of Trustees are committed to maintaining facilities to support the University's programs and services (**Sample Deferred Maintenance Resolution by Board of Trustees**).

The University receives no annual capital funding for repair, renovation, or construction of new facilities. In the past ten years, the University has received approximately \$3.8 million from the State of Alabama for capital needs. These funds were from a 2008 state bond issue and the University was not required to repay the State. In order to provide capital funds needed for

facility renewal, the **Board of Trustees approved a facility fee** to be assessed to students effective Fall 2006. Currently this fee is assessed to students at the rate of \$10 per credit hour enrolled and the fee generates approximately \$1.3 million to \$1.4 million annually. The funds generated from this facility fee are used specifically for the purpose intended, as provided in the resolution approved by the Board of Trustees.

The University of North Alabama made significant progress in addressing deferred maintenance issues in spite of a reduction in state funding (**deferred maintenance projects chart**). The renovation of Keller Hall, the home of the College of Business, was accomplished largely by using federal and state grant funds. The result is an energy-efficient building with more functional classroom and office space. Important new academic administration positions were added including a Vice Provost for International Affairs and an Associate Vice President for Academic Support.

Current Plan and Future Construction

Construction projects are underway for three new buildings on the main campus and will provide more than 127,000 additional square feet of assignable space. Additions to Norton Auditorium in the form of a Black Box Theatre began in the spring semester of 2011. Completion is expected by spring 2012. Construction will begin in the fall semester of 2011 on a new building near the entrance of campus, referred to as Student Commons and Academic Resource Center. It will house a new bookstore, at least three new food concepts and two floors of academic space. Completion of the Student Commons and Academic Center is anticipated by spring 2013. Also approved for construction is a new state-of-the-art science building. It will be located just south of Flowers Hall and Bennett Infirmary on the west side of campus. The science building will provide over 100,000 square feet of new instructional and laboratory space enhancing the expanding science curriculum. Construction for the science building is expected to begin by spring of 2012 and projected for completion by fall of 2013.

Student Housing and Support Facilities

In addition to the academic buildings the University maintains 12 housing facilities and 45 other miscellaneous structures including athletic facilities. According to the Building Inventory and Space Data Report submitted to ACHE, Fall 2009 a total of 283,230 sq. ft. of space is allocated for residential facilities (**Space Inventory Comparison ACHE Fall 2009 Residential**).

Compared to other senior institutions in the State of Alabama, the University ranks 6th highest out of fourteen. The construction of a new facilities complex has provided adequate space for needed support functions such as shipping and receiving; casement /carpentry work; metal work; safety training; and other required maintenance functions.

The University is constantly changing to accommodate physical needs and to maintain existing physical resources. In addition to the academic resource management the University supports a full campus environment. Student campus life is a crucial element in the University's goal to provide a total learning experience. The **Residence Life 2010-2011 Annual Action Plan** ensures that these goals are integrated in the operation of this area. Students must feel safe and be able to truly enjoy their college experience while on campus. The following list of ongoing and completed projects provides examples of this ongoing effort:

Student Housing

- Updates to student housing with all new modular furniture, new flooring and an overall facelift will provide a new look for residents as of fall 2011.
- Towers cafeteria providing resident meal plans was updated with new furniture and flooring spring 2011.
- Online work order requests for maintenance issues will be available by 2012.

Campus Signage and Access Updates

- All campus entrance signs were replaced in 2010 making the university entrance locations more visible.
- Pedestrian signs have been recently added and some replaced to better communicate crossings.
- Bicycle racks were placed to accommodate this mode of transportation.

New Parking Strategies

- In fall 2010, parking was offered in the parking deck downtown Florence with shuttle delivery to campus to provide guaranteed parking and additional space options.
- Negotiations are underway for more off-campus parking options to assist in the effort to provide more parking options.

Campus Safety

- New Blue Poles have been installed providing 24 hour access to emergency responders.
- The basement of Keller Hall has been completely refurbished to house the University Police Department. This relocates them to the center of campus. Their new facility is a full emergency management center with generator power to ensure functionality during bad weather or other critical situations.

Campus Dining

- Three new retail food concepts were added in the 2010-2011 academic year.
- More concepts will be added with the completion of the Student Commons Building in 2012.

Athletics

- Artificial turf was placed on the practice field just north of Flowers Hall supporting the football program as well as women's soccer.
- Braly Stadium was updated with artificial turf and improvements were made to the scoreboard in 2010.
- The Baseball stadium was refurbished in 2008 to accommodate a larger audience and the dugouts were improved.
- Self Field House was updated in 2009 to better facilitate the needs of all athletic teams.

Sources

[ACHE Condition of Buildings Fall 2009](#)

[Board of Trustees approved a facility fee](#)

[Campus Map](#)

[Campus Master Plan, 2010](#)

[Deferred maintenance projects chart](#)

[Facilities Inventory](#)

[Facilities Master Plan Descriptions](#)

[Faculty Attitude Survey \(2010-2011\)](#)

[Master Plan Space Assessment Summary](#)

[Residence Life 2010-2011 Annual Action Plan](#)

Sample Deferred Maintenance Resolution by Board of Trustees

"Smart" Classrooms

Space Inventory Comparison ACHE Fall 2009

Space Inventory Comparison ACHE Fall 2009 Residential

UNA Deferred Maintenance 2006-2010

2.12 Quality Enhancement Plan

The institution has developed an acceptable Quality Enhancement Plan (QEP) that includes an institutional process for identifying key issues emerging from institutional assessment and focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission.

Judgment

In progress

Narrative

In progress

3.1.1 Institutional Mission

The mission statement is current and comprehensive, accurately guides the institution's operations, is periodically reviewed and updated, is approved by the governing board, and is communicated to the institution's constituencies.

Judgment

Compliant

Narrative

The University of North Alabama's mission statement is current and comprehensive, accurately guides the institution's operations, is periodically reviewed and updated, is approved by the governing board, and is communicated to the institution's constituencies.

Mission Statement

As stated in **CR 2.4**, the University of North Alabama Strategic Planning and Budget Study Committee follows a rigorous process through the University's system of shared governance to review, evaluate, and update the mission statement. The University mission statement follows:

As a regional, state-assisted institution of higher education, the University of North Alabama pursues its Mission of engaging in teaching, research, and service in order to provide educational opportunities for students, an environment for discovery and creative accomplishment, and a variety of outreach activities meeting the professional, civic, social, cultural, and economic development needs of our region in the context of a global community. ([UNA Mission Statement, PDF](#))

Current and Comprehensive

The University's mission statement was approved by the Strategic Planning and Budget Study Committee. It was adopted by the Board of Trustees on **December 12, 2005** and re-adopted by the Board as slightly revised on **December 14, 2009**. The mission statement is brought back to the Board for periodic review at least every five years. ([Guide for Planning and Assessing Institutional Effectiveness.](#))

Accurately Guides the Institution's Mission

The mission statement addresses the University's commitment to teaching and learning. In

addition, as a regional institution, the mission statement cites both research and service as a crucial part of the University's obligations. The **UNA Strategic Plan, 2007-2012, Planning Initiatives**, delineates the process by which the mission statement guides university strategic decisions, planning, and budgeting. All actions in the plan are linked to the mission statement to ensure alignment with the mission.

Periodically Reviewed and Updated, Approved by the Governing Board

The University's mission statement was adopted on **December 12, 2005**, by the Board of Trustees. It is reviewed periodically within the shared governance system by the Strategic Planning and Budget Study Committee (**SPBSC Minutes, January 9, 2006** and **SPBSC Minutes, January 30, 2006**) and by the Board of Trustees. The Board of Trustees most recently reviewed the mission statement on **December 14, 2009**.

Communicated to the Institution's Constituencies

The mission statement is published in a variety of university sources, including the **UNA Graduate Catalog, 2011-2012, p. 9**, the **UNA Undergraduate Catalog, 2011-2012, p.7**, and on the UNA website (**UNA Mission Statement, PDF**).

Sources

C.R. 2.4

Guide for Planning and Assessing Institutional Effectiveness

Mission and Vision Statement (approved by Board, December 12, 2005)

Mission and Vision Statement (revised by Board, December 14, 2009)

SPBSC Minutes, January 30, 2006

SPBSC Minutes, January 9, 2006

UNA Graduate Catalog, 2011-2012, p. 9

UNA Mission Statement

UNA Mission Statement PDF

UNA Strategic Plan, 2007-2012

UNA Strategic Plan, 2007-2012, Planning Initiatives

UNA Undergraduate Catalog, 2011-2012, p. 7

3.2.1 CEO evaluation/selection

The governing board of the institution is responsible for the selection and the periodic evaluation of the chief executive officer.

Judgment

Compliant

Narrative

Presidential Selection

The governing board of the University of North Alabama is responsible for the selection and periodic evaluation of the chief executive officer. As stated in **Code of Alabama 1975, Section 16-51-6**, "The board of trustees has the power to organize the university by appointing a president" Further, the **Board of Trustees Bylaws, Article V, Section 1**, makes clear mention of the selection process stating, "The Board shall elect the President of the University who shall hold office at the pleasure of the Board or as otherwise provided in any duly executed contract between the President and the Board. If a vacancy occurs in the presidency, the Board may appoint an acting or interim president who shall serve until the position is permanently filled."

The current President, William G. Cale, Jr., was selected and appointed by the Board through the following process: At the April 29, 2004, meeting of the University of North Alabama Board of Trustees, a 16-member **Presidential Search Advisory Committee** was appointed to work closely with an executive search firm retained to assist in the selection of a new president (**April 29, 2004**). The Board named the person to serve as Interim President during 2004 while the search process took place (**June 11, 2004**). The Board was kept informed throughout the search process, met with candidates who were invited for campus interviews, and ultimately selected the person to whom the position was offered. The presiding officer of the Board of Trustees executed employment contracts with the President, who assumed his position in January 2005.

In March 2010, the Board adopted a set of **Presidential Search Process Guidelines** based closely on the process used during the 2004 search referenced above. The Board accepted these

guidelines through approval of a non-binding resolution so as to have a general process in place, while also allowing for flexibility in light of varying circumstances during future searches.

Presidential Evaluation

The President is evaluated annually by the Board of Trustees as part of the University's overall plan for institutional effectiveness. Both indirect and direct measures have been employed to evaluate the President's performance in office.

First, criteria used to evaluate the President are specified in a survey, completed anonymously by Trustees, to rate the President on various aspects of presidential performance (**Presidential Evaluation Instrument**). Board evaluations of the previous president occurred in 1999 and 2001. There was not another formal evaluation of the President by the Board until 2006, when three Trustees were appointed by the presiding officer to serve as the Ad Hoc Presidential Evaluation Committee. Results were discussed during the **December 2006** quarterly Board meeting. This process was repeated in **December 2007**, **December 2008**, **December 2009**, and **December 2010**. The annual evaluation of the president is now a standing agenda item at each December Board meeting (**2010 Evaluation**).

Second, the Board also receives input on the President's performance from various constituency groups throughout the year via the annual **Faculty Attitude Survey 2010-2011, President's Performance**, along with remarks from the Faculty Senate President, Staff Senate President, and SGA President at the four quarterly Board meetings each year. Board of Trustees minutes are provided which indicate these remarks are communicated with this framework (**Constituent Group Leaders' Remarks**).

Sources

2010 Evaluation

Board minutes, Evaluation of President 1, Dec 2005

[Board minutes, Evaluation of President 2, Sept 2006](#)

[Board minutes, June 11, 2004](#)

[Board minutes, December 2006](#)

[Board minutes, December 2007](#)

[Board minutes, December 2008](#)

[Board minutes, December 2009](#)

[Board minutes, December 2010](#)

[Board minutes, Selection of President, April 29, 2004](#)

[Board minutes, Selection of President A, Mar 19 2004](#)

[Board minutes, Selection of President B, Apr 5 2004](#)

[Board minutes, Selection of President C, Apr 20 2004](#)

[Board minutes, Selection of President E, June 7 2004](#)

[Board minutes, Selection of President F, June 10 2004](#)

[Board minutes, Selection of President H, June 30 2004](#)

[Board minutes, Selection of President I, Sept 10 2004](#)

[Board minutes, Selection of President J, Oct 25 2004](#)

[Board minutes, Selection of President K, Nov 12 2004](#)

[Board minutes, Selection of President L, Dec 8 2004](#)

[Board minutes, Selection of President M, Sept 9 2005](#)

[Board minutes, Selection of President N, Dec 12 2005](#)

[Board of Trustees Bylaws, Article V, Section 1](#)

[Code of Alabama 1975, Section 16-51-6](#)

[Constituent Group Leaders' Remarks](#)

[Faculty Attitude Survey 2010-2011, President's Performance](#)

[Presidential Evaluation Instrument](#)

[Presidential Search Advisory Committee](#)

[Presidential Search Process Guidelines](#)

3.2.2 Governing board control

The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure:

- 3.2.2.1 institution's mission
- 3.2.2.2 the fiscal stability of the institution
- 3.2.2.3 institutional policy, including policies concerning related and affiliated corporate entities and all auxiliary services
- 3.2.2.4 related foundations (athletic, research, etc.) and other corporate entities whose primary purpose is to support the institution and/or its programs.

Judgment

Compliant

Narrative

3.2.2.1 Governing Control - Institution's Mission

The University of North Alabama Board of Trustees has the legal authority and operating control of the institution based on the **Code of Alabama, Section 16-51-6 (University Organizational Chart)**.

As discussed in **CR 2.4** and **CS 3.1.1**, the University of North Alabama Strategic Planning and Budget Study Committee undertook a rigorous process through UNA's system of shared governance to review, evaluate, and update the mission and vision statements. The University's mission statement is:

*As a regional, state-assisted institution of higher education, the University of North Alabama pursues its Mission of engaging in teaching, research, and service in order to provide educational opportunities for students, an environment for discovery and creative accomplishment, and a variety of outreach activities meeting the professional, civic, social, cultural, and economic development needs of our region in the context of a global community. (**UNA Mission Statement, PDF**)*

The Board of Trustees approved the mission statement on **December 12, 2005**, and most recently reviewed and approved a revised version on **December 14, 2009**. The **Board of**

Trustees Bylaws, Article I, Section 4, outlines the controls and responsibilities delegated to the Board and University, respectively.

3.2.2.2 Governing Control - Fiscal Stability

The University of North Alabama Board of Trustees has legal authority and operating control over all fiscal activities for the institution (**Code of Alabama, Section 16-51-6, Board of Trustees Bylaws, Article I, Section 4**). The Board of Trustees is given authority to approve admission policies and levy fees and charges, review and approve requests for legislature appropriations, and review and approve annual budgets and budget changes (**Board of Trustees Bylaws, Article I, Section 4**). Each fiscal year, the Strategic Planning and Budget Study Committee presents a university-wide budget to the President's Executive Council for subsequent approval by the Board of Trustees. This approval process takes place at the September Board meeting (**Board of Trustees' Minutes, September 2006-2010**). An overview of the budgeting process and timeline is available on pages **2-3, 5-14**, and **15-17** of the **Guide for Planning and Assessing Institutional Effectiveness**.

The UNA Foundation is the fundraising arm of the institution (**Foundation Articles of Incorporation**). The mission of the UNA Foundation is “to promote the welfare and future development of the University of North Alabama’s institutional goals by raising and managing contributions from alumni, friends, corporations, private foundations, and other sources” (**Foundation's Mission**). The Office of University Advancement, headed by the Vice President for University Advancement, is responsible for daily oversight of fundraising activities. The Foundation Board is responsible for setting policy and directing investment of the funds that reside within the Foundation (**UNA Foundation Bylaws, Article III, Section 3**). The University President also serves as President of the Foundation Board (**Foundation Board of Directors**). The Foundation Board is made up of 26 members, four of whom are *ex officio* members. The University President, the Vice President for Business and Financial Affairs, the Vice President of University Advancement,

and the University Controller serve as the *ex officio* members, ensuring that the University has ultimate authority and governance over the Foundation Board's fiscal stability. The Foundation Board has four committees: Audit Committee, Executive Committee, Investment Committee, and Membership/Nomination Committee (**UNA Foundation Bylaws, Article V**). The **Affiliation Agreement** between the University of North Alabama and the University of North Alabama Foundation clearly identifies the University and Board as having oversight and legal authority of the Foundation (**Foundation Yearly Audit; Foundation Form 990**).

Similarly, the yearly audit provided to the University that encompasses the Foundation also includes the National Alumni Association and the Sportsman's Club since all funds for both organizations are processed through the UNA Foundation (**Foundation Yearly Audit**).

3.2.2.3 Governing Control - Institutional Policies for Related and Affiliated Corporate Entities and Auxiliary Services

The legal authority and operating control for related and affiliated corporate entities and auxiliary services is defined in the Board of Trustees Bylaws, on page three of the document, under Item 14: *(The Board of Trustees) approve all major contractual relationships and other major legal obligations executed in the name of the Board* (**Board of Trustees Bylaws, Article I, Section 4**).

In Article V of the Bylaws of the UNA Board of Trustees document, the authority is further defined by Item 14 (**Board of Trustees Bylaws, Article V, Section 2**) listing the President's duties: *Authority to the President or Vice President for Business Affairs, as the President may so elect, to enter into all contracts on behalf of the Board of Trustees for matters not specifically reserved to the Board of Trustees as enumerated in Article I, Section 4 of the Bylaws of the Board of Trustees for UNA.*

The University exercises oversight and control of all the affiliated foundations; i.e., the University

Foundation (**Affiliation Agreement**), the Sportsman's Club (**Memorandum of Agreement**), and the Alumni Association (**Alumni Association Agreement**), as well as all auxiliary services. The President provides the Board with regular updates regarding auxiliary services (i.e., bookstore and food services; **updates to Board**). Additional oversight of these entities is ensured by the University's organizational structure (**UNA Organizational Chart**).

3.2.2.4 Governing Control - Related Foundations

The University exercises oversight and control of all affiliated foundations and/or associations; i.e., Sportsman's Club and the Alumni Association.

The UNA Sportsman's Club. The UNA Sportsman's Club is the only external funding organization for athletic support of the University's athletic program. It is a separate 501(c) (3) organization dedicated solely to support UNA athletics by providing scholarships and operational support. The University has clearly outlined the authority and control of this external entity in the supporting documents: **Sportsman's Club Mission Statement**, **Sportsman's Club Bylaws**, **Sportsman's Club Memorandum of Agreement**, **Sportsman's Club Financial Statements**, and **Sportsman's Club Form 990**.

The UNA Sportsman's Club operates under its own Bylaws. The original agreement between the UNA Sportsman's Club and the University was executed in 1997. A new agreement was executed in June of 2010 between the UNA Sportsman's Club and the UNA Foundation. The University President serves as an *ex-officio* member of the UNA Sportsman's Club, demonstrating that this relationship provides a continuous stream of institutional control. For additional information, see the **UNA Sportsman's Club 2010-2011 brochure**.

The UNA Alumni Association. The UNA Alumni Association is committed to furthering the relationship between the University and its alumni to encourage future growth of the University.

The **Memorandum of Agreement** between the University of North Alabama Foundation and the University of North Alabama National Alumni Association establishes the legal authority and operating control of the institution over this association. The **Alumni Constitution** sets the overall structure and function of the organization. The UNA Foundation manages all funds for the Alumni Association; therefore, that audit is included in the year-end Foundation audit. The Executive Board of Directors meets monthly, and the Alumni Board meets in its entirety twice a year. The Board is comprised of at-large members as well as the Presidents of 22 alumni chapters throughout the U.S. and China and Turkey. In the Spring of 2010, the name of the Association was changed from "UNA National Alumni Association" to "UNA Alumni Association" to reflect the growing international membership. For more information see the **UNA Alumni website**.

UNA Foundation. The UNA Foundation is the fundraising arm of the institution. The mission of the UNA Foundation is "to promote the welfare and future development of the University of North Alabama's institutional goals by raising and managing contributions from alumni, friends, corporations, private foundations, and other sources." The Office of University Advancement, headed by Dr. Alan Medders, Vice President for University Advancement, is responsible for daily oversight of fundraising activities. The Foundation Board is responsible for setting policy and directing investment of the funds that reside within the Foundation. The Foundation Board is made up of 26 members, four of which are *ex officio* members and 22 are voting members. The University President, the Vice President of Business and Financial Affairs, the Vice President of University Advancement, and the University Controller serve as the *ex officio* members, demonstrating that the University has ultimate authority and governance over the Foundation Board (**UNA Foundation Bylaws, Article III, Section 2**). The Foundation Board has four committees: Audit Committee, Executive Committee, Investment Committee, and Membership/Nomination Committee (**UNA Foundation Bylaws, Article V**).

The Office of University Advancement was realigned in 2007 when Dr. Alan Medders, Vice President for University Advancement, was hired to oversee the department. Positions that were added to the area include a director of major gifts, director of planned giving, director of corporate and foundation relations, director of grant programming and development, a university web master, and a coordinator of endowed scholarships. At this time, the Office of Publications and Office of Public Relations were combined to create the Office of University Communications. Each director is responsible for submitting annual reports, and all fundraisers attend a bi-monthly planning and strategy session to evaluate potential donors and cultivation tactics. In addition, the Vice President for University Advancement meets with the Advancement Committee of the Board of Trustees, provides updates at each UNA Board of Trustees meeting, and submits an annual report to the Board. For further information, visit the [UNA Office of University Advancement website](#).

Sources

[Affiliation Agreement](#)

[Alumni Association Agreement](#)

[Board of Trustees Bylaws Article V Section 2](#)

[Board of Trustees Bylaws, Article I, Section 4](#)

[Board of Trustees' Minutes, September 2006-2010](#)

[Code of Alabama, Section 16-51-6](#)

[Foundation Articles of Incorporation](#)

[Foundation Board of Directors](#)

[Foundation Form 990](#)

[Foundation's Mission](#)

[Guide for Planning and Assessing Institutional Effectiveness](#)

[Guide for Planning and Assessing Institutional Effectiveness, pp. 2-3](#)

[Guide for Planning and Assessing Institutional Effectiveness, pp. 5-14](#)

[Guide for Planning and Assessing Institutional Effectiveness, pp. 15-17](#)

[Mission and Vision Statement \(approved by Board, December 12, 2005\)](#)

[Mission and Vision Statement \(revised by Board, December 14, 2009\)](#)

[Sportsman's Club Financial Statements](#)

[Sportsman's Club 990](#)

[Sportsman's Club Bylaws](#)

[Sportsman's Club Memorandum of Agreement](#)

[Sportsman's Club Mission Statement](#)

[UNA Alumni website](#)

[UNA Foundation Bylaws, Article III, Section 2](#)

[UNA Foundation Bylaws, Article III, Section 3](#)

[UNA Foundation Bylaws, Article V](#)

[UNA Mission Statement PDF](#)

[UNA Office of University Advancement website](#)

[UNA Sportsman's Club 2010-2011 brochure](#)

[Updated Alumni Constitution 2010](#)

3.2.3 Board conflict of interest

The board has a policy addressing conflict of interest for its members.

Judgment

Compliant

Narrative

The University of North Alabama Board of Trustees has a policy that addresses conflict of interest for its members. The Board adopted a **Conflict of Interest Policy** on March 10, 2000, that applies to members of the Board and to the University's senior administration. This policy requires both Board members and senior administrators to "disclose any potential conflict of interest" (**Conflict of Interest Policy**).

The President of the University conducts an orientation session with new trustees as they assume membership on the Board, and an orientation notebook is provided that contains various documents pertaining to service on the Board—including the Conflict of Interest Policy. New Board members are then asked to execute a Conflict of Interest Statement (**Exhibit A to Conflict of Interest Policy and sample signed statement**). Similarly, the Assistant Secretary of the Board of Trustees advises newly hired administrators of the policy and asks them to sign the same Conflict of Interest Statement. **Conflict of Interest Statements Signed by Trustees** are on file in the President's Office. **Conflict of Interest Statements Signed by Administrators** are on file for all 29 persons who have served in the senior administrator capacity, interpreted as dean level and above, since 2000.

Conflict of Interest Policy, Section A relates to public disclosure and the abstention of voting on any matter where a potential conflict of interest exists. Disclosure brings relevant issues to the attention of the rest of the Board, which may only approve a transaction moving forward by majority vote. If the same conflict of interest issue applies to enough Board members so that an approving majority vote is not attainable, the policy therefore would apply to both individuals and the collective body. The purposes of public disclosure and abstention from voting are (1) to

demonstrate personal responsibility in managing institutional affairs through decisions based solely on the best interests of the University, and (2) to prevent situations where even the appearance of self-interest in decisions or policy-making may arise. Thus, the integrity of the institution is protected. Minutes from the September 9, 2005, quarterly Board meeting reflect the one instance in recent years where a trustee abstained from voting based on a familial interest with software system vendors being considered by the University (**Board of Trustees Minutes, September 9, 2005**). Additional areas of possible conflict addressed are contracts involving judgment of quality of future performance or employment and revealing or using confidential information.

Sources

Board of Trustees Minutes, September 9, 2005

Conflict of Interest Policy

Conflict of Interest Policy, Section A

Conflict of Interest Statements Signed by Administrators

Conflict of Interest Statements Signed by Trustees

Exhibit A to Conflict of Interest Policy and sample signed statement

3.2.4 External influence

The governing board is free from undue influence from political, religious, or other external bodies and protects the institution from such influence.

Judgment

Compliant

Narrative

The University of North Alabama is governed by an independent Board of Trustees that operates free from undue influence from political, religious, or other external bodies and protects the institution from such influence. A variety of factors help prevent the aforementioned influences from affecting the decision making of the Board. The Board of Trustees was created and given its authority by **Code of Alabama 1975, Section 16-51**. Thus, the Board enjoys constitutional autonomy and independence from the political branches of Alabama government. The Governor appoints trustees, but confirmation by the Alabama Senate is required before a person named to the Board may assume membership (**Code of Alabama 1975, Section 16-51-3; Board of Trustees Bylaws, Article I, Section 2**). Alabama statute provides for staggered 12-year terms so that one-third of the gubernatorial appointees' terms expire quadriennially (**Code of Alabama 1975, Section 16-51-3; Board of Trustees Bylaws, Article I, Section 2**). Therefore, the term of each Board member is longer than that of an individual governor, thus minimizing political influences. Board membership is geographically spread among the Fourth and Fifth Districts and the state at large (**Board of Trustees Bylaws, Article I, Section 2; Alabama Congressional Districts Map**). Board members are considered public officials, and appointees must adhere to the **Code of Alabama 1975, Section 36-25-5**, "Use of official position or office for personal gain." The Code of Ethics is administered and enforced by the Alabama Ethics Commission. Additionally, the Alabama open meetings law requires that discussion and decision making take place in public forums, except for those certain issues such as attorney/client privilege and character and good name discussions that may take place in executive session (**Code of Alabama 1975, Section 36-25A-7**, an open meetings law excerpt relating specifically to executive sessions). Formal official action resulting from executive session discussions are made part of the

official meeting minutes (**Board of Trustees Bylaws, Article II, Section 7**).

Further, the Board of Trustees protects itself against undue outside influence by clearly defining the responsibilities and expectations of Board members and describing members' fiduciary duty. Board voting rules require the presence of a quorum of six (6) members and a majority vote for approval of agenda items, including the revision of any Board policies or its Bylaws (**Board of Trustees Bylaws, Article II, Section 5**). No single Board member can act on behalf of the entire Board. Therefore, it would be difficult for a minority or external interest to control Board decisions. Trustees receive no compensation other than payment of or reimbursement for actual expenses incurred in the discharge of their duties (**Board of Trustees Bylaws, Article I, Section 3**). Proposed Board action items are first vetted through the appropriate Board committee(s) or subcommittee(s). Committee actions are not binding, but are advisory to the President and the Board (see **Board of Trustees Bylaws, Article IV** concerning committee structure). No subcommittee of the Board, except for the Executive Committee, can act on behalf of the entire Board (**Board of Trustees Bylaws, Article IV, Paragraph Two, Section 1**); however, Executive Committee action is subject to ratification by the full Board at the next regularly scheduled quarterly meeting (**Executive Committee actions ratified by full Board**). Finally, a **Conflict of Interest Policy** applicable to trustees and senior administrators is in place.

New Board members are advised of Bylaws provisions, the ethics law, the Conflict of Interest Policy, and personal ethical responsibilities in an orientation session upon confirmation as a trustee (**orientation agenda**).

Sources

Board of Trustees Bylaws, Article I, Section 2

Board of Trustees Bylaws, Article I, Section 3

Board of Trustees Bylaws, Article II, Section 5

Board of Trustees Bylaws, Article II, Section 7

Board of Trustees Bylaws, Article IV

Board of Trustees Bylaws, Article IV, Paragraph Two, Section 1

Board of Trustees Bylaws - complete document

Alabama Congressional Districts Map

Code of Alabama 1975, Section 16-51

Code of Alabama 1975, Section 36-25A-7

Code of Alabama 1975, Section 16-51-3

Code of Alabama 1975, Section 36-25-5

Conflict of Interest Policy

Executive Committee actions ratified by full Board

Orientation Agenda

3.2.5 Board dismissal

The governing board has a policy whereby members can be dismissed only for appropriate reasons and by a fair process.

Judgment

Compliant

Narrative

Appointment to the University of North Alabama's Board of Trustees is governed by State law, as is removal of a member for appropriate cause.

Code of Alabama 1975, Section 36-9-1 describes how public offices in general may be vacated (such as death, resignation, and changes in residence from geographic representation area). Included in this section is a provision that an office may be vacated "by the decision of competent tribunal declaring the election or appointment of the incumbent void or his office vacant." Should the situation arise that could warrant dismissal of a Board member from office, the governing board will invoke this statute for public offices in general and seek advice from the Governor and/or State Attorney General on establishing a "competent tribunal" to consider the matter (**March 14, 2011 Board Statement**). Such circumstances have not arisen to date at UNA.

The fact that the above referenced **Code of Alabama 1975, Section 36-9-1** describes use of a "competent tribunal" implies that a hearing would take place and that any decision to dismiss a board member would be only for cause and by due process. If the University becomes aware of circumstances that may warrant the dismissal of a Board member, the appropriate individuals will be notified. The attached memorandum (**Lovett memo on removal of Board member**) illustrates the University legal counsel's position.

Sources

Code of Alabama 1975, Section 36-9-1

Lovett memo on removal of Board member

March 14, 2011 Board Statement

3.2.6 Board/administration distinction

There is a clear and appropriate distinction, in writing and practice, between the policy-making functions of the governing board and the responsibility of the administration and faculty to administer and implement policy.

Judgment

Compliant

Narrative

At the University of North Alabama, there is a clear and appropriate distinction, both in writing and practice, between the policy-making functions of the Board of Trustees and the responsibility of the administration and faculty to implement policy.

The **Board of Trustees Bylaws, Article I, Section 4**, states that the Board shall determine university policy, but that implementation of policy and all administrative matters is delegated to the President. It states that the President may consult with other university officers, faculty, and staff to implement and administer policy. Meeting agendas and minutes reflect that the Board focuses on policy issues, as shown in the Board of Trustees Agenda and Minutes from **December 2009**, **March 2010**, **June 2010**, and **September 2010**. Example documentation of implementation following Board notification/approval is provided for the **Master of Science Degree in Geospatial Science**, **ESL Program fees**, and **UNA's residency classification policy**.

The **Shared Governance Document, Section C**, further delineates the procedures for policy changes at the University, "ensur[ing] that all proposed recommendations for policy change at UNA will jointly involve the faculty, staff, students, and administration in the development of these policies." The role of the Board is defined such that "a new policy/policy change requires the approval of the Board of Trustees prior to becoming an operational policy."

Once policy recommendations are accepted by the President, he or she or his or her designee shall inform the campus community of the new policy/policy change as delineated in the

Shared Governance Document, Section C.

Sources

Board of Trustees Bylaws, Article I, Section 4

Board of Trustees Agenda and Minutes, December 2009

Board of Trustees Agenda and Minutes, March 2010

Board of Trustees Agenda and Minutes, June 2010

Board of Trustees Agenda and Minutes, September 2010

Master of Science Degree in Geospatial Science

ESL Program fees

UNA Residency Classification Policy

Shared Governance Document, Section C

3.2.7 Organizational structure

The institution has a clearly defined and published organizational structure that delineates responsibility for the administration of policies.

Judgment

Compliant

Narrative

The University of North Alabama has a clearly defined and published **organizational structure** that delineates responsibility for the administration of policies. The following table provides links to the job descriptions of all positions identified on the university organizational chart (**University Organizational Chart Job Descriptions Table**).

The University of North Alabama organizational structure is published in several areas, including the **UNA Faculty Handbook, May 2011, p. 8** and the **UNA Undergraduate Catalog, 2011-2012, (pp. 8-9)**. The organizational chart is also published in the University's strategic plan (**UNA Strategic Plan, 2007-2012**) and is available in electronic format on the UNA website (**Organizational Chart**).

The Board of Trustees Bylaws clearly delineates the roles of the Board of Trustees (**Board of Trustees Bylaws, Article I, Section 4**) and the President (**Board of Trustees Bylaws, Article V, Section 2**) in the organization. **Section C of the Shared Governance Document** describes the process by which university policies are made and/or changed. The process is consistent with the university organizational structure. The dynamic organizational chart is provided periodically to the Board of Trustees as an information item (no Board action is required) as reorganizations within administrative areas occur. It was last presented to the Board at its December 2010 quarterly meeting.

Sources

Board of Trustees Bylaws, Article I, Section 4

Board of Trustees Bylaws, Article V, Section 2

Organizational Chart Job Descriptions

Section C of the Shared Governance Document 2011

UNA Faculty Handbook, May 2011, p. 8

UNA Organizational Chart 2011

UNA Strategic Plan, 2007-2012, p. 11

UNA Undergraduate Catalog, 2011-2012, p.8

3.2.8 Qualified administrative/academic officers

The institution has qualified administrative and academic officers with the experience, competence, and capacity to lead the institution.

Judgment

Compliant

Narrative

The University of North Alabama employs qualified administrative and academic officers with the experience, competence, and capacity to lead the institution. The administrative organization is divided into four areas: academic affairs, university advancement, business and financial affairs, and student affairs. Each area is headed by a vice president. The Vice President for Academic Affairs also serves as Provost of the University. In the absence of the President, the Provost serves as the chief administrative officer of the University (*UNA Faculty Handbook, May 2011, Section 1.2*). The members of the Executive Council, an administrative advisory group to the President, are identified below along with their university title and date of hire.

William G. Cale, Jr., President (2005)

John G. Thornell, Vice President for Academic Affairs and Provost (2009)

W. Steven Smith, Vice President for Business and Financial Affairs (2001)

David P. Shields, Vice President for Student Affairs (2006)

Alan G. Medders, Vice President for University Advancement (2007)

Mark Linder, Director of Athletics (2007)

Lelon Davidson, Director of the Office of Diversity and Institutional Equity (2008); (Assistant to the President for Minority Affairs from 2003 – 2008)

Additional upper level administrators include the administrators that comprise the Council of Academic Deans:

Thomas J. Calhoun, Jr., Associate Vice President for Academic Support (2010)

Vagn K. Hansen, Dean of the College of Arts and Sciences (2004)

Kerry P. Gatlin, Dean of the College of Business (2001)

Donna P. Jacobs, Dean of the College of Education (2006)

Birdie I. Bailey, Dean of the College of Nursing and Allied Health (2001)

Melvin Davis, Director of Library Services (2010)

Andrew Luna, Director of the Office of Institutional Research, Planning and Assessment (2007)

Chunsheng Zhang, Vice Provost for International Affairs (2009)

The current job descriptions for each position listed above delineate the specific job responsibilities associated with these positions. The administrators' curricula vitae in the **Credentials** section provide evidence that the institution employs qualified administrative and academic officers with the experience, competence, and capacity to lead the institution.

Sources

Administrators Curricula Vitae on UNA Credentials Website

UNA Faculty Handbook, May 2011, Section 1

3.2.9 Faculty/staff appointment

The institution defines and publishes policies regarding appointment and employment of faculty and staff.

Judgment

Compliant

Narrative

The University of North Alabama defines and publishes policies regarding appointment and employment of faculty and staff. The University employment policies afford equal opportunities to qualified persons regardless of age, color, creed, disability, national origin, race, religion, or sex in accordance with all applicable federal and State constitutions, laws, and valid regulations (*UNA Faculty Handbook, May 2011, Section 2.1; UNA Employee Policy Manual and Handbook, p. 26*). The University also adheres to a state statute concerning nepotism (*UNA Faculty Handbook, May 2011, Section 2.2; UNA Employee Policy Manual and Handbook, p. 49*).

The Office of Human Resources and Affirmative Action is responsible for adhering to the employment policies of the University (*UNA Employee Policy Manual and Handbook, p. 67*). Information concerning employment policies and procedures is made available through the *UNA Faculty Handbook, May 2011, Section 2* and *UNA Employee Policy Manual and Handbook, p. 67*, which are posted on the Office of Human Resources and Affirmative Action [website \(PDF\)](#).

Faculty Policies and Procedures

Three types of faculty appointments are made by the University: tenure-track, non-tenure-track, and adjunct. These appointments are defined in the *UNA Faculty Handbook, May 2011, Section 2.4*. To help ensure that the University employs qualified faculty, specific search guidelines for tenure-track and non-tenure-track faculty have been approved by the faculty and the university administration and are published in the *UNA Faculty Handbook, May 2011, Section 2.3*. The search process for new faculty is initiated when the Vice President for Academic Affairs

and Provost, in consultation with the President of the University, approves the filling of a vacancy or the creation of a new position. Following approval, close coordination occurs among the college dean, the department chair, the search committee, the department faculty, and the Office of Human Resources and Affirmative Action to carry out the published search procedures for hiring new faculty. Although the advertisements for faculty positions are written by the search committee in consultation with all department members, the advertisement must be approved by the appropriate college dean, Vice President for Academic Affairs and Provost, and the President before being published. After consulting with the college dean and the Director of Diversity and Institutional Equity, the Vice President for Academic Affairs and Provost makes the final decision concerning where advertisements are published.

The Office of Human Resources and Affirmative Action advertises faculty positions, corresponds with applicants, and provides application materials to the search committee, department chair, college dean, Vice President for Academic Affairs and Provost, and Director of Diversity and Institutional Equity for their review. The evaluation of applications is carried out by the search committee. A list of finalists for on-campus interviews is then reviewed for approval by the department chair, appropriate college dean, Director of Diversity and Institutional Equity, and Vice President for Academic Affairs and Provost. On-campus interviews are arranged with departmental faculty, college dean, Director of Office of Human Resources and Affirmative Action, Vice President for Academic Affairs and Provost, and the President (**UNA Faculty Handbook, May 2011, Section 2.3; UNA Employee Policy Manual and Handbook, p. 67**).

After interviews are held, the departmental search committee reviews evaluation materials from all parties and recommends candidate(s) to the department for the position. If the department faculty concur with the search committee's selection, the department recommends a candidate for hiring to the dean. If the dean of the college, the Vice President for Academic Affairs and Provost, or the President disagrees with the departmental recommendation, reasons are provided and

alternatives on how to proceed then rest with the President of the University. Offers of employment are made by the President.

The procedures for faculty employment are reviewed periodically by the Vice President for Academic Affairs and Provost, in consultation with the colleges and departments conducting searches, the President, and the Faculty Senate (**UNA Faculty Handbook, May 2011, Section 2.3**). A recent review resulted in proposed changes to the **Protocol for External Faculty/Staff Searches**. The changes have been approved by the **Executive Council** and submitted to the appropriate **Shared Governance Committee** for their approval.

The University recognizes the value of adjunct faculty, but it understands that it cannot develop and maintain a quality program using only adjunct faculty. Adjunct appointments are limited to less than a full-time teaching load and are normally one term in duration (**UNA Faculty Handbook, May 2011, Section 2.4.3**). Detailed policies concerning recruitment and selection, employment and supervision, performance expectations, and evaluations of adjunct faculty are in the **UNA Faculty Handbook, May 2011, Appendix 2.A**.

Staff Policies and Procedures

Staff employment policies are published in the **UNA Employee Policy Manual and Handbook** and the **UNA Staff Handbook, 2011**. A written job description that outlines the major responsibilities for open staff positions is prepared for each position. The employment of staff is carried out by the Office of Human Resources and Affirmative Action and specific policies and procedures for recruitment and selection of staff employees may be obtained from that office (**UNA Employee Policy Manual and Handbook, p. 67**). The procedures and policies for hiring staff are similar to those for hiring faculty and are carried out using an online employment system (**UNA Employee Policy Manual and Handbook, p. 67**). Recruiting and selection procedures include (1) requesting to fill a new or vacant position, (2) posting and advertising the position, (3) forming

a search committee if applicable, (4) screening applicants, (5) reviewing and recommending candidates for an interview, and (6) recommending a candidate for hire (**UNA Employee Policy Manual and Handbook, p. 67**).

Sources

Office of Human Resources & Affirmative Action

UNA Faculty Handbook, May 2011, Appendix 2.A

UNA Faculty Handbook, May 2011, Section 2

UNA Faculty Handbook, May 2011, Section 2.1

UNA Faculty Handbook, May 2011, Section 2.2

UNA Faculty Handbook, May 2011, Section 2.3

UNA Faculty Handbook, May 2011, Section 2.4

UNA Faculty Handbook, May 2011, Section 2.4.3

UNA Employee Policy Manual and Handbook

UNA Staff Handbook, 2011

3.2.10 Administrative staff evaluations

The institution evaluates the effectiveness of its administrators on a periodic basis.

Judgment

Compliant

Narrative

The University of North Alabama evaluates the effectiveness of its administrators on a periodic basis. In April 2010, the University's Executive Council approved a new comprehensive **Procedure for Evaluation of University Senior Administrators**. These guidelines cover the Board of Trustees' annual evaluation of the President; the President's annual evaluation of all Executive Council members (i.e., the four vice presidents, the Director of Athletics, and the Director of the Office of Diversity and Institutional Equity); the periodic evaluation of the Executive Council by their respective reporting staffs; and the Vice President for Academic Affairs and Provost's annual evaluation of members of the Council of Academic Deans.

Evaluation of President

The President is evaluated annually by the Board of Trustees as part of the University's overall plan for institutional effectiveness. Both indirect and direct measures have been employed to evaluate the President's performance in office. First, criteria used to evaluate the President are specified in a survey, completed anonymously by Trustees, to rate the President on various aspects of presidential performance (**Evaluation Results of President by Board of Trustees**). Second, the Board also receives input on the President's performance from various constituency groups throughout the year via the annual Faculty Attitude Survey (**Faculty Attitude Survey - President's Performance, 2009-2010; Faculty Attitude Survey - President's Performance, 2010-2011**) along with remarks from the Faculty Senate President, Staff Senate President, and SGA President at the four quarterly Board meetings each year. Additionally, beginning in 2009, the Executive Council evaluates the President through use of a slightly modified survey form (**Executive Council Process for Evaluation of President**). These responses are then forwarded to the Board chair as input for consideration in the Board's evaluation of the President's job

performance.

Evaluation of Senior Administrators

The April 2010 **Procedure for Evaluation of University Senior Administrators** also provides members of the Executive Council with a survey instrument whereby they can gain feedback on job performance from persons in their respective areas of supervision (**Evaluation of Executive Council by Reporting Staff Form**; **Evaluations of Executive Council by Reporting Staff**). In addition to the President, the Executive Council comprises:

- Vice President for Academic Affairs and Provost
- Vice President for Business and Financial Affairs
- Vice President for Student Affairs
- Vice President for University Advancement
- Director of Athletics
- Director of the Office of Diversity and Institutional Equity

Because he currently supervises only one other employee, the Director of the Office of Diversity and Institutional Equity is evaluated by the Office of Diversity and Institutional Equity Advisory Council. The supervision area evaluation is to occur periodically (at least every three years), with the results forwarded to the President for consideration in his own evaluation.

The President asked in November 2010 that this process occur (**Executive Council meeting minutes**). Anonymous survey form responses were collected by the Office of Human Resources, and a summary report of each Executive Council member's evaluation by reporting staff was provided to the President in February 2011 for review. In late February and early March 2011, the President shared individual results with the respective administrators as feedback on job performance. This evaluation process will be brought back to the Executive Council for another review by reporting staffs on a periodic basis, at least every three years per the evaluation guidelines document. Thus, each member of the Executive Council is evaluated by both superiors and subordinates in the organizational hierarchy.

The President uses the general rating form for staff employees (**Employee Performance Evaluation**) by which to record his annual job performance evaluations of members of his Executive Council. Upon completing his annual written evaluations, the President schedules a one-on-one meeting with each Executive Council member to discuss individual results and recommendations for improving service to the institution. The evaluation forms are then forwarded to the Human Resources office for the respective administrator's personnel file. This process was last completed in September 2010.

Evaluation of Deans

The April 2010 **Procedure for Evaluation of University Senior Administrators** includes a goal setting and accomplishments form that is completed annually by the members of the Council of Academic Deans for review by the Vice President for Academic Affairs and Provost (VPAA) (**Council of Academic Deans Assessment Worksheet; Evaluation Results of VPAA's Review of COAD**). One-on-one meetings are then held to discuss the same, and the Vice President for Academic Affairs and Provost provides a summary evaluation letter to the Council of Academic Deans member for review. A copy is placed on file in the Vice President for Academic Affairs and Provost's Office. This process was last completed in July 2010. For clarity, the University includes the following positions in its Council of Academic Deans:

- Associate Vice President for Academic Support
- Dean of the College of Arts and Sciences
- Dean of the College of Business
- Dean of the College of Education
- Dean of the College of Nursing and Allied Health
- Director of Library Services
- Director of the Office of Institutional Research, Planning, and Assessment
- Vice Provost for International Affairs

Sources

Council of Academic Deans Assessment Worksheet

Employee Performance Evaluation

Evaluation Results of President by Board of Trustees

Evaluation of Executive Council by Reporting Staff Form

Evaluations of the Executive Council by Reporting Staff

Executive Council Evaluation of President

Executive Council meeting minutes

Evaluation Results of VPAA's Review of COAD

Faculty Attitude Survey - President's Performance, 2009-2010

Faculty Attitude Survey - President's Performance, 2010-2011

Procedure for Evaluation of University Senior Administrators

Trustee Evaluation of President

3.2.11 Control of intercollegiate athletics

The institution's chief executive officer has ultimate responsibility for, and exercises appropriate administrative and fiscal control over, the institution's intercollegiate athletics program.

Judgment

Compliant

Narrative

The University of North Alabama's chief executive officer has ultimate responsibility for, and exercises appropriate administrative and fiscal control over, the institution's intercollegiate athletics program. According to the job description of the President in the **Board of Trustees Bylaws, Article V, Section 2, No. 11**, the President is responsible for the "appointment, supervision, and compensation of vice presidents, the director of athletics, and other principal academic and administrative staff." As a member of Division II in the National Collegiate Athletic Association (NCAA), the University of North Alabama abides by the rules of the organization which states in **NCAA Bylaw 6.1.1** that the institution's president "has ultimate responsibility and final authority for the conduct of the intercollegiate athletics program."

The Director of Athletics, along with the faculty athletic representative, report directly to the President in regard to athletic decisions as indicated in the University's **Organizational Chart** and the **Staff Responsibility and Communication Cue Sheet** from the Department of Athletics (**President's Calendar**). The Staff Responsibility and Communication Cue Sheet indicates the responsibilities and lines of communication for each athletic position. As a member of the President's **Executive Council** the Director of Athletics reports on activities related to athletics (**Executive Council Minutes 09-08-2009; Executive Council Minutes 11-17-2008**).

As part of the **shared governance structure (PDF)** at the University of North Alabama, the **Athletic Committee** functions to:

1. Ensure the proper role of athletics within the overall mission of the university
2. Ensure the integrity of the athletics program with regard to NCAA, Gulf South Conference, state and federal law compliance, gender equity, and support for the

principles presented by the Knight Foundation's Commission on Intercollegiate Athletics,

3. Review and monitor (as necessary, assist in developing) all compliance procedures and recommend institutional procedural changes based upon changes in NCAA rules,
4. Assign and document responsibilities for compliance tasks,
5. Work to maintain the proper perspective of athletic competition within the university life of the student-athlete,
6. Monitor the academic performance and progress made by student-athletes,
7. Oversee all programs designed to ensure the academic success, personal development and personal welfare of student-athletes,
8. Handle all proposals affecting University policy according to Section C.2 "Shared Governance Procedure for Policy Change Recommendations" (**Steps for Making Changes at UNA**),
9. To submit a final written report electronically by the first contract day of the academic year to the President with a copy sent to the Chair of the Shared Governance Executive Committee,

The **Athletic Committee** is composed of the Vice President for Business and Financial Affairs, the Vice President for Student Affairs, the Athletic Director, Director of Student Financial Services, the Registrar, the Senior Women's Administrator, four faculty members, (including the Faculty Athletic Representative, and three recommended to the Shared Governance Executive Committee by the Faculty Senate) and three student representatives, (recommended to the Shared Governance Executive Committee by the Student Government Association President). This committee reports directly to the President of the University.

In addition, the NCAA requires each institution, as a condition and obligation of NCAA membership, to conduct a comprehensive self-study of its intercollegiate athletics program at least once every five years. This self-study process which can be found in the NCAA Constitution 6.3 in the NCAA Division II Manual (self-study and evaluation) was added in June 1985 by the fifth NCAA special

Convention. The self-study is divided into two separate and distinct sections: Section One covers compliance-related matters and Section Two covers strategic initiative related matters. The self-study is a tool to help NCAA Division II institutions in meeting the requirements of Constitution 6.3. It provides a guide for institutional self-study designed to: (1) sensitize institutional administrators and staff to potential problems in intercollegiate athletics programs, (2) identify potential problems, and (3) guide an institution toward actions to help prevent or minimize the severity of those problems.

The first topic addressed by the Self-Study (**UNA Institutional NCAA Self-Study 2010-2011**) is that of institutional oversight of the athletics program. It is based on the premise that an institution's president or chancellor should have the ultimate responsibility and final authority for the conduct of the intercollegiate athletics program. Equally as important is the topic of budgetary control, which requires that the institution's budget for its intercollegiate athletics program be controlled by the institution and subject to its normal budgeting policies and procedures. The University's Athletic Committee reviews and approves the Institutional NCAA Self-Study before it is submitted to the university president (**Memorandum of Approval by Athletic Committee**).

As indicated in the University Organizational Chart and NCAA self-study, the President, as Chief Executive Officer, exercises administrative as well as fiscal control over athletics as a result of the budgetary process for athletics. The budgeting process for the Athletic Department is the same for other departments on campus. The budget is presented to the Strategic Planning and Budget Study Committee of the Shared Governance Strategic Committees which subsequently presents its recommendations to the President. This action is described within the **Strategic Planning and Budget Study Committee Charge**. Also, as specified in the **Board of Trustees Bylaws, Article V, Section 2, No. 7**, the President has the duty to "recommend annual budgets to the Board." The President is also given the duty to "establish financial, budgetary, audit and business procedures for the efficient and effective management of the University" (**Board of**

Trustees Bylaws, Article V, Section 2, No. 10). The University President also serves as President of the Foundation Board (**Foundation Board of Directors**). All external funds supporting athletics are funneled through the UNA Foundation. This means that both public and private funds used for athletics fall under the budgetary process over which the President has ultimate control. In addition, Athletics is included in the **State of Alabama Department of Examiners of Public Accounts Annual Audit** of the University. Further, the President is provided with the three-year financial audit of the University's athletic program required by the NCAA. Every three years, the President engages the University's auditors to perform certain agreed-upon procedures as outlined in **NCAA Agreed-Upon Procedures** to assist him in evaluating whether the Statement of Revenues and Expenditures for the year for which the engagement is made is in compliance with **NCAA Bylaw 6.2.3**. The most recent NCAA report is for the year ending **September 30, 2009**. The Alabama Department of Examiners of Public Accounts performed the audit and reported no findings. Any concern or question regarding institutional or Presidential oversight would be addressed by the NCAA with the Athletic Department and the University. This provides an additional means of ensuring control over this area of the institution.

Sources

Athletic Committee Description and Charge

Board of Trustees Bylaws, Article V, Section 2, No. 10

Board of Trustees Bylaws, Article V, Section 2, No. 11

Board of Trustees Bylaws, Article V, Section 2, No. 7

Executive Council

Executive Council Minutes 9/08/2009

Executive Council Minutes 11/17/2008

Foundation Board of Directors

Memorandum of Approval by Athletic Committee

NCAA Agreed Upon Procedures

NCAA Bylaws 6.1.1

NCAA Bylaws 6.2.3

NCAA Financial Audit Report 10-01-08 through 09-30-09

NCAA Self-Study 2010-2011

[President's Calendar](#)

[Shared Governance Structure](#)

[Shared Governance Structure PDF](#)

[Staff Responsibility and Communication Cue Sheet](#)

[Steps for Making Changes at UNA](#)

[Strategic Planning and Budget Study Committee Charge](#)

[UNA Organizational Chart, July 2011](#)

[University Audit FY 2009 - Athletics](#)

3.2.12 Fund-raising activities

The institution's chief executive officer controls the institution's fund-raising activities exclusive of institution-related foundations that are independent and separately incorporated.

Judgment

Compliant

Narrative

The University of North Alabama's chief executive officer controls the institution's fund-raising activities exclusive of institution-related foundations which are independent and separately incorporated.

The division responsible for the University's fund-raising activities is the Office of University Advancement, headed by the **Vice President for University Advancement/Executive Director of the UNA Foundation** (UNAF) (**Job Description of the Vice President for University Advancement/Executive Director of the UNA Foundation**). The Vice President for University Advancement/Executive Director of the UNAF reports directly to the UNA President (**UNA Organization Chart**) placing definitive control of the institution's fund-raising under the President (**Board of Trustees Bylaws, Article 5, Section 2**). The two entities that belong in this particular classification are the UNA Foundation and the UNA Alumni Association, since the individuals employed by those offices are on the university payroll and the UNA President signs all employment contracts for those individuals.

The University of North Alabama and the UNAF, a non-profit 501(c)(3) organization incorporated in 1980 solely for the support of the University (**Foundation Articles of Incorporation**), have entered into an **Affiliation Agreement** that outlines the relationship and responsibilities of the UNAF. The affiliation agreement between the University and the University Foundation establishes executive officer control over the activities engaged in by the Foundation and continues in full force and effect until terminated by written request of a two-thirds majority of the UNA Board of Trustees (**UNAF Affiliation Agreement, Article 9**). The Board of Trustees possesses the

authority to collapse the Foundation at any time. The UNAF agrees that it will not make any changes in its Articles of Incorporation or its Bylaws without the consent of at least two-thirds majority of the UNA Board of Trustees (**UNAF Affiliation Agreement, Article 1**).

Assets managed by the UNAF are invested in strict accordance with approved investment guidelines (**Investment Policy**) and expenditures are made in stringent accord with approved expenditure policies (**Endowment Spending Policy**). The Foundation Board is responsible for setting policy and directing investment of the funds that reside within the Foundation. The Board is made up of 26 members, five of which are *ex-officio* members. The *ex-officio* members are the UNA President, the Chief Financial Officer, the Chief Advancement Officer, the Controller and a Professor of Finance. The UNA President serves as the President of the UNAF (**Foundation Board of Directors**), the Chief Financial Officer (Vice President for Fiscal and Business Affairs) serves as the Treasurer of the UNAF, and the Chief Advancement Officer (the Vice President for University Advancement/Executive Director of the UNAF) serves as the Secretary of the UNAF (**UNAF Bylaws, Article IV, Section 4(a)**). In addition, the UNA President presides at meetings of the Foundation Board of Directors and of the Foundation Executive Committee (**UNAF Bylaws, Article V, Sections 1-3**). There are four additional committees: the Audit Committee, the Investment Committee, the Membership/Nomination Committee, and the Major Donor Committee, as stated in **Article V, Sections 1-3 of the UNAF Bylaws** and the **Resolution Authorizing the Amendment to Create a Major Donor Committee**. The Treasurer of the UNAF keeps an account of all monies received and expended for the use of the Foundation. Funds may be drawn only upon the signature of two of the three *ex officio* members who serve as directors (**UNAF Bylaws, Article IV, Section (c)**).

Although the UNA President has ultimate control over the University's fund-raising activities, his designated representative to coordinate such activities is the Vice President for University Advancement/Executive Director of the UNAF, who advises the President on a regular basis at

Executive Council meetings on fund-raising strategies, plans and progress (**Executive Council Minutes**).

The Office of University Advancement was realigned in 2007 (**Advancement Organization Chart**) to include a director of major gifts, director of planned giving, director of corporate and foundation relations, director of grant programming and development, a university web master, and a coordinator of endowed scholarships. At this time, the Office of Publications and the Office of Public Relations were combined to create the Office of University Communications. Each director reporting to the Vice President of University Advancement/Executive Director of the UNAF is responsible for submitting annual reports, and all fundraisers attend regular planning and strategy sessions to evaluate potential donors and cultivation tactics. In addition, the Vice President for University Advancement/Executive Director of the UNAF meets with the Advancement Committee of the UNA Board of Trustees and provides an annual report at each UNA Board of Trustees Meeting (**2010-2011 Advancement Annual Report**). The UNAF follows the procedures set forth in the **Gift Acceptance Policy**.

The UNA Alumni Association also has an **Alumni Affiliation Agreement** with the UNAF. The Director of Alumni relations reports directly to the Vice President for University Advancement/Executive Director of the UNAF (**Advancement Organization Chart**) so all alumni events and fund-raising activities are coordinated through the Office of University Advancement. The UNA Alumni Association is committed to furthering the relationship between the University and its alumni to encourage future growth of the University (**Alumni Association Constitution**). The Association is directed by an Executive Board of Directors which meets twice a year (**Alumni Association Board Minutes**) and operates in accordance with the **Alumni Association Strategic Plan**. In the Spring of 2010, the name of the Association was changed from the UNA National Alumni Association to the UNA Alumni Association to reflect the growing international membership (**Alumni Association Name Change Minutes**).

Sources

2010-2011 Advancement Annual Report

Advancement Organization Chart

Alumni Affiliation Agreement

Alumni Association Constitution

Alumni Association Strategic Plan

Alumni Association Name Change Minutes

Board of Trustees Bylaws, Article 5, Section 2

Endowment Spending Policy

Executive Council Minutes

Foundation Articles of Incorporation

Foundation Board of Directors

Gift Acceptance Policy

Investment Policy

Job Description of the Vice President for University Advancement/Executive Director of the UNA Foundation

Resolution Authorizing the Amendment to Create a Major Donor Committee

UNA Organization Chart

UNAF Affiliation Agreement, Article 9

UNAF Affiliation Agreement, Article 1

UNAF Bylaws, Article IV, Section 4(a)

UNAF Bylaws, Article IV, Section (c)

UNAF Bylaws, Article V, Sections 1-3

Vice President for University Advancement/Executive Director of the UNA Foundation

3.2.13 Institution-related foundations

Any institution-related foundation not controlled by the institution has a contractual or other formal agreement that (1) accurately describes the relationship between the institution and the foundation, and (2) describes any liability associated with that relationship. In all cases, the institution ensures that the relationship is consistent with its mission.

Judgment

Compliant

Narrative

Since 1997, the University of North Alabama has had a relationship with one institution-related foundation which is the UNA Sportsman's Club (**Sportsman's Club Memorandum of Agreement**). The UNA Sportsman's Club is the only external funding organization for athletic support of the University's athletic program (**Sportsman's Club Mission Statement**) and, according to **Sportsman's Club Bylaws Section II, Section B**, "the Club shall be supervised or controlled in connection with the University." The Club is directed by a Board of Directors as noted in the **Sportsman's Club Bylaws IV (A)** which **meets monthly**. All soliciting and expending of funds raised by the Sportsman's Club is to be in accordance with NCAA and University rules (**Sportsman's Club Affiliation Agreement 1.1.3 and 1.1.4**). The UNA President, the UNA Athletic Director and the UNA Vice President for Student Affairs are *ex officio* non-voting members of the Sportsman's Club Board of Directors and Executive Committee (**Sportsman's Club Affiliation Agreement Section 3.2**). The Sportsman's Club agrees that the use of the UNA name must be consistent with the policies of the UNA graphics standards and will cease using the UNA name and symbols if the affiliation with UNA is dissolved, the UNA President or UNA Board of Trustees withdraws recognition of the Club, or if the Club ceases to be a not-for-profit corporation as described in section 501(c)(3) of the Internal Revenue Code (**Affiliation Agreement 2.1 and 2.3**).

An agreement executed in June of 2010 between the UNA Sportsman's Club and the UNA Foundation (UNAF) addresses the intention of the Sportsman's Club to use the services of the UNA Foundation to maximize its fiscal assets under the Foundation's financial management expertise

(Affiliation Agreement between Sportsman's Club and UNAF). Because the funds are managed within the UNAF, the accounts are audited on an annual basis as part of the University's financial audit process (**Foundation Audit**). Furthermore, expenditures of all funds from the Sportsman's Club follow UNA Foundation protocols and are therefore under the control of the UNA President. (See **C.S. 3.2.12** and **C.S. 3.10.3**)

Sources

Affiliation Agreement between Sportsman's Club and UNAF

UNA Foundation Audit

Sportsman's Club Affiliation Agreement 1.1.3 and 1.1.4

Sportsman's Club Affiliation Agreement 2.1 and 2.3

Sportsman's Club Affiliation Agreement Section 3.2

Sportsman's Club Bylaws Section II, Section B

Sportsman's Club Bylaws IV (A)

Sportsman's Club Board Minutes

Sportsman's Club Memorandum of Agreement

Sportsman's Club Mission Statement

3.2.14 Intellectual property rights

The institution's policies are clear concerning ownership of materials, compensation, copyright issues, and the use of revenue derived from the creation and production of all intellectual property. These policies apply to students, faculty, and staff.

Judgment

Compliant

Narrative

The University of North Alabama's policies are clear concerning ownership of materials, compensation, copyright issues, and the use of revenue derived from the creation and production of all intellectual property. These policies apply to the University's students, faculty, and staff. The institution's Copyright Policy and its Patent Policy define practices related to intellectual property.

Copyright Policy

Ownership. The University's **Copyright Policy** is found in the **UNA Faculty Handbook, May 2011, Section 3.7**, on the **Copyright and Fair Use (PDF)** page of the Collier Library website, linked from the **Office of Academic Support** website (PDF) and the **Division of Student Affairs** website (PDF). In addition, the policy may be accessed through the **University Employee Policy Manual and Handbook**, (pp. 15-24), available on the **Human Resources** webpage (PDF). The policy offers guidance to all faculty, staff, and students for determining ownership of copyrightable materials created during their activities at the University (**UNA Faculty Handbook, May 2011, Section 3.7.II**). The policy outlines the general principles of ownership (**UNA Faculty Handbook, May 2011, Section 3.7.III**) as well as standing exceptions for materials created for university publications, items created through substantial use of university resources, material created in the course of research or other collaborative projects conducted under institutional auspices where the identity of the project resides with the University, and any material created at the direction of, or commissioned by, the institution (**UNA Faculty Handbook, May 2011, Section 3.7.III-B**). The policy distinguishes between instructional media owned by the creator and instructional media owned by the University. (**UNA Faculty Handbook, May 2011,**

Section 3.7.III-C) The policy also specifically addresses student-produced works, including materials created for class work, participation in employee research, and participation in the creation of software (**UNA Faculty Handbook, May 2011, Section 3.7.IV**). Copyright policy is also covered in the *UNA Distance Learning Policies and Procedures Manual* in **Section 1.4.9** regarding faculty responsibilities for observing copyright laws and guidelines in the use and reproduction of materials, **Section 1.4.10** regarding student responsibilities relative to copyrighted materials, **Section 5.1** regarding fair use, and **Section 5.2** concerning faculty rights related to copyright ownership.

Compensation and Use of Revenue. Compensation and the use of revenue derived from the creation and production of intellectual property are addressed within Section V of the Copyright Policy under “Commercialization of Copyrights.” (**UNA Faculty Handbook, May 2011, Section 3.7.V**). The policy addresses transfer of ownership of copyrightable materials (**UNA Faculty Handbook, May 2011, Section 3.7.VI**) as well as open source/open access licensing (**UNA Faculty Handbook, May 2011, Section 3.7.VII**).

Administration. The administration of the Copyright Policy resides with the University Provost (Vice President for Academic Affairs/Provost) in consultation with the University's Faculty and Staff Welfare Committee, subject to the oversight of the University's Executive Council and in consultation with appropriate university supervisors (**UNA Faculty Handbook, May 2011, Section 3.7.VIII**). Dispute resolution is also detailed in this section of the policy. The current version of the Copyright Policy was approved by the University's Board of Trustees on December 13, 2010 (**Board of Trustees Minutes, December 2010**).

Patent Policy. The University's Patent Policy was developed to help members of the university community evaluate the patentability of discoveries and inventions developed during their activities while at the University of North Alabama and to assist in processing patent applications (**UNA**

Employee Policy Manual and Handbook, p. 15-24, UNA Faculty Handbook, May 2011, Section 3.6). The document outlines the process to follow to assure compliance with the patent policy and receipt of associated benefits (**UNA Faculty Handbook, May 2011, Section 3.6, Para. 3**). This **policy applies** to faculty members and university employees (**UNA Faculty Handbook, May 2011, Section 3.6, Para. 4**). The Patent Policy addresses issues of patent rights/ownership (**UNA Faculty Handbook, May 2011, Section 3.6 , Para. 5**), as well as compensation and the use of revenue (**UNA Faculty Handbook, May 2011, Section 3.6, Para. 6-7**) resulting from the patented discovery or invention.

Sources

[Board of Trustees, Minutes \(Excerpt\), December 2010](#)

[Copyright and Fair Use](#)

[Copyright and Fair Use PDF](#)

[UNA Copyright Policy](#)

[UNA Distance Learning Policies and Procedures Manual, Section 1.4.9, Faculty Responsibilities](#)

[UNA Distance Learning Policies and Procedures Manual, Section 1.4.10, Student Responsibilities](#)

[UNA Distance Learning Policies and Procedures Manual, Section 5.1, Fair Use](#)

[UNA Distance Learning Policies and Procedures Manual, Section 5.2, Copyright](#)

[UNA Employee Policy Manual and Handbook, p. 15-24](#)

[UNA Faculty Handbook, May 2011, Section 3.6, with bookmarks](#)

[UNA Faculty Handbook, May 2011, Section 3.7, with bookmarks](#)

[UNA Office of Academic Support \(Copyright Policy\)](#)

[UNA Office of Academic Support PDF \(Copyright Policy\)](#)

[UNA Office of Human Resources](#)

[UNA Office of Human Resources PDF](#)

[UNA Patent Policy, Excerpt from Faculty Handbook - Applicability](#)

[UNA Student Affairs \(Copyright Policy\)](#)

[UNA Student Affairs PDF \(Copyright Policy\)](#)

3.3.1 Institutional Effectiveness

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

3.3.1.1 educational programs, to include student learning outcomes

3.3.1.2 administrative support services

3.3.1.3 educational support services

3.3.1.4 research within its educational mission, if appropriate

3.3.1.5 community/public service within its educational mission, if appropriate

Judgment of Compliance

Compliant

Narrative

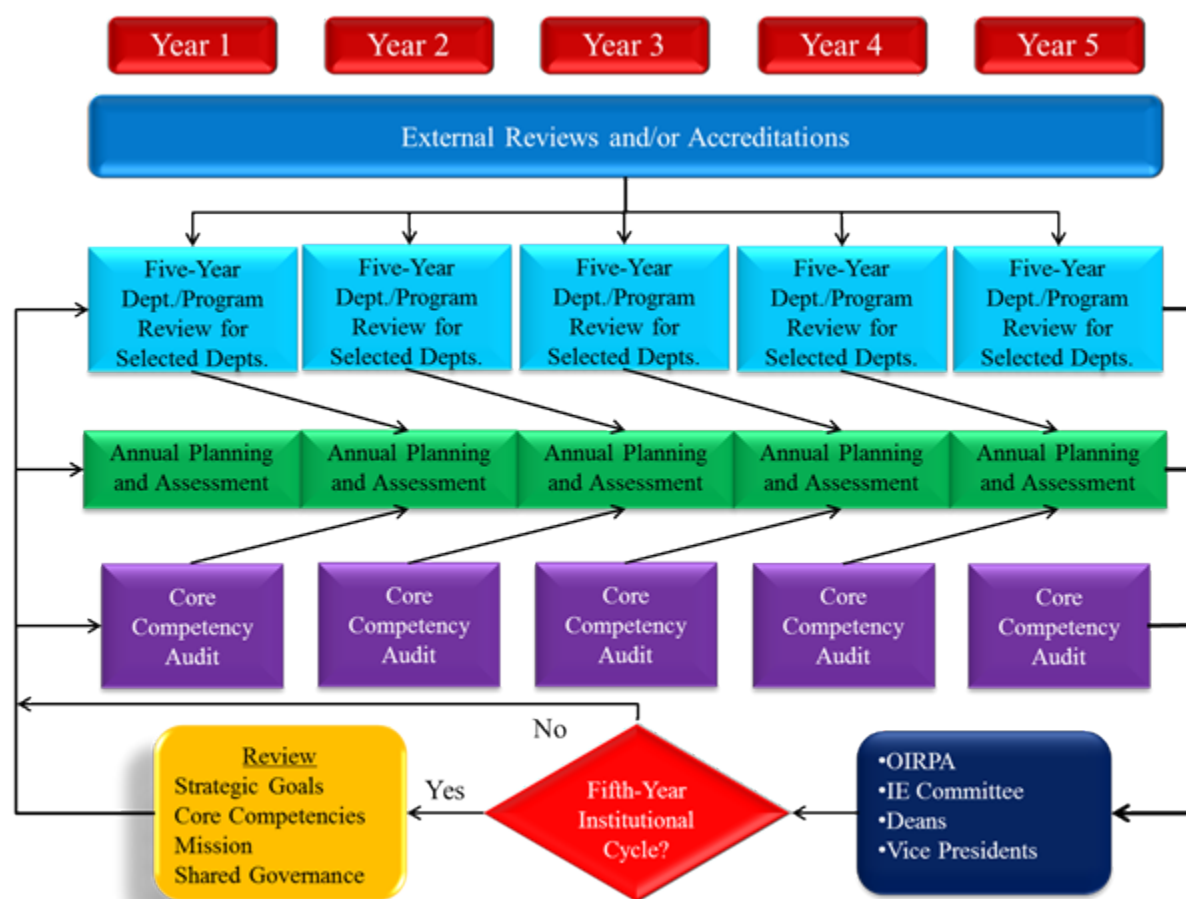
In accordance with the University of North Alabama's broad-based, comprehensive institutional effectiveness program, each academic, educational support, and administrative unit operates within a culture of ongoing assessment to create a mechanism for improving learning and programmatic outcomes/goals across the institution. Furthermore, the University has strong institution-wide research and public service initiatives which utilize assessment in both planning and improvement endeavors. Further information on the institution's compliance with institutional effectiveness can found in **C.R 2.5**.

Overview and Conceptual Framework

Institutional effectiveness (IE) at the University is measured by how well the institution achieves its articulated outcomes and goals through each unit successfully linking planning to assessment. The University is committed to planning, developing, providing, and assessing academic programs, administrative and educational support services to continue its historic achievement of academic excellence (**University of North Alabama Strategic Plan, 2007-2012**). The University emphasizes continuous quality improvement within all units through annual short- and long-term outcomes, assessment, and resulting programmatic/departmental changes.

As shown in Figure 1 (*Guide for Planning and Assessing Institutional Effectiveness, 2009, p. 10*), the Institutional Effectiveness process is comprehensive and multi-dimensional, and it facilitates the development of departmental, divisional, and institutional short- and long-term outcomes/goals. The Institutional Effectiveness process involves the University's shared-governance process; therefore, quality assessment and improvements occur with campus-wide input and collegial dispositions.

Figure 3.3.1a. Schematic of Institutional Effectiveness Process at UNA.



1. Annual Assessment – The Annual Planning and Assessment Report is a password-protected database that is central to the University's assessment process and consists of a two-fold instrument whereby each department establishes goals/learning outcomes at the beginning of the

year, followed by an assessment of each goal/outcome at the end of the year. Additionally, departments may indicate strategic goals for the next two to five years, in order to aid the University in longer-term planning. The **Three-Year Annual Planning and Assessment Audit [All Departments]** is an abbreviated version of the Annual Planning and Assessment report summarizing the goals, outcomes, assessments, and improvements made by each academic, educational support, and administrative department over the past three years. Furthermore, within this Audit report are links to all departmental annual reports for the past three years.

2. Five-Year Program/Departmental Review – Each academic, educational support, and administrative unit is required to conduct a comprehensive and rigorous review of goals, outcomes, assessment, and viability every five years on a staggered cycle. The Program/Departmental Review is designed to examine what the department/program has accomplished, where it currently is, and where it would like to go in the future. To add to the institution's seamless assessment process, many of the goals created by the Five-Year Reviews are incorporated into future Annual Planning and Assessment Reports.

3. Annual Assessment of Core Competencies – Each department offering General Education Component courses is required to perform an annual General Education Assessment Audit in order to demonstrate how General Education Component course outcomes support the institution's Core Competencies. Additionally, all academic program learning outcomes that support the institution's Core Competencies are assessed through the Annual Planning and Assessment Report. These reports and other assessments are used to develop the institution's annual Core Competency Audit Report (**Core Competency Audit Reports, 2009-2010** and **2010- 2011**). The outcomes of these reports are also incorporated into future Annual Planning and Assessment Reports.

4. Organizational Assessment – Certain institutional components of the University including its mission, strategic plan, core competencies, and shared governance structure are also required

to undergo a cyclical process of comprehensive evaluation and assessment. Based on the approved process (**UNA Guide for Planning and Assessing Institutional Effectiveness, 2011, p. 14**), the President is responsible for appointing a leadership task force to review and evaluate these. This process was first accomplished in 2006 which resulted in the University of North Alabama *Strategic Plan, 2007-2012*. According to the schedule, this five-year organizational assessment will take place in 2012. In preparation for this assessment, the **UNA Strategic Plan Status Report** was created as a review of what has been accomplished during the five-year period and to also serve as a foundational and preparatory report for the newly created leadership task force.

5. External Reviews and/or Accreditations – Through the use of external program accrediting agencies and departmental audits where external reviewers/consultants are used, the institution actively strives to improve its programs/departments through nationally recognized criteria and practices. Although external reviews and accreditations have been effectively used by academic programs for many years, these tools have also been successfully used by educational support and administrative units as well (**Accreditations, PDF**).

The cyclical review process helps academic departments assess the quality and competitiveness of their programs, ascertain whether expected student learning outcomes are being achieved, and determine how to improve program quality based on assessment data. Likewise, educational support and administrative units examine how to improve customer service, advance their collaborative engagements with academic departments, and enhance operating efficiencies. Each department begins the assessment process by reviewing how their goals and objectives relate to the University's mission, vision, strategic goals, and/or Core Competencies. Therefore, through these ongoing assessment and institutional effectiveness processes, all units across the institution improve their programs and services in support of the institution.

3.3.1.1 - Educational Programs, Including Student Learning Outcomes

Each of the academic programs at the University of North Alabama identifies student learning outcomes, annually assesses whether the program has achieved those outcomes, and uses the assessment to improve the program. The institution uses multiple approaches to assessment. These approaches include internal auditing, program accreditation (where available), and certification of students (where applicable). When taken together, this approach ensures an effective evaluation of educational programs throughout the institution. Furthermore, each academic unit uses a variety of measures to determine the extent to which learning outcomes are achieved. Results of these assessments direct and guide decision making, strategic planning, program evaluation, and improvement across the University. The University expects faculty of all ranks to be involved in the process of assessing student learning.

The University's deans, department chairs, and program coordinators, with the input of their faculty constituents, implement the academic assessment process in the following sequence:

- Create program mission statements
- Identify several measurable student learning outcomes
- Specify how the programs will measure their achievements
- Assess how well the goals have been met
- Take corrective action to improve the program.

The University assesses student learning in traditional and distance education courses to ensure that it is equivalent in rigor and delivery across all methods of instruction. As previously mentioned, student learning outcomes are established for all academic programs. If learning outcomes differ for distance education and traditional courses, such distinctions are noted within the program's assessment plan. Academic programs rely on comparisons of student work products, such as assignments, exams, and portfolios, to demonstrate that students enrolled in distance education courses perform at a level that equals the level of performance of student enrolled in traditional courses.

The Director of the Office of Institutional Research, Planning, and Assessment reviews and evaluates the assessment documents from the colleges and shares findings with the Institutional Effectiveness Committee which consists, in part, of faculty members. The IE Committee reviews all assessments and recommends any changes and/or amendments to the next assessment cycle. After the assessment documents have been reviewed by the director of OIRPA and the IE Committee, the assessment reports are then reviewed by the college deans who, in turn, meet individually with each department chair and/or program coordinator.

Annual Reporting

To facilitate the assessment process, the University transitioned toward an annual online assessment system in 2009 after review of the current assessment system and consultation with the academic community by the Institutional Effectiveness Committee. The Committee asked the deans, chairs, program coordinators and faculty the following questions:

- How has the department improved its program/s?
- How did the department know the program/s needed improving?
- What was the basis of the decision to improve?
- What were the goals for improvement?
- How did the department know that the improvements met the goals?
- How often will the department check that the improvements are working?
- Who is responsible for checking the improvements?

During this time, the Institutional Effectiveness Committee also determined that information regarding student learning outcomes should be captured annually rather than through the previous process of reporting them only in the Five-Year Program Review.

After this information was gathered, the Annual Planning and Assessment Report was revised and transformed into an electronic database process. The new process allows departments to enter their goals and student learning outcomes in October and assess in June the extent to which these

goals and outcomes were achieved. For all academic programs, the Annual Planning and Assessment Report is divided into three sections:

Long-Term Strategic Goals/Direction. This is an optional section to be completed by the departments identifying goals or strategic direction during the next 2-5 year period. The department may list specific long-term goals or create a narrative describing the strategic direction the unit plans to pursue in the future. The strategic goals/direction may be made operational each year by identifying Annual Goals needed to carry out the strategic direction.

Annual Department/Unit Goals. This section is required for each department and is intended to capture the specific goals (not learning outcomes) the unit establishes for the current planning year. In October, the department lists each goal, indicates which one of the institution's Strategic Goals that each goal supports, indicates who is responsible for assessing the goal, and specifies any new revenue that will be needed to reach the goal. In June, the department assesses if it reached the goal, indicates any improvements made to the department, and, if the goal was not achieved, describes the department's future plans to realize the goal.

Student Learning Outcomes. This section is required for each academic program. In October, the department and/or program coordinator lists each student learning outcome, which University Core Competency/ies (if any) the outcome supports, how often it is assessed, who is responsible for assessment, and what type of assessment is used. In June, the department and/or program coordinator describes the results of the assessment and if any curricular or non-curricular changes were made as a result of the assessments. By linking the program learning outcome to University Core Competencies, the institution can demonstrate that students have mastered these Competencies through both the General Education curriculum (breadth) as well as academic program objectives (depth).

As a result of the annual reports, academic departments have created, directed, and managed over 400 departmental goals over the past three years. During the past two years, when departments started reporting student learning outcomes on an annual basis, the academic programs administered and oversaw over 390 learning outcomes, which computes to an average of six outcomes per program per year. The **Three-Year Assessment Audit** is an overview of information captured through the Annual Planning and Assessment Report database, which is a password-protected site. Each department/program at the University of North Alabama enters the information into this annual reporting database. The Office of Institutional Research, Planning and Assessment (OIRPA) reviews each of these reports, codes the results, and enters the summary information into the Assessment Audit Report. This Audit Report reflects the last three years of data and allows the reviewer the ability to scan cursory information entered into the database during a given year for any department and/or program.

Five-Year Departmental/Program Review

Another critically important phase of assessment for each academic program is the Five-Year Review (see reviews below). These comprehensive reviews were internally created through a joint effort of faculty, department chairs, deans, vice presidents, the Institutional Effectiveness Committee, and the Office of Institutional Research, Planning, and Assessment. The Reviews are an integral part of the University's overall institutional effectiveness process because they are buttressed by previous Annual Planning and Assessment Reports and Core Competency Audit Reports, and they serve as a catalyst for the creation of key goals/outcomes for future planning and reporting.

Within the academic units, the five-year reporting schedule is determined by each College. In many cases, the five-year reporting cycle is coordinated with the department/s program accreditation assessment/reporting. Furthermore, the academic departments assess themselves at both the departmental and the program level. In the case where an academic department is responsible for

more than one program, each program completes a separate review by a qualified program coordinator. In addition to addressing program viability, productivity, and efficiency, all academic departments focus on the extent to which student learning outcomes and/or departmental goals are achieved, and on identifying opportunities for improvement.

Currently, the institution has entered its fourth year of the five-year cycle of reports. To date, the following academic departments have completed their five-year reports: **Art, 2011**; **Accounting and Business Law, 2009**; **Biology, 2010**; **Chemistry, 2009**; **Computer Information Systems, 2008**; **Counselor Education, 2011**; **Criminal Justice, 2008**; **Economics and Finance, 2009**; **Elementary Education, 2011**; **English, 2009**; **Foreign Languages, 2009**; **Geography, 2010**; **Health, Physical Education and Recreation, 2010**; **History and Political Science, 2010**; **Human Environmental Sciences, 2011**; **Management and Marketing, 2009**; **Math and Computer Science, 2009**; **Music and Theatre, 2010**; **Nursing (Traditional option), 2009**; **Nursing (Online option), 2010**; **Physics and Earth Sciences, 2011**; **Secondary Education, 2010**; **Social Work, 2008**; and **Sociology, 2008**.

Professional Organizations Accreditation Reviews

Several academic programs at the University of North Alabama are accredited by professional accreditation agencies utilizing a diverse set of accreditation standards. They provide examples of ongoing efforts by units and departments to document assessment activities and the improvement of student learning. To date, the University is accredited or endorsed by the following professional organizations:

- **ACBSP** - Accreditation Council for Business Schools and Programs
- **ACS** - American Chemical Society
- **ASAC** - Applied Science Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET)
- **CAC** - Computing Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET)
- **CACREP** - Council for Accreditation of Counseling and Related Educational Programs

- **CCNE** - Commission on Collegiate Nursing Education
- **CEA** - Commission on English Language Program Accreditation
- **CSWE** - Council on Social Work Education
- **NASAD** - National Association of Schools of Art and Design
- **NASM** - National Association of Schools of Music
- **NKBA** - National Kitchen and Bath Association
- **AACSB** - Association to Advance Collegiate Schools of Business – International (Accreditation application is under review)

For further information on the institution's accreditations, please go to: [**Accreditations \(PDF\)**](#).

Summary

Data from these multiple assessments indicate diverse levels of expected outcomes throughout the educational program units within the University as well as broad diversity—particularly growth in using assessment results to inform program and student learning outcomes planning. An example of strengths within the University was exhibited by the following:

- Strong reaffirmations and new accreditations of the institution's academic programs during the past three-year period.
- The College of Business created both written and oral presentation modules in the ANGEL Learning Management System for all of its academic programs so that all COB faculty may have uniform access to rubrics, action plans, and many other resources on key business-related competencies.
- During the 2010-2011 academic year, the departments of Art, Biology, English, and Music added new courses as a result of their assessment findings.
- During the 2009-2010 academic year, the Department of Counselor Education assessed its program and modified it by moving all school counseling courses to fall and spring semesters to better meet the needs of counseling students who do not have an elementary or secondary teaching background.
- Based on feedback from constituent groups and state and national standards and trends, the department of Health, Physical Education, and Recreation revised the MA in Health Promotions and Human Performance to create the new Master of Science in Health and Human Performance. The revised program established concentrations in exercise science, kinesiology, and wellness and health promotion.

In summary, the institution's academic programs identify expected outcomes, assess the extent to which those outcomes are achieved, and provide evidence of improvement based on the analysis of those results.

3.3.1.2 - Administrative Support Services

The University of North Alabama engages in a dynamic assessment process that incorporates all campus units, including its administrative support services. These departments support the mission of the University and establish goals and outcomes specific to their contribution to the institution. Administrative support service departments measure their goals and outcomes using a variety of methods and make on-going improvements based on the results of their assessments. While different in role and scope than the academic areas, the administrative units follow the institution's continuous improvement processes with the same level of rigor and comprehensiveness as exemplified within the academic departments in 3.3.1.1.

The institution strives to provide administrative support services that strengthen academic programs and provide excellent student and faculty support. Twenty-two (22) units comprise the administrative support services at the University of North Alabama. All of the administrative support service units have identified desired outcomes, assessed achievement of outcomes, and used these results to improve unit services.

Like the academic area, the administrative support service areas within the institution follow a comprehensive assessment process which includes:

- Annual Planning and Assessment Reports
- Five-Year Departmental Reviews
- External Reviews (where appropriate)

Annual Planning and Assessment Reports. The annual assessment report provides the foundation for each administrative support unit to assess institutional effectiveness and includes the following:

- Goals and objectives
- Outcomes achieved/results
- Assessment measurements
- Assessment procedures
- Administration of assessment procedures
- Unit improvements

Each department employs multiple assessments to determine if goals are met. Under each goal, an objective is identified, followed by the outcome achieved, assessment measurements, assessment procedures, and how findings from the assessment data were used to improve the unit. These annual goals are reviewed by the vice president within the division and the level of support the department needs is based upon the type of goal, furtherance of divisional goals, and/or alignment with university strategic goals. Any new revenue needed to support a departmental goal is then introduced to the Strategic Planning and Budget Study Committee. The **Three-Year Annual Planning and Assessment Audit (Administrative Units Only)** is a report summarizing these goals, outcomes, assessments, and improvements made by each administrative support department over the past three years. Within this Audit report are links to all departmental annual reports for the past three years.

Five-Year Departmental Reviews. Each administrative support unit is required to conduct a comprehensive and rigorous review of goals, outcomes, assessment, and viability every five years on a staggered cycle. The Departmental Review is designed to examine where the administrative department has been, where it currently is, and where it would like to go in the future. These five-year reports are reviewed by the Institutional Effectiveness Committee for clarity and consistency with other Five-Year reports, and the divisional vice president (see reviews below).

Currently, the institution has entered its fourth year of the five-year cycle of reports. To date, the following administrative departments have completed their five-year reports: **Advancement, 2011; Alumni Relations, 2010; Business and Financial Affairs, 2011**, which includes:

Controller, Human Resources, and Procurement; **Diversity and Institutional Equity, 2011**; **University Communications, 2011**; and the **Student Affairs Division, 2010** which includes: Housing, University Events, University Police, and other departments.

Summary

Data from these multiple assessments indicate diverse levels of expected outcomes throughout the administrative support units within the University were used to improve services and support both departmental and institutional planning and improvement. Examples of the many improvements made through assessment are shown from the Advancement, Comptroller's and Housing areas.

- During the 2009-2010 academic year, the Office of University Advancement reached its goal to meet with all University Board members individually to determine their current and future roles in fund raising. This outcome was achieved and future meetings with the University's Foundation Board members are planned for the coming year in preparation for newly created funding strategies.
- The Comptroller's Office began a systematic review of all internal control processes in 2010-2011 to ensure they were in alignment with state audit policies and procedures. To this end, one of the many accomplishments of this process was comprehensive, institution-wide review and update of the institution's travel policies.
- After conducting an extensive assessment process which involved an external company, the Department of Housing created a plan to move the institution's on-campus housing needs into the future. This plan included a significant renovation of the institution's largest housing units.

In summary, the institution's administrative services units have identified expected outcomes, assessed the extent to which these outcomes were achieved, and provided evidence of improvement based on the analysis of these results.

3.3.1.3 - Educational Support Services

The University of North Alabama offers educational support services throughout the campus through the divisions of academic and student affairs. Each educational support area is responsible for assessing its respective services using a variety of methods and making on-going improvements based on the results of the assessments. The institution strives to provide

educational support services that strengthen academic programs and provide excellent student and faculty support. Twenty (20) units comprise the educational support services at the University of North Alabama. While different in role and scope than the academic and administrative areas, all educational support units follow the institution's continuous improvement processes with the same level of rigor and comprehensiveness as exemplified within the academic departments in 3.3.1.1 and the administrative departments in 3.3.1.2.

Like the academic and administrative areas, the educational support service units within the institution follow a comprehensive assessment process which includes:

- Annual Planning and Assessment Reports
- Five-Year Departmental Reviews
- External Reviews (where appropriate)

Annual Planning and Assessment Reports: The annual assessment report provides the foundation for each educational support unit to assess institutional effectiveness and includes the following:

- Goals and objectives
- Outcomes achieved/results
- Assessment measurements
- Assessment procedures
- Administration of assessment procedures
- Unit improvements

Each department employs multiple assessments to determine if goals are met. Under each goal, an objective is identified, followed by the outcome achieved, assessment measurements, assessment procedures, and how findings from the assessment data were used to improve the unit. These annual goals are reviewed by the vice president within the division. The level of support the department needs is based upon the type of goal, furtherance of divisional goals, and/or alignment with university strategic goals. Any new revenue needed to support a departmental goal is then

introduced to the Strategic Planning and Budget Study Committee. The **Three-Year Annual Planning and Assessment Audit (Education Support Units Only)** is a report summarizing these goals, outcomes, assessments, and improvements made by each educational support department over the past three years. Within this Audit report are links to all departmental annual reports for the past three years.

Five-Year Departmental Reviews: Each educational support unit is required to conduct a comprehensive and rigorous review of goals, outcomes, assessment, and viability every five years on a staggered cycle. The Departmental Review is designed to examine where the educational support department has been, where it currently is, and where it would like to go in the future. These five-year reports are reviewed by the Institutional Effectiveness Committee for clarity and consistency with other Five-Year reports, and the divisional vice president (see reviews below).

Currently, the institution has entered its fourth year of the five-year cycle of reports. To date, the following educational support departments have completed their five-year reports: **Computer and Telecommunication Services, 2010**; **Continuing Studies and Outreach, 2011**; **Educational Technology Services, 2010**; **Student Affairs Division, 2010**, which includes, but is not limited to, Career Planning and Development, Student Engagement, Recreational Sports and Fitness, Residence Life, and University Health Services; and **Enrollment Management, 2011**, which includes Admissions, the Registrar's Office, and Student Financial Services.

Summary

Data from these multiple assessments indicate that diverse levels of expected outcomes throughout the educational support units within the University were used to improve services and support both departmental and institutional planning and improvement. Examples of improvements made through assessment are shown from Student Affairs, the Library, and Educational Technology Services:

- In order to promote its long-term planning efforts, the Division of Student Affairs merged all of its departments into one comprehensive Five-Year Report in 2009-2010. As part of this process, each department had to create assessment strategies that supported both the department as well as the division, undergo extensive external assessment, and create long-term plans based upon divisional strategic goals. The plan has been used to make significant changes within the division including extensive strategic plan for Housing and Residence Life, a more updated and university-centered Police department, as well as greater efficiency and improvement of Student Affairs services in general.
- After assessing the existing security procedures relative to the online library catalog server, Collier Library staff implemented a new procedure for password maintenance. The new procedure requires users to change their passwords regularly, and to create more secure passwords which has resulted in increased security for the catalog server.
- Student Engagement developed an Alternative Break program that offers multiple opportunities for students during fall and spring breaks and created a student group that assists with an Alternative Break program. As part of the assessment process, the department reviewed various collegiate Alternative Break programs around the country. Improvements made included Alternative Break trips during Fall Break 2009 and Spring Break 2010 and establishment of the Alternative Break Board as a Recognized Student Organization (RSO).
- Educational Technology Services continued to support faculty and students in distance learning with the implementation of an outreach program focusing on grades P-12, professional development, graduate programs, and community services.
- The assessment and outreach activities by Career Planning and Development strengthened its network with alumni and employers in the Huntsville area as well as other cities to help UNA graduates in those job markets.

In summary, the institution's education support units have identified expected outcomes, assessed the extent to which these outcomes were achieved, and provided evidence of improvement based on the analysis of those results.

3.3.1.4 – Research

As a regional university, teaching is the primary focus for faculty at the University of North Alabama. However, the institution also underscores the role of research in its mission and strategic plan. Research within the educational mission of the University of North Alabama is, in most instances, a faculty opportunity and responsibility. Research and creative productions are a

principle means by which faculty members demonstrate their professional expertise and achievement while gaining new, useful knowledge in the field. Furthermore, engaging students in faculty-mentored research and creative activities offers learning opportunities which impart discipline-specific skills and knowledge.

Assessment of Research by the Office of Sponsored Programs. To facilitate this research, the Office of Sponsored Programs supports the acquisition of external support in the form of grants and contracts to help university faculty and staff fully participate in research and creative activities. Among its responsibilities, the office provides assistance to faculty and staff with associated grant and contracted pre-award activities such as locating funding sources, reviewing proposals, legal review processing, obtaining appropriate endorsements, and other related efforts. The office also oversees the post-award administration of grants and contracts as well as maintaining and administering such institutional policies as the Intellectual Property Policy, the Institutional Review for the Human Subject Policy, and the Animal Use Policy.

The Office of Sponsored Programs maintains a list of all current grants and pending proposals. This information is included in the President's Annual Report to the Board of Trustees for the University at its annual meeting and becomes a part of the permanent record for the University. To maintain an accurate description of the funds which the University is receiving from outside sponsors and associated commitments which are made by the University, it is required that all grant and contract proposals for externally funded research and demonstration projects be processed through the Office of Sponsored Programs. A six-year overview of the number of proposals submitted, funded, and the average proposal funding amounts are illustrated in the figures below:

Figure 3.3.1b. Six Year Trend of Proposal Funding as of June 30, 2011.**Table 3.3.1a. Proposals Submitted, Funded, and Rejected, 2006 - June 30, 2011.**

Calendar Year	Proposals Submitted/Funded (N)	Proposals Submitted Average Dollar Amount (\$K)	Proposals Funded Average Dollar Amount (\$K)	Proposals Rejected Average Dollar Amount (\$K)
2006	25/22	\$165.24	\$180.27	\$77.83
2007	27/20	\$204.67	\$245.60	\$87.73
2008	29/22	\$885.49	\$545.15	\$2,212.24
2009	40/32	\$210.91	\$189.59	\$296.20
2010	29/24	\$274.85	\$247.71	\$405.10
2011	29/13	\$166.29	\$27.21	\$90.82

In July 2010, the **Office of Sponsored Programs (PDF)** was established by the University as a direct response to institutional assessment and to enhance the visibility of research on campus. Beforehand, this function was handled by multiple people within the Vice President for Academic Affairs and Provost's area. The administrative position attached to this office provides the University opportunities to coordinate administration and faculty efforts to enhance research possibilities and to work with the Institutional Review Board (IRB). The director assists the University's Shared Governance Research Committee and supports faculty in obtaining research funds and throughout the research project process.

Although relatively new, the Office of Sponsored Programs made the following changes based upon its assessment of university need:

- The function of the Institutional Review Board (IRB) is designated to approve, monitor, and review all biomedical and behavioral research involving human subjects with the aim to protect the rights and welfare of the research subjects. Changes to federal guidelines regarding human subjects' protection mandated a review of the University's current IRB policies and procedures. The Office of Sponsored Programs is in the process of modifying procedures to ensure compliance with evolving federal standards. Furthermore, the University is moving from a manual IRB submission and internal review method to a fully automated process to expedite reviews and approvals.
- Currently, all grant awards are manually processed through the University's Banner system, requiring multiple steps and with little or no automated verification or tracking. New modules have been added to Banner to allow the institution to fully automate all aspects of an award through the award life cycle.
- The Office of Sponsored Programs recently conducted an extensive review of the institution's research policies and procedures. Following this review, significant changes and updates are currently being made. (**Office of Sponsored Programs Presentation**)

Assessment and Implementation of University Research Initiatives.

The University's goals identified in the **University of North Alabama's Strategic Plan, 2007-2012, p. 10** clearly establish a research agenda. Increasing the amount of research conducted by university faculty on the institution's campus and serving as a support for the community are part of that agenda. The following research initiatives are outlined in the strategic plan:

- Establish a budget to support faculty-sponsored undergraduate research.
- Appoint a faculty task force on "intellectual climate" charged with reviewing current methods of recognizing research and making recommendations aimed at improving the intellectual climate on campus.
- Provide support for public recognition of faculty and student research. Consider implementation of a "**Research Day**" (**PDF**) with presentations from each academic college.
- Create hiring incentives (e.g., research funds) for new faculty.
- Reorganize current Office of Research, Planning, and Institutional Effectiveness into two independent offices: Office of Planning and Institutional Effectiveness and Office of Research and Sponsored Programs.

- Provide stronger support for research activities within the campus community.
- Increase emphasis on seeking federal, state, and local grants, as well as private funding for campus needs.
- Provide support for programs which highlight faculty and student research.
- Hire personnel to facilitate academic research and oversee grant applications.

Assessment of faculty research engagement and research initiatives. Specific initiatives that highlight research and other scholarly endeavors on campus include the University's outstanding faculty scholarship/research award and the documents, **UNA Magazine** and **Campus Communications**. Each year the University presents the Academic Affairs Award for Outstanding Scholarship/Research to a selected faculty member. The **UNA Magazine Summer 2009** (p. 28-29) and **Campus Communications** publications celebrate the accomplishments of university faculty and staff as well as communicate scholarship engagement to the community. Importantly, another research initiative included the selection of academic research literacy as the University's **Quality Enhancement Plan** (QEP) to enhance students' research literacy and to create opportunities for faculty and students to share joint research experiences.

The University's academic departments annually assess faculty members' scholarship activity during the faculty evaluation process (**UNA Faculty Handbook, May 2011, Section 3.13**). Two components of this faculty evaluation program focus on updated curriculum vitae and the faculty evaluation report. In addition to providing details that focus on teaching and service, these vitae document faculty members' scholarly and/or creative activities. Faculty members establish professional goals for the upcoming year and document accomplishment and/or progress on the previous year's goals. Many faculty write goals that highlight their scholarly pursuits. Prior to the end of the spring semester each faculty member completes the above documents and consults with his//her respective department chair to review these goals.

Summary

While the University of North Alabama is a regional teaching university, the support of research for faculty, students, and students collaborating with faculty continues to grow as evidenced in this narrative. The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results within the research component of its educational mission.

3.3.1.5

Community/Public Service

Formalized in 1985, **Continuing Studies and Outreach (PDF)** provides community service programs and professional development courses/programs to meet the changing needs of the people of the state and region. Annually, the department serves over 5,000 students through approximately 450 courses and programs. The courses and programs range from those of a public service orientation to certificate programs sanctioned by professional associations. Additionally, numerous public and private sector organizations contract for on-site delivery of seminars and programs. Increasingly, the professional certificate and contract programs have required the department to deliver training at locations throughout the state of Alabama and the Southeast. As a result of expanding its geographical service area, the department has increased its assessment of customer need and, as a result, has focused on developing partnerships with other educational institutions in Alabama. For further information refer to **Continuing Studies and Outreach's Five-Year Program/Departmental Review** as well as their Annual Planning and Assessment Reports **Three-Year Planning and Assessment Audit (Educational Support Units Only)**. The Office of Continuing Studies and Outreach is a self-sufficient, auxiliary unit of the University of North Alabama.

Table 3.3.1b. Programs offered by the Department of Continuing Studies and Outreach for 2011-2012 and Projected Outcomes.

A. Program	A. Goals	B. Special Needs and Expenses	C. Projected Outcomes <ul style="list-style-type: none"> ▪ Registrations ▪ Revenue ▪ Expenses 	D. Methodology for Evaluating Programs
Accounting <ul style="list-style-type: none"> ▪ Annual Acct. Forum ▪ Governmental Auditing ▪ Payroll Courses/CPE ▪ UNA Bookkeeping Certificate 	Provide Continuing Professional Education (CPE) seminars and workshops for Public Accountants and Certified Public Accountants.	Instructor honorarium & travel; staff travel; handouts/ textbooks; meeting room; meals & refreshments; promotion; audio visual (laptop, LCD projector, screen, lapel microphone)	<ul style="list-style-type: none"> ▪ Registrations: 1,300 ▪ Revenue: \$350,000 ▪ Expenses: \$200,000 (43%) projected profit margin	Student Evaluation
Alabama Planning Institute <ul style="list-style-type: none"> ▪ Certified Alabama Planning & Zoning Official (CAPZO) Certificate Program ▪ Recertification Seminars 	Provide Continuing Education Units (CEUs) and certification training for Alabama municipalities and local citizens.	Instructor honorarium & travel; staff travel; handouts/ textbooks; meeting room; meals & refreshments; promotion; audio visual (laptop, LCD projector, screen, lapel microphone)	<ul style="list-style-type: none"> ▪ Registrations: 650 ▪ Revenue: \$75,000 ▪ Expenses: \$41,000 (45%) projected profit margin	Student Evaluation
Health Care <ul style="list-style-type: none"> ▪ Conferences ▪ Gerontology Certificate Program 	Provide Continuing Education seminars and workshops for health care providers.	Instructor honorarium & travel; staff travel; handouts; meeting room; meals & refreshments; promotion; audio visual (laptop, LCD projector, screen, lapel microphone); signs; Alabama Board of Nursing approval (per course); application fee	<ul style="list-style-type: none"> ▪ Registrations: 500 ▪ Revenue: \$68,000 ▪ Expenses: \$40,000 (41%) projected profit margin	Student Evaluation
Human Resource Management <ul style="list-style-type: none"> ▪ Conferences ▪ Online & Classroom - SHRM Learning 	Provide Continuing Education Units (CEUs) and certification training for human resource	Instructor honorarium & travel; staff travel; handouts/ textbooks; meeting room; meals & refreshments; promotion; audio visual	<ul style="list-style-type: none"> ▪ Registrations: 200 ▪ Revenue: \$40,000 ▪ Expenses: \$25,000 (38%) projected	Student Evaluation

<ul style="list-style-type: none"> System® Certificate in HR Mgmt. 	professionals.	(laptop, LCD projector, screen, lapel microphone)	profit margin	
Institute for Learning in Retirement (ILR) <ul style="list-style-type: none"> Spring and Fall enrollment Day trips Computer training 	To promote continued intellectual and social stimulation to anyone of retirement age regardless of educational background or work experience.	Staff travel; handouts/ textbooks; meeting room; refreshments; coffee pots; paper products; promotion; audio visual; (DVD player; laptop, LCD projector, screen, lapel mic., podium mic.; mounted speakers)	<ul style="list-style-type: none"> Registrations: 200 Revenue: \$10,000 Expenses: \$5,500 (45%) projected profit margin	
Online <ul style="list-style-type: none"> Computer Professional Development Personal Enrichment Certification Prep 	Provide Continuing Education Units (CEUs) for learners wishing to acquire knowledge & information for current or future job positions; to become more marketable; for personal knowledge; or to prepare for certification	Promotion	<ul style="list-style-type: none"> Registrations: 300 Revenue: \$35,000 Expenses: \$18,500 (47%) projected profit margin	Student Evaluation
Paralegal / Legal Assistant <ul style="list-style-type: none"> Instructor-led courses National certification prep 	Provide Continuing Education Units (CEUs) for anyone wishing to acquire knowledge and information for current or future job positions; to become more marketable; for personal knowledge; or to prepare for the Certified Legal Assistant (CLA) exam.	Instructor honorarium & travel; staff travel; handouts/ textbooks; meeting room; refreshments; promotion	<ul style="list-style-type: none"> Registrations: 80 Revenue: \$28,000 Expenses: \$18,000 (35%) projected profit margin	Student Evaluation
			<ul style="list-style-type: none"> 	
Personal	To provide a diverse collection	Instructor honorarium; staff travel; handouts;	<ul style="list-style-type: none"> Registrations: 550 	Student Evaluation

Enrichment <ul style="list-style-type: none"> Arts Crafts Hobbies 	of courses in order to expand lifelong learning to local audiences through our community courses.	meeting room; supplies; promotion	<ul style="list-style-type: none"> Revenue: \$50,000 Expenses: \$34,000 (32%) projected profit margin 	
Professional Development <ul style="list-style-type: none"> Contract Training Professional Dev. Leadership Cert. <u>Certification Prep</u> Pharmacy Tech Paralegal – online 	Provide Continuing Education Units (CEUs) and certification training for the general public, corporate clients, or anyone in a management or supervisory role.	Instructor honorarium & travel; staff travel; handouts/ textbooks; meeting room; meals & refreshments; promotion	<ul style="list-style-type: none"> Registrations: 550 Revenue: \$120,000 Expenses: \$70,000 (42%) projected profit margin 	Student Evaluation
Summer Youth Camps <ul style="list-style-type: none"> Art Engineering Chefs in Training Etiquette Dance 	Summer Youth Camps are designed to give students an opportunity to explore their creativity, challenge their minds, build new friendships, and experience life on the UNA's campus	Instructor honorarium; staff travel; handouts; classroom; refreshments; supplies; t-shirts; promotion	<ul style="list-style-type: none"> Registrations: 200 Revenue: \$20,000 Expenses: \$13,000 (35%) projected profit margin 	Student Evaluation

Assessment of Program/Course

The Department of Continuing Studies and Outreach assesses each program/course using a course evaluation form for each course or program. A process is in place whereby course evaluations are summarized, reviewed by each program coordinator and the director of Continuing Studies and Outreach, and the summary is then sent to the instructor.

Evaluation forms are used to determine if the classes are meeting learning outcomes, which teachers may or may not be effective, and how to improve both teachers and the program/course.

Typical complaints on the course evaluation forms have to do with the physical environment such as room temperature. On rare occasions the office has to deal with an ineffective instructor who is teaching an ongoing program. Action taken may range from methods/processes to improve instructor teaching and/or replacement of the instructor. However, any situation that needs resolving is done immediately given the process currently in place.

Through continuous needs assessment of its customers (students, employers, community) over the past five years, the Department of Continuing Studies and Outreach has improved its service by implementing/achieving the following:

- Relocated to a facility with more classroom space
- State of the art computer training lab
- Online professional development courses and certificate programs
- Graduate Academy of Business Administration Certificate program
- Graduate Certificate in Business Administration in conjunction with the College of Business and Corporate College of Business Limited (UK)
- National certification review curriculum in the following areas:
 - Certified secretary and certified administrative assistant (completions and certification in the program also qualifies for academic credit)
 - Pharmacy Technician Certificate Program
 - Annual Administrative Assistants' Conference
- Delivered contract training programs to the following businesses: U. S. Attorney's Office in Birmingham, Occidental Chemical, City of Florence, Community Spirit Bank, Huntsville City Schools, Medicaid, SCA Tissue, NASA in Huntsville, Alabama Association of Chiefs of Police, North Alabama Council on Local Governments, Pilgrim's Pride, Sheffield City Schools, Hon, Alabama A & M, ES Robbins, Sara Lee, Scope 310 Authority, Decatur Utilities, National Alabama Corporation, American Wholesale, Colbert County Schools, and Listerhill.
- Established partnership with SHRM Shoals Chapter

Summary

In its long history of serving the Shoals community as well as the state, the Office of Continuing Studies and Outreach has clearly grown in its role, scope, and mission. This growth could not have been possible without both customer-focused and environmental assessment. To this end, the Office of Continuing Studies and Outreach as well as the institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in the area of public service within its educational mission.

Sources

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Diversity and Institutional Equity, 2011

University Communications, 2011

Student Affairs Division, 2010

Annual Action Plans, 2010-2011, Division of Student Affairs

Campus Communications

Core Competency Audit Report, 2009-2010

Core Competency Audit Report, 2010-2011

Educational Programs Five-Year Reviews:

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Accounting and Business Law, 2009

Biology, 2010

Chemistry, 2009

Computer Information Systems, 2008

Counselor Education, 2011

Criminal Justice, 2008

Economics and Finance, 2009

Elementary Education, 2011

English, 2009

Foreign Languages, 2009

Geography, 2010

Health, Physical Education and Recreation, 2010

[History and Political Science, 2010](#)

[Human Environmental Sciences, 2011](#)

[Management and Marketing, 2009](#)

[Math and Computer Science, 2009](#)

[Music and Theatre, 2010](#)

[Nursing \(Traditional option\), 2009](#)

[Nursing \(On-Line option\), 2010](#)

[Physics and Earth Sciences, 2011](#)

[Secondary Education, 2010](#)

[Social Work, 2008](#)

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Educational Support Five-Year Reviews:

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[Educational Technology Services, 2010](#)

[Student Affairs Division, 2010](#)

[Enrollment Management, 2011](#)

[List of Accreditations](#)

[List of Accreditations PDF](#)

[Quality Enhancement Plan](#)

[Office of Sponsored Programs](#)

[Office of Sponsored Programs PDF](#)

[Three-Year Annual Planning and Assessment Audit \[All Departments\]](#)

[UNA Faculty Handbook, May 2011, Section 3.13](#)

[UNA Guide for Planning and Assessing Institutional Effectiveness, 2011, p. 9](#)

[UNA Guide for Planning and Assessing Institutional Effectiveness, 2011, p. 10](#)

[UNA Magazine](#)

[UNA Strategic Plan, 2007-2012](#)

[UNA Strategic Plan Status Report](#)

3.3.2 Quality Enhancement Plan

The institution has developed a Quality Enhancement Plan that (1) demonstrates institutional capability for the initiation, implementation, and completion of the QEP; (2) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP; and (3) identifies goals and a plan to assess their involvement.

Judgment

In progress

Narrative

In progress

3.4.1 Academic program approval

The institution demonstrates that each educational program for which academic credit is awarded is approved by the faculty and the administration.

Judgment

Compliant

Narrative

At the University of North Alabama each educational program for which academic credit is awarded is approved by the faculty and administration. UNA has an internal set of policies for the development and approval of new academic programs, as well as for the revision of existing programs. All new educational program proposals and proposals to amend existing programs must be reviewed and approved by faculty committees and appropriate administrative officials at the departmental, college, and university levels. The President and the Vice President for Academic Affairs and Provost are responsible for the approval of all proposed changes, with ultimate approval, if appropriate, by the Board of Trustees of the University of North Alabama. The Board of Trustees specifically approves new programs; otherwise, the Board of Trustees' approval of changes in existing educational programs is implied by catalog approval. The curriculum approval process at both the university (**UNA Faculty Handbook, May 2011, Section 3.3.3**) and state level (**ACHE New Program Review, ACHE Criteria for Evaluating Proposals for New Programs**) demonstrates that all programs for which academic credit is awarded (including distance learning programs) are approved by the faculty and the administration.

The University's faculty initiate proposals for program and curriculum requirements that are appropriate for higher education. These curricula may be guided by specialized accreditation requirements, license requirements, state regulations, or other external guidelines. Program and curriculum content and changes are initiated by faculty and approved at the department, college, and university levels (**Curriculum Change Forms; Example Curriculum Change Form; Graduate Curriculum Form; Example Graduate Curriculum Form**). Initiation of and changes to undergraduate programs must also be approved by the University Curriculum Committee (**UNA**

Faculty Handbook, May 2011, Section 3.3.3); graduate programs by the Graduate Council (**UNA Faculty Handbook, May 2011, Section 1.7**). All undergraduate and graduate degree programs must be approved the Alabama Commission for Higher Education (ACHE) (**ACHE New Program Review; Example ACHE Submissions**).

The curriculum review and approval processes are described in the Curriculum Development section of the *UNA Faculty Handbook*, 2011 edition (**Section 3.3.3**). As noted above, the review and approval of curricular change originates at the department level and continues at the college level where review is conducted by the college curriculum committee. Proposed curricular changes that receive approval at the college level are then transmitted to the Vice President for Academic Affairs and Provost with recommendation for submission to either the Undergraduate Curriculum Committee or the Graduate Council, as appropriate. Proposals for change that are approved at this level are then submitted to the President for final action. A description of the University's standing curriculum committee charges may be viewed via the following links: **Undergraduate Curriculum Committee Charge**, and **Graduate Council Charge**. Both the Undergraduate University Curriculum Committee and Graduate Council include faculty members from all colleges of the University (**Members - Undergraduate Curriculum Committee**; **Members - Graduate Council**). In addition, the Graduate Council composition is explained in the Organization section of the **UNA Graduate Catalog, 2011-2012, (p.11)** and the **UNA Faculty Handbook, May 2011 (Section 1.7)**.

The Bylaws of the Board of Trustees state that it is the responsibility of the President to "coordinate all functions of the University to assure an integrated institution with coordinated educational programs so that quality and comprehensiveness is assured" (**Board of Trustees Bylaws, Page 9, Item 8**) and that it is an "essential function" of the Board to "review and approve academic plans, including new programs and new units, and major modification in existing programs and units" (**Board of Trustees Bylaws, Page 2, Item 3**). The administration and the Board approve

all new degree programs before they are submitted to the Alabama Commission on Higher Education (ACHE). For examples of recent Board actions related to major curriculum changes see: **Board of Trustees Actions - BA-BS Mass Comm**, **Board of Trustees Actions - MAHI**, **Board of Trustees Actions - MSGS**, **Board of Trustees Actions - MSN**, **Board of Trustees Actions-BA-BS Entertainment Indus**, and **Board of Trustees Actions-HES-Culinary Arts**. State law requires that the ACHE review and approve all new academic programs in institutions of higher education (**ACHE New Program Review**). All new undergraduate and graduate educational programs as well as substantive changes in the University's educational program must be approved through this same process.

An Example of the Academic Program Approval Process

Curricular issues are often reflected in the department specific Annual Planning and Assessment Report before proceeding with the submission of the program proposal. The revision of the Health, Physical Education and Recreation (HPER) graduate curriculum illustrates the process by which programs are reviewed and in this case, approved by the faculty. In October 2009, HPER indicated the need for revising the graduate curriculum in the Annual Planning and Assessment Report (**HPER Annual Planning - Excerpt**). HPER faculty members began developing a proposal for revising the major, including both educational needs and fiscal considerations, using the University's curriculum form (**Curriculum Forms**). The proposal was brought to the departmental committee in early January 2010 and was approved.

The HPER proposal was brought to the College of Education (COE) curriculum committee in late January 2010 and was approved (**HPER Approval**). Before the dean forwarded the proposal to the appropriate curriculum entity, informal conceptual approval was received from the Vice President for Academic Affairs and Provost. The dean forwarded the proposal to the Graduate Council in early February 2010, and it was approved (**HPER Proposal**). All committee deliberations are recorded in meeting minutes (**Graduate Council Minutes - February 4,**

2010). The proposal was subsequently forwarded by the Chair of the Graduate Council to the University President for approval before submission to the Board of Trustees (**Board of Trustees Minutes, March 2010 p.2**).

Sources

[Board of Trustees Actions - BA-BS Mass Comm](#)

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[Curriculum Change Form](#)

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[Example Graduate Curriculum Form](#)

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[HPER Annual Planning - Excerpt](#)

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[UNA Faculty Handbook, May 2011 Section 3.3.3](#)

[UNA Faculty Handbook, May 2011 Section 1.7](#)

[UNA Graduate Catalog, 2011-2012 \(Page 11-12\)](#)

[UNA Graduate Council Members, 2011-2012](#)

[Undergraduate Curriculum Committee Members, 2011-2012](#)

3.4.2 Continuing education/service programs

The institution's continuing education, outreach, and service programs are consistent with the institution's mission.

Judgment

Compliant

Narrative

The University of North Alabama's involvement in continuing education, outreach, and community service occurs on many different levels. The area of the University that is primarily responsible for these activities is the Office of Continuing Studies and Outreach. The mission of the Office of Continuing Studies and Outreach is to "provide lifelong learning opportunities for people of all ages in the Shoals/tri-state region and beyond. Continuing Studies and Outreach serves as the University's primary means of extending its educational and training resources to the non-traditional student, especially to adults seeking continued personal and professional development, and to employers seeking updated workplace skills and productivity-improving knowledge" ([Office of Continuing Studies and Outreach, PDF](#)). This mission is consistent with the institution's mission which calls for "a variety of outreach activities meeting the professional, civic, social, cultural, and economic development needs of our region in the context of a global community" ([UNA Mission Statement, PDF](#)).

The programs and initiatives offered by the Office of Continuing Studies and Outreach are consistent with the mission of the University. The [Continuing Studies and Outreach Course Schedule \(PDF\)](#) provides a listing of programs/courses available for Winter/Spring 2011. Program descriptions and brochures are available in the [Office of Continuing Studies and Outreach \(PDF\)](#). Among the programs offered are:

[Accounting/CPE/Governmental Auditing \(Accounting PDF, Auditing PDF\)](#)

[Administrative Professional – IAAP \(PDF\)](#)

[Alabama Planning Institute \(PDF\)](#)

Certificate Programs, for example, [Certified Bookkeeper \(PDF\)](#)

Certified Law Enforcement Executive Program (CLEEP) (PDF)

Computer Workshops

Healthcare (PDF)

Human Resources (PDF)

Institute for Learning in Retirement (ILR) (PDF)

Kids Events (PDF)

Law Enforcement Training (PDF)

MBA Prerequisites (PDF)

Microsoft Office Specialist (MOS) (PDF)

Nonprofit Workshops

Online Leadership Certificate (PDF)

Online Training (PDF)

Paralegal (PDF)

Partnership Programs, for example, Certification for Administrators (PDF)

Personal Enrichment (PDF)

Pharmacy Technician (PDF)

Professional/Managerial Development (PDF)

Russian (Moscow) Certificate Program (PDF)

Shoals Business Forum (PDF)

Corporate Training Programs (PDF) have been provided to the following businesses: U. S.

Attorney's Office in Birmingham, Occidental Chemical, City of Florence, Community Spirit Bank, Huntsville City Schools, Medicaid, SCA Tissue, NASA in Huntsville, Alabama Association of Chiefs of Police, North Alabama Council on Local Governments, Pilgrim's Pride, Sheffield City Schools, Hon, Alabama A & M, ES Robbins, Sara Lee, Scope 310 Authority, Decatur Utilities, National Alabama Corporation, American Wholesale, Colbert County Schools, and Listerhill Credit Union.

Additional examples of University outreach and service are provided below. Many university events considered as outreach and service have been captured in film and can be viewed at **UNA Photo Gallery (PDF)**.

1. The University of North Alabama's **Distinguished Events Series (PDF)** was developed in 2005 to help expose the community to various sources of arts and culture.

2. The **George Lindsey UNA Film Festival (PDF)** and **The UNA Summer Theater (PDF)** provide faculty, staff, students and community persons an opportunity to enhance their knowledge and enjoyment of the arts.
3. The **Annual Writers Series (PDF)** provides students (along with area residents) with interests in writing and contemporary literature an opportunity to share those interests with each other and with professional writers from a variety of genres.
4. The **Educational Research and In-service Center (ERIC) (PDF)** provides the highest quality professional development opportunities to the classroom teachers, administrators, and support personnel within the ERIC service area. UNA's involvement with the Alabama Math, Science, and Technology Initiative (**AMSTI**) (**PDF**) provides continued opportunities for educators across the State of Alabama and throughout the region to improve their teaching skills in the K-12 levels. The ERIC also offers outreach programs through "**Science in Motion**" (**PDF**) and "**Technology in Motion**" (**PDF**) initiatives that take training into the schools systems throughout the region.
5. The **Early Scholars program (PDF)** allows qualified high school students to earn college credit while completing their high school education. To further extend the University's outreach efforts, UNA is a member of **Southern Regional Education Board's Electronic Campus (PDF)**, which makes UNA classes available to students throughout the South from Texas to Maryland.
6. The University **Planetarium and Observatory (PDF)** provides a number of opportunities for the community and schools to gain knowledge about the field of Astronomy as well as provide interested individuals the opportunity to engage in research using the observatory and external facilities. (**Planetarium Newsletter**)

7. The University's focus on "meeting the [...] needs of our region in the context of a global community" is well addressed through the **Office of International Affairs and the Magellan Student Exchange (PDF)**, which offers students the opportunity to study abroad for "almost the exact cost of studying at UNA." The Magellan Student Exchange offers courses taught in English at institutions of higher education in ten countries besides the United States. For those students and community members who are unable to study abroad, UNA also offers the opportunity to host international students through the Community Friends program.

Sources

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[Administrative Professional PDF](#)

Alabama Math, Science, and Technology Initiative ([AMSTI](#))

[AMSTI PDF](#)

[Alabama Planning Institute](#)

[Alabama Planning Institute PDF](#)

[Annual Writers Series](#)

[Annual Writer Series PDF](#)

[Certified Bookkeeper](#)

[Certified Bookkeeper PDF](#)

[Certified Law Enforcement Executive Program \(CLEEP\)](#)

[CLEEP PDF](#)

[Computer Workshops](#)

[Continuing Studies and Outreach Course Schedule](#)

[Continuing Studies and Outreach Course Schedule PDF](#)

[Corporate Training Programs](#)

[Corporate Training Programs PDF](#)

[Distinguished Events Series](#)

[Distinguished Events Series PDF](#)

[Early Scholars program](#)

[Early Scholars program PDF](#)

[Educational Research and In-service Center \(ERIC\)](#)

[Education Research and In-service Center PDF](#)

[George Lindsey UNA Film Festival](#)

[George Lindsey UNA Film Festival PDF](#)

[Healthcare](#)

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[MBA Prerequisites](#)

[MBA Prerequisites PDF](#)

[Microsoft Office Specialist \(MOS\)](#)

[Microsoft Office Specialist PDF](#)

[Nonprofit Workshops](#)

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[Partnership of Alabama, for example, Certification for Administrators](#)

[Partnership Of Alabama for Continuing Ed PDF](#)

[Personal Enrichment](#)

[Personal Enrichment PDF](#)

[Pharmacy Technician](#)

[Pharmacy Technician PDF](#)

[Photo Gallery - University of North Alabama](#)

[Photo Gallery - University of North Alabama PDF](#)

[Planetarium and Observatory](#)

[Planetarium and Observatory PDF](#)

[Professional/Managerial Development](#)

[Professional and Managerial Development PDF](#)

[Russian \(Moscow\) Certificate Program](#)

[Russian Certificate Program PDF](#)

[Science in Motion](#)

[Science in Motion PDF](#)

[Shoals Business Forum](#)

[Shoals Business Forum PDF](#)

[Southern Regional Education Board's Electronic Campus](#)

[Southern Regional Education Board's Electronic Campus PDF](#)

[Technology in Motion](#)

[Technology in Motion PDF](#)

[The UNA Summer Theater Program](#)

[The UNA Summer Theatre Program PDF](#)

[UNA Mission Statement](#)

[UNA Mission Statement PDF](#)

3.4.3 Admission policies

The institution publishes admissions policies consistent with its mission.

Judgment

Compliant

Narrative

The University of North Alabama publishes admissions policies that are consistent with its mission. The university mission reads:

As a regional, state-assisted institution of higher education, the University of North Alabama pursues its Mission of engaging in teaching, research, and service in order to provide educational opportunities for students, an environment for discovery and creative accomplishment, and a variety of outreach activities meeting the professional, civic, social, cultural, and economic development needs of our region in the context of a global community. ([UNA Mission Statement, PDF](#))

A comprehensive review of multiple publications used in admissions and recruiting demonstrated that admissions policies are consistently stated throughout print and electronic publications and are communicated widely throughout the University and to its constituents, including international audiences. In addition, the review confirmed that UNA's admissions policies are consistent with widely accepted standards for undergraduate and graduate applicants, that admissions policies receive appropriate internal review and approval and that admissions requirements are consistently applied to all applicants. All undergraduate and graduate admission requirements are clearly outlined in the [UNA Undergraduate Catalog, 2011-2012 \(p. 20-28\)](#) and the [UNA Graduate Catalog, 2011-2012 \(p. 24-30\)](#). The Office of Admissions website also lists procedures for [undergraduate admission, \(PDF\)](#), [transfer student admission, \(PDF\)](#), [international student admission, \(PDF\)](#), and [graduate student admission, \(PDF\)](#).

Summary

In summary, the University of North Alabama publishes admissions policies consistent with its mission, as well as consistent with widely accepted standards for undergraduate and graduate

applicants. Admissions policies receive appropriate review and approval by faculty members, and admissions requirements are consistently applied to all applicants.

Sources

[Graduate Admission Website](#)

[Graduate Admission PDF](#)

[International Admission Website](#)

[International Admission PDF](#)

[Transfer Student Admission Website](#)

[Transfer Student Admission PDF](#)

[UNA Graduate Catalog, 2011-2012](#)

[UNA Graduate Catalog, 2011-2012 \(p. 24-30\)](#)

[UNA Undergraduate Catalog, 2011-2012](#)

[UNA Undergraduate Catalog, 2011-2012 \(p. 20-28\)](#)

[Undergraduate Admission Website](#)

[Undergraduate Admission PDF](#)

[UNA Mission Statement](#)

[UNA Mission Statement PDF](#)

3.4.4 Educational Programs: All: Acceptance of academic credit

The institution has a defined and published policy for evaluating, awarding, and accepting credit for transfer, experiential learning, advanced placement, and professional certificates that is consistent with its mission and ensures that course work and learning outcomes are at the collegiate level and comparable to the institution's own degree programs. The institution assumes responsibility for the academic quality of any course work or credit recorded on the institution's transcript.

Judgment

Compliant

Narrative

The University of North Alabama has defined policies for evaluating, awarding, and accepting academic credit that are consistent with its mission. These policies are published in the University's undergraduate and graduate catalogs.

Consistency of Policy with University Mission

The University of North Alabama mission focuses on “engaging in teaching, research, and service in order to provide educational opportunities for students, an environment for discovery and creative accomplishment, and a variety of outreach activities meeting the professional, civic, social, cultural, and economic development needs of our region in the context of a global community” ([UNA Mission Statement, PDF](#)). The admission policies are designed to enroll a diverse population of students capable of benefitting from the University's programs both regionally and globally. “The University of North Alabama is an equal opportunity institution and does not discriminate in the admission policy on the basis of race, color, sex, religion, disability, age, or national origin” ([UNA Undergraduate Catalog 2011-2012, p. 18](#)). Overall, the aim of the University is to enroll a student body of high ability and diversity which represents an international cross section of people. The University's policies for accepting academic credit from other institutions are in keeping with and directed toward accomplishing the mission.

Acceptance of Academic Credit (Undergraduate)

UNA policies govern acceptance of the following types of credit for undergraduate admission:

Transfer of Credit. University of North Alabama deans and departmental chairpersons determine how credits from other institutions will equate to courses offered here at the University. Based on that information, a Records Supervisor employed in the Admissions Office, matches the course description and course level to the University of North Alabama equivalent courses. The transfer course is subject to review and revision with the approval of the student's advisor and with the additional approval of the department chairpersons and college deans under which the courses are taught here at the University of North Alabama. Transfer credits from other accredited institutions are considered based on the student's previous academic record and proposed program of study at the UNA. Students must be eligible for readmission to their previous institution and may expect to receive equivalent semester hours of credit for college-level course work completed with a grade of "C" or higher at any college or university that is accredited by the regional accrediting association. Courses in which a grade of "D" has been earned will transfer only if the student's cumulative grade point average on transferable work from each institution is at least a 2.0. Grades earned at other institutions will not affect the student's grade point average at UNA (**UNA Undergraduate Catalog 2011-2012, p. 30-31; Transfer Student Evaluation-Undergraduate**).

Transient Student. Students may enroll temporarily at another institution to take coursework for transfer of credit back to the University of North Alabama after securing advance approval from the dean of the college in which the course(s) is/are taught. The policies for transfer of courses taken while on transient status are the same as the transfer policies (**UNA Undergraduate Catalog 2011-2012, p. 31-32**).

1. No student on academic probation, academic warning, or conditional admission at the University of North Alabama may be approved for transient work. Students may not receive transient approval for courses failed in residence at UNA.
2. Inasmuch as the residence requirements for graduation stipulate that the last work done for the degree must be done at the University of North Alabama unless the work remaining is six hours or less, transient approval should be requested on the final courses needed for graduation only if the credit to be earned is six hours or less.

3. A student enrolled at UNA may not enroll concurrently in courses at another institution unless extreme extenuating circumstances exist and only when the courses are not being offered at UNA. Special advanced approval is required.
4. Transcripts of transient work to be applied toward meeting graduation requirements must be received by the Office of the Registrar within the next semester after credit is earned, and at least four weeks prior to the date of graduation.
5. Credit for the course(s) will be accepted in partial fulfillment of degree requirements provided a grade of **C** or better is earned.
6. Students who enroll elsewhere without receiving advanced approval for transient credit will be considered as transfer students upon returning to UNA. They must file a readmission application and submit transcripts for evaluation. Transfer credit may not be approved (**UNA Undergraduate Catalog 2011-2012, p. 31-32**).

Undergraduate Admission of International Students. International students are required to bring all official documents when they arrive at the University of North Alabama. The Office of International Student Services checks these documents to be sure all required documents have been submitted and if any other documents are needed. All documents are reviewed to determine if they are official or properly attested by the government or a school official. If the Office of International Student Services cannot determine if a document is official, they require a professional service such as the World Education Service (WES) or Educational Credential Evaluators (ECE) to verify the document. This service verifies if the student has graduated from a high school or a university and if so, at what level. The Director of International Student Services, along with two other employees at the University of North Alabama, reviews and verifies all international documents. As a general rule, an international partner school must be recognized by the Ministry of Education, the provincial government, or city government before those student transcripts can be reviewed and accepted by the University of North Alabama (**UNA Undergraduate Catalog 2011-2012, pp. 24-27**)

Credit from Nontraditional Sources

Advanced Placement Credit. High school students who take Advanced Placement courses and

the accompanying **College Entrance Examination Board (CEEB) (PDF)** Advanced Placement Examinations may qualify for advanced placement and/or course credit on the basis of scores earned in the College Board's Advanced Placement Program (AP). The University may award credit to beginning freshmen who score 3, 4, or 5 on Advanced Placement Examinations. Students seeking advanced standing credit through AP examinations should have the Educational Testing Service forward official School and Examination reports directly to the Office of Admission prior to initial enrollment (**UNA Undergraduate Catalog 2011-2012, pp. 33-34**)

College Level Examination Program (CLEP). The CEEB-CLEP program advanced standing credit may be earned only through the Subject Examinations. No credit may be earned through the General Examinations. CLEP scores must be submitted to the Office of Admission on the official transcript form directly from the College Entrance Examinations Board. Acceptable minimum scores are subject to change according to norming revisions by CEEB. CLEP subject examinations may be taken for credit only with the written approval of the dean of the college in which enrolled (**UNA Undergraduate Catalog 2011-2012, pp. 34-36**).

Experiential Learning (Military Credit). The University is a member of the Service members Opportunity Colleges (SOC) and participates in the Concurrent Admissions Program (ConAP) of the Army, Army Reserve, and Army National Guard. Through membership in SOC and participation in ConAP the University promotes educational opportunities for active duty service members, reservists and veterans. The University of North Alabama provides programs and protections important to the needs of service members in four specific areas, (1) transfer of credit; (2) academic residency requirements; (3) crediting learning from military training and experience; and (4) crediting extra institutional learning. Armed Forces Service members, Reservists, and Veterans should consult with the Office of Admission to determine the service credits they are eligible to receive (**UNA Undergraduate Catalog 2011-2012, pp. 32-33**).

American Council on the Teaching of Foreign Languages Oral Proficiency Interview Exam (ACTFL OPI Exam). The ACTFL OPI Exam, administered by Language Testing International and endorsed by the American Council on Education, allows students to receive academic credit for their demonstrated spoken language abilities in over 50 languages. OPI scores must be submitted to the Office of Admission on the official transcript form directly from the ACTFL Language Testing International Center (**UNA Undergraduate Catalog 2011-2012, pp. 35-36**).

Defense Activity for Nontraditional Education Support (DANTES) Program. Advanced standing credit may be earned through the Subject Examinations of the DANTES Program. DANTES examination scores must be submitted to the Office of Admission on an official transcript form sent directly from the Educational Testing Service (ETS). Acceptable minimum scores are subject to change according to norming revisions by ETS. DANTES examinations may be taken for credit only with the written approval of the dean of the college in which enrolled (**UNA Undergraduate Catalog 2011-2012, pp. 36-37**).

Correspondence. The University of North Alabama does not offer courses by correspondence. Appropriate credit earned through correspondence from other accredited colleges or universities with a grade of "C" or higher will be accepted, subject to provisions listed in the University Catalog (**UNA Undergraduate Catalog 2011-2012, p. 37**).

Certified Professional Secretary (CPS). Anyone attaining the CPS rating will be granted nine semester hours of general business elective credit toward completion of any UNA degree upon proper verification to the dean of the college in which enrolled (**UNA Undergraduate Catalog 2011-2012, p. 37-38**).

All credit accepted from non-traditional sources is considered as transfer credit for semester hours credit only. Grade-quality points are not given, and the student's grade point average on course

work taken at this University is not affected thereby (**UNA Undergraduate Catalog 2011-2012, p. 38**).

Acceptance of Academic Credit (Graduate)

UNA policies govern acceptance of the following types of credit for graduate admission:

Transfer Admission. Students who are in good standing in graduate programs at other recognized graduate schools, and who satisfy basic admission requirements may be admitted as transfer students. Requests for transfer credit should be initiated by the student with the designated graduate advisor's approval. Acceptance of graduate credit by transfer is limited to six semester hours of "B" or higher grades in graduate work appropriate to the degree program at UNA. Acceptance of credit by transfer does not affect the quality point status required on work attempted at the University of North Alabama and does not reduce the minimum residence requirement of 24 semester hours, or 27 semester hours for College of Business graduate programs (**UNA Graduate Catalog 2011-2012, p. 25**). Minimum transfer hours for all graduate programs may be viewed in **C.S 3.6.3**.

Graduate Admission of International Students. The University of North Alabama welcomes motivated and qualified international students to pursue graduate studies offered at the four colleges of UNA: College of Arts and Sciences, College of Business, College of Education, and College of Nursing and Allied Health. Evaluation of transcripts is done by the Dean and/or Departmental Chairperson as appropriate and to identify any pre-requisite requirements to be completed prior to admission to graduate school. International students are required to bring all official documents when they arrive at the University of North Alabama. The Office of International Affairs checks these documents to be sure all required documents have been submitted and if any other documents are needed. All documents are reviewed to determine if they are official or properly attested by the government or a school official. If the Office of International Affairs cannot determine if a document is official, they require a professional service such as the World

Education Service to verify the document. The Director of International Affairs, along with two other employees at the University of North Alabama, reviews and verifies all international documents. As a general rule, an international partner school must be recognized by the Ministry of Education, the provincial government, or city government before those student transcripts can be reviewed and accepted by the University of North Alabama (**UNA Graduate Catalog 2011-2012, pp. 26-29**).

By following these policies the University ensures that credit awarded for transfer, experiential learning, advanced placement and professional certificates is consistent with its mission. The evaluation process ensures that any such credit is at the collegiate level and comparable to UNA's own degree programs. In accordance with the SACS COC policy on transfer and transcribing of academic credit the University assumes responsibility for the academic quality of any course work or credit recorded on the institution's transcript.

Sources

[College Entrance Examination Board](#)

[College Entrance Examination Board PDF](#)

[UNA Graduate Catalog, 2011-2012, p. 25](#)

[UNA Graduate Catalog, 2011-2012, pp. 26-29](#)

[UNA Graduate Catalog, 2011-2012](#)

[UNA Mission Statement](#)

[UNA Mission Statement PDF](#)

[UNA Undergraduate Catalog, 2011-2011](#)

[UNA Undergraduate Catalog, 2011-2012, p. 18](#)

[UNA Undergraduate Catalog, 2011-2012, pp. 24-27](#)

[UNA Undergraduate Catalog, 2011-2012, pp. 30-31](#)

[UNA Undergraduate Catalog, 2011-2012, pp. 31-32](#)

[UNA Undergraduate Catalog, 2011-2012, pp. 32-33](#)

[UNA Undergraduate Catalog, 2011-2012, pp. 34-36](#)

[UNA Undergraduate Catalog, 2011-2012, pp. 35-36](#)

[UNA Undergraduate Catalog, 2011-2012, pp. 36-37](#)

UNA Undergraduate Catalog, 2011-2012, p. 37

UNA Undergraduate Catalog, 2011-2012, p. 38

3.4.5 Academic policies

The institution publishes academic policies that adhere to principles of good educational practice. These are disseminated to students, faculty, and other interested parties through publications that accurately represent the programs and services of the institution.

Judgment

Compliant

Narrative

The University of North Alabama publishes and disseminates academic policies that adhere to principles of good educational practice. These policies accurately represent the programs and services of the institution and are available to students, faculty and the general public.

The primary resources for university policies are the [UNA Undergraduate Catalog, 2011-2012](#), the [UNA Graduate Catalog, 2011-2012](#), the [UNA Fall 2011 Schedule of Classes](#), the [UNA Faculty Handbook, May 2011](#), the [UNA Student Handbook, 2011-2012](#), the [UNA Distance Learning Policies and Procedures Manual](#), the [Shared Governance Document](#), and the [University Employee Policy Manual and Handbook](#) (Table 3.4.5a). In addition to these sources, academic policy information is also available via the [University of North Alabama web site](#). The [Academics \(PDF\)](#) page link provides the most direct link to the majority of academic policies such as specific degree requirements and availability. Some specific degree programs and university offices, like the [Honors Program](#) and the Office of Admissions ([UNA Preview Day; Excellence and Transfer Scholarships](#)), may also disseminate academic policy information through recruitment or informational brochures or other electronic means.

Table 3.4.5a. Relevant source documents for a variety of academic policies and the means of dissemination.

Document/Policy	Source Availability
<u>UNA Undergraduate Catalog, 2011 - 2012</u>	Available electronically; in print from the Admissions Office
Nondiscrimination policy	<u>Front Matter, Undergraduate Catalog, p 18</u>

FERPA Policy	<u>Undergraduate Catalog, p 17</u>
Admission requirements	<u>Undergraduate Catalog, pp. 20-30</u>
Advanced standing credit	<u>Undergraduate Catalog, p. 30</u>
Academic honesty	<u>Undergraduate Catalog, p. 50</u>
Basic programs of study	<u>Undergraduate Catalog, p. 52</u>
General education requirements	<u>Undergraduate Catalog, pp. 52-55</u>
Graduation requirements	<u>Undergraduate Catalog, pp. 55-58</u>
Scholastic standards	<u>Undergraduate Catalog, pp. 58-59</u>
Second chance provision	<u>Undergraduate Catalog, pp. 59-60</u>
Repetition of courses	<u>Undergraduate Catalog, pp. 60-61</u>
General regulations	<u>Undergraduate Catalog, pp. 61-64</u>
Classification, grading system, credits, honors	<u>Undergraduate Catalog, pp. 64-66</u>
Program-specific policies and degree requirements	<u>Undergraduate Catalog, pp. 67-197</u>
<u>UNA Graduate Catalog, 2011-2012</u>	Available electronically; in print from the Admissions Office
Nondiscrimination policies	<u>Graduate Catalog, p. 2</u>
FERPA Policy	<u>Graduate Catalog, p. 15</u>
Academic honesty	<u>Graduate Catalog, p. 16</u>
General policies (admission, general program requirements, registration)	<u>Graduate Catalog, pp. 24-38</u>
Program specific policies and degree requirements	<u>Graduate Catalog, pp. 39-108</u>
<u>UNA Fall 2011 Schedule of Classes (PDF)</u>	Available electronically; in print from the Registrar's Office; general distribution through colleges/departments
FERPA Policy	<u>Fall 2011 Schedule of Classes, p. 14</u>

Statement of Nondiscrimination	<u>Fall 2011 Schedule of Classes, p. 14</u>
Undergraduate and graduate admission information	<u>Fall 2011 Schedule of Classes, pp. 4-6</u>
<u>UNA Faculty Handbook, May 2011</u>	Available electronically
Faculty Organization, academic policy and faculty welfare	<u>Faculty Handbook, Section 1.3</u>
Curriculum development	<u>Faculty Handbook, Section 3.3.3</u>
<u>UNA Student Handbook & Planner, 2011-2012</u>	Available online; in print from the Office of Student Engagement; distributed in orientation sessions and kiosks in the Guillot University Student Center
Awards	<u>Student Handbook, pp. 8-9</u>
Code of Conduct, Academic Dishonesty	<u>Student Handbook, pp. 17-20</u>
Student rights and responsibilities (includes discipline process, involuntary withdrawal policy, and grievance process;	<u>Student Handbook, pp. 10-30</u>
<u>Distance Learning</u>	Available electronically
Policies and procedures	<u>UNA Distance Learning Policies and Procedures Manual</u>
<u>Shared Governance Document</u>	Available electronically
Shared governance process	<u>Shared Governance Guidelines, pp. 3-6</u>

The processes used to establish and modify all academic policies are outlined in the *Faculty Handbook*, the *Student Handbook* and the *Shared Governance Document*. The University of North Alabama follows good educational practice by collecting input and developing/revising academic policies in an orderly fashion, as described in the **UNA Faculty Handbook, May 2011, Section 1.6**, the **UNA Faculty Handbook, May 2011, Section 3.3.3** and the **UNA Shared Governance Document, 2011, p. 3-6**. Input is collected through the Academic and Student Affairs Committee,

the Institutional Effectiveness Committee, and the Faculty/Staff Welfare Committee ([UNA Shared Governance Document, 2011, p. 11-13](#)). Policy changes are reviewed/approved to ensure support of the University's mission ([Mission Statement](#); [PDF](#)) and conformance to external standards of the accrediting bodies with which the University of North Alabama is associated ([Accreditations](#); [Accreditations PDF](#)). Table 3.4.5b lists surveys that provide input to decision makers who shape academic policy.

Table 3.4.5b. Assessment Instruments

Survey
<u>Fall 2004 Alumni Survey</u>
<u>Fall 2005 Campus Climate Survey</u>
<u>Collegiate Assessment of Academic Proficiency (CAAP) (PDF)</u>
<u>2009 Employer Survey</u>
<u>Spring 2005 Advisor Survey</u>
<u>National Survey of Student Engagement (NSSE)</u>

Minutes for both the Undergraduate Curriculum Committee and the Graduate Council are archived to ensure an adequate record of academic policy decisions. Electronic files are posted at:

- [Undergraduate Curriculum Committee](#)
- [Graduate Council](#)
- [Academic and Student Affairs Committee](#)

Sources

[Academic and Student Affairs Committee](#)

[Academics](#)

[Academics PDF](#)

[Accreditations](#)

[Accreditations PDF](#)

[Advisor Survey PDF](#)

[Alumni Survey](#)

[Alumni Survey PDF](#)

[CAAP Presentation](#)

[Campus Climate Survey](#)

[Campus Climate Survey PDF](#)

[Distance Learning](#)

[Distance Learning PDF](#)

[Employer Survey](#)

[Employer Survey PDF](#)

[Faculty Handbook, Section 1.3](#)

[Faculty Handbook, Section 3.3.3](#)

[Fall 2011 Schedule of Classes, p. 14](#)

[Fall 2011 Schedule of Classes, pp. 4-6](#)

[Front matter Undergraduate Catalog Nondiscrimination Policy](#)

[Graduate Catalog, 2011-2012 p. 15](#)

[Graduate Catalog, 2011-2012 p. 16](#)

[Graduate Catalog, 2011-2012 p. 2](#)

[Graduate Catalog, 2011-2012 pp. 24-38](#)

[Graduate Catalog, 2011-2012 pp. 39-108](#)

[Graduate Council](#)

[Honors Program](#)

[Honors Program PDF](#)

[National Survey of Student Engagement](#)

[National Survey of Student Engagement PDF](#)

[Mission Statement](#)

[Mission Statement PDF](#)

[Shared Governance Document](#)

[Shared Governance Guidelines pp. 3-6](#)

[Shared Governance Document, 2011, pp. 11-13](#)

[Student Handbook, pp. 10-30](#)

[Student Handbook, pp. 17-20](#)

[Student Handbook, pp. 8-9](#)

[UNA Distance Learning Policies and Procedures Manual](#)

[UNA Faculty Handbook, May 2011](#)

[UNA Faculty Handbook, May 2011, Section 1.6](#)

UNA Fall 2011 Schedule of Classes

UNA Graduate Catalog, 2011-2012

UNA Student Handbook, 2011-2012

UNA Undergraduate Catalog, 2011-2012

Undergraduate Catalog, 2011-2012 p. 17

Undergraduate Catalog, 2011-2012 p. 18

Undergraduate Catalog, 2011-2012 pp. 20-30

Undergraduate Catalog, 2011-2012 p. 30

Undergraduate Catalog, 2011-2012 p. 50

Undergraduate Catalog, 2011-2012 p. 52

Undergraduate Catalog, 2011-2012 pp. 52-55

Undergraduate Catalog, 2011-2012 pp. 55-58

Undergraduate Catalog, 2011-2012 pp. 58-59

Undergraduate Catalog, 2011-2012 pp. 59-60

Undergraduate Catalog, 2011-2012 pp. 60-61

Undergraduate Catalog, 2011-2012 pp. 61-64

Undergraduate Catalog, 2011-2012 pp. 64-66

Undergraduate Catalog, 2011-2012 pp. 67-197

Undergraduate Curriculum Committee

University Employee Policy Manual and Handbook

University of North Alabama web site

3.4.6 Practices for awarding credit

The institution employs sound and acceptable practices for determining the amount and level of credit awarded for courses, regardless of format or mode of delivery.

Judgment

Compliant

Narrative

The University of North Alabama employs sound and acceptable practices for determining the amount and level of credit awarded for courses, regardless of format or mode of delivery. The requirements and procedures for awarding credit are guided by definitions issued by the Alabama Commission on Higher Education (ACHE) ([ACHE homepage](#), [PDF](#)). ACHE is the governmental body that approves new units of instruction, approves new academic programs, and provides overall statewide planning and coordination of higher education in Alabama ([ACHE Instructional Webpage](#)).

The Alabama Commission on Higher Education follows standards set by the National Center for Education Statistics of the United States Department of Education Institute of Education Sciences ([NCES glossary](#), [PDF](#)) in establishing its terminology ([ACHE Operational Definitions](#), [PDF](#)). Specifically, a credit is a recognition of attendance and performance in an instructional activity, course, or program that can be applied by a recipient toward the requirements for a degree, diploma, certificate, or other formal award; and a credit hour is a unit of measure representing the time and activity required for one hour of credit. This involves the equivalent of 50 minutes of instruction each week for a semester, trimester, quarter, or the equivalent (this includes distance learning).

Level of credit is addressed by the University through the approval process for adding a new course. Initiative for proposals for curricular change rests with any faculty member, administrator, student, or recognized university organization. Proposals for changes in, or additions to, courses and programs normally originate in the department and are transmitted with recommendations to

the dean of the college for action by the college curriculum committee. It is the responsibility of the academic departments to determine the appropriate amount of credit for each course. On approval, proposals are then transmitted with recommendations to the Vice President for Academic Affairs and Provost for action by the University Curriculum Committee, or if related to graduate courses and programs, to the Graduate Council. Curricular changes which have both undergraduate and graduate implications are reviewed by both the Graduate Council and the University Curriculum Committee. Proposals for change approved by the University Curriculum Committee or the Graduate Council are subject to the final action of the President of the University, except that proposals involving the deletion or addition of a degree program and/or substantial budgetary support are also subject to the approval of the Board of Trustees and appropriate state departments and agencies. According to the type of program, further review and approval may be required by such external agencies as the State Board of Education and the Alabama Commission on Higher Education. Details of this process are provided in the **UNA Faculty Handbook, May 2011, Section 3.3.3**).

The amount and level of credit for distance learning courses has been formalized in the document **Distance Learning Program Academic Policies** which outlines policies and procedures for offering academic programs in distance learning settings. Proposals for totally new distance learning courses progress through the same curriculum development process used for regular on-campus proposals (see above). In addition, electronic courses are developed and offered in compliance with the **Southern Regional Education Board's Principles of Good Practice** for Academic Degree and Certificate Programs and Credit Courses Offered Electronically.

Sources

[ACHE homepage](#)

[ACHE homepage PDF](#)

[ACHE Operational Definitions](#)

Alabama Commission on Higher Education operational definitions of the terms "credit" and "credit hour"

Distance Learning Program Academic Policies

National Center for Education Statistics operational definitions of the terms "credit" and "credit hour"

NCES glossary

NCES glossary PDF

Southern Regional Education Board's Principles of Good Practice

UNA Faculty Handbook, May 2011, Section 3.3.3

3.4.7 Consortial relationships/contractual agreements

The institution ensures the quality of educational programs and courses offered through consortial relationships or contractual agreements, ensures ongoing compliance with the comprehensive requirements, and evaluates the consortial relationship and/or agreement against the purpose of the institution.

Judgment

Compliant

Narrative

The University of North Alabama has identified two collaborative/consortial academic agreements pertinent to this standard. These are Dauphin Island Sea Lab and the Master of Science in Nursing program. All institutions participating in these two collaborative agreements are SACSCOC-accredited institutions. As such, all members of the two consortia arrangements are committed to ensuring integrity of academic standards, the quality of credits awarded, and compliance with SACSCOC related accreditation requirements. Provided below is a description of the two arrangements.

Consortial Relationships

The University of North Alabama maintains a consortial relationship with the **Marine Environmental Sciences Consortium (MESC)** ([PDF](#)). This relationship involves the provision of **specialized courses at the Dauphin Island Sea Laboratory (DISL)** ([PDF](#)) near Mobile, Alabama, for UNA students majoring in marine biology as well as the **21 other four-year colleges and universities of Alabama** ([PDF](#)). All member institutions are accredited by SACSCOC (**SACSCOC Accreditation-MESC**). The program at UNA is administered by the Biology Department of the College of Arts and Sciences. All courses for the degree program are taught on the University's main campus in Florence, Alabama, except for the marine biology courses taught at DISL.

The **courses offered for the Marine Biology degree** ([PDF](#)) through this program are:

- BI 228 Ocean Science

- BI 308 Marine Biology
- BI 345 Dolphins and Whales
- BI 403 Marine Invertebrate Zoology
- BI 408 Marine Vertebrate Zoology
- BI 411 Marsh Ecology
- BI 412 Marine Ecology
- BI 413 Marine Behavioral Ecology
- BI 415 Coastal Ornithology
- BI 425 Introduction to Oceanography
- BI 429 Marine Botany
- BI 430 Research on Special Topics
- BI 440 Special Topics in Marine Science

The DISL Board of Directors, the major oversight body, consists of all member institution Presidents ("Chief Executive Officers, etc."). However, as stated in **Code of Alabama 1975, Section 16-45-1**, "The board of directors shall determine the overall program and general policies of the consortium in accordance with the provisions of this chapter as now enacted or as the same may be hereafter amended" and "The board may elect or appoint such officers as it deems desirable, ..., to have such responsibilities and to exercise such authority as the board may from time to time prescribe." Since its creation in 1971, the Board has appointed a Director of DISL and a Program Committee made up of Campus Liaison Officers from all Marine Environmental Science Consortium (MESC) member institutions to provide guidance and direction in summer university programs and advice to the Director. The Program Committee meets at least three times a year and minutes are always kept and available from the University Programs Registrar. This program committee has oversight and input on all summer university course offerings, course composition, course rigor and level, and hiring of course instructors including some input in selection of resident DISL faculty in addition to the visiting faculty that may often teach the summer university program courses. (**MESC Institutions and Campus Liaison Officers**).

The University has one faculty member appointed by the President who serves as liaison officer to MESC. This faculty member serves as a member of the MESC Program Committee, which meets regularly to advise the University Programs chair in planning academic programs and to aid in maintaining the quality of all courses/programs offered at the Dauphin Island Sea Lab. All courses approved by the MESC Program Committee must then be approved by the appropriate University departmental curriculum committee, College of Arts and Sciences Curriculum Committee, and University Curriculum Committee. Procedures providing for the maintenance of standards of quality are incorporated into the policies of the University through departmental-, college-, and university-level curriculum committees. All educational programs provided to the University through the Marine Environmental Sciences Consortium relationships and contractual agreements are scrutinized first by respective departmental and college curriculum committees and finally by a university-level curriculum committee. Once approved, courses are entered into the UNA Undergraduate Catalog, 2011-2012, p. 211 under the University's own numbering system.

Contractual Agreements

The University of North Alabama maintains a contractual agreement with Jacksonville State University (JSU) for nursing program courses in the Master of Science in Nursing program. (MSN Letter of Intent-SACS 1-11-06; MSN Letter of Intent-SACS e-mail 1-11-06 Cale Letter to SACS - MSN Nursing).

The contractual agreement with JSU, also accredited by the SACS Commission on Colleges, for nursing program courses in the Master of Science in Nursing program is administered by the College of Nursing and Allied Health. There are four courses in the MSN curriculum that students take through JSU:

- All students take NU 604 (JSU NU 542) Human Diversity and Ethics (3 hours)
- The "Teaching-Learning" option students take ED 655 (JSU NU 551) Evaluation in Modern Learning and ED 605 (JSU NU 550) Curriculum Development
- The "Leadership" option students take NU 506 (JSU NU 544) Statistical Concepts for Nurses

There is a **Memorandum of Agreement** between the College of Nursing of Jacksonville State (JSU) and the College of Nursing and Allied Health (CONAH) at UNA that spells out the responsibilities of each party. JSU maintains accreditation through the same body that accredits UNA's nursing program, the Commission on Collegiate Nursing Education (CCNE). With CCNE accreditation, the quality of JSU's program and its courses meet accepted standards of the profession. In addition, **Jacksonville State University** is accredited by SACSCOC and meets standards established by that organization. The Deans and faculty of both programs are in frequent communication via phone, e-mail, and informal meetings. JSU faculty course evaluations are obtained annually and reviewed by UNA's Online Nursing Department (OD) faculty and administration. These documents are in a file in the OD office. Any problem areas found during the review will be placed on the agendas of the Level 6 (MSN) faculty meetings and Online Program Effectiveness and Curriculum Committee (OPECC). Changes deemed necessary by the committees are directed through the proper channels and to the proper entities at both UNA and JSU. The problem areas undergo continual monitoring by OPECC.

The agreement contains the statement that either party can terminate the relationship any time with a 90-day notice. The College of Nursing and Allied Health at UNA reserves that right. The College of Nursing and Allied Health continually evaluates this relationship and all courses to make sure the needs of UNA students and the outcomes of its program are met. The Online Program Effectiveness and Curriculum Committee (OPECC) receives issues of this nature from either the faculty or administration of the CONAH's Online Nursing Department. Any quality issues are addressed by this committee's action.

Sources

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[MSN Letter of Intent-SACS 1-11-06](#)

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[President Cale's Letter to SACS - MSN Nursing](#)

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[UNA Course Listing for Marine Biology Classes](#)

[UNA Graduate Catalog, 2011-2012 Nursing Curriculum](#)

[UNA Undergraduate Catalog, 2011-2012, p. 211](#)

[UNA-Jacksonville State Memorandum of Agreement](#)

3.4.8 Noncredit to credit

The institution awards academic credit for course work taken on a noncredit basis only when there is documentation that the noncredit course work is equivalent to a designated credit experience.

Judgment

Compliant

Narrative

The University of North Alabama does not award academic credit for course work taken on a noncredit basis. The policy on auditing courses is provided in the "Audit" section of the *UNA Undergraduate Catalog*, (2011-2012, p. 52) and the *UNA Graduate Catalog*, (2011-2012, p. 34).

Sources

UNA Graduate Catalog, 2011-2012, p. 34

UNA Undergraduate Catalog, 2011-2012, p.52

3.4.9 Academic support services

The institution provides appropriate academic support services.

Judgment

Compliant

Narrative

Consistent with the institution's mission, the University of North Alabama provides a full range of appropriate academic support services, programs, and activities that “provide educational opportunities for students, an environment for discovery and creative accomplishment, and a variety of outreach activities meeting the professional, civic, social, cultural, and economic development needs of our region in the context of a global community” ([UNA Mission Statement, PDF](#)). These resources and academic support are available in varying formats to on-campus, on-line and distance education students. For example, in the [MBA-Asia program](#), the following academic support services are provided on-site: academic orientation, academic advising, library (shared), simultaneous translation service when required in Beijing; and availability of proctored testing facilities. In addition, the following academic support services are available electronically: electronic access to UNA virtual library and access to services provided through the Office of Career Planning and Development. Built into the program being delivered in Asia (MBA-Executive Option), specific one-semester credit hour courses are required in career planning and development, and management coaching and mentoring.

The University of North Alabama provides the following academic support programs, services and activities:

Office of Academic Support

The Office of Academic Support within Academic Affairs is coordinated by the Associate Vice President of Academic Support. The units within this area consist of: The Center for Academic Advisement, Retention, and Support; the Center for Writing Excellence; the Office of Continuing

Studies; Educational Technology Services; Distance Learning; the Honors Program; Learning Communities; and the Women's Center ([**UNA Academic Support Units, PDF**](#)). This office oversees a collection of programs and services designed to provide an enriched academic experience for all UNA students. The various programs and offices provide academic advising and guidance, academic assistance through tutorials and structured small group instruction, novel learning opportunities and communities, enhanced use of educational technology, programs that address issues specific to women in higher education, opportunities for undergraduate research, unique living/learning environments, and lifelong learning programming. All of the programs and services are led by highly experienced educators, whose mission is to ensure that every student has access to comprehensive academic resources while enrolled at the University of North Alabama.

The Center for Academic Advising and Retention Services

The Center for Academic Advising and Retention Services (CAARS) provides programming and services to promote student success. CAARS outreach extends to both faculty and students. For faculty, CAARS provides faculty advisor training and resources to encourage effective faculty advising. CAARS also coordinates advising campus-wide during student orientation and registration sessions. CAARS addresses student needs in the following ways. An academic guide for freshmen, *Off to a Roaring Start*, is provided to students during orientation as well as a session for both students and parents introducing them to General Education coursework at UNA ([**UNA CAARS Off to a Roaring Start**](#)). All undeclared students are advised by CAARS staff members. Study skills instruction and development are offered through CAARS as well as the campus-wide peer tutoring program. Testing administration and services are offered through CAARS. The ACT, SAT, PRAXIS and CLEP programs are available to students and the community at large. The CAAP Exam is administered to rising juniors to assess learning and skills acquired in the General Studies curriculum areas ([**UNA Testing Services, PDF**](#)). Finally, CAARS reaches out to students who are conditionally admitted or who have a status of Academic Warning or Academic Probation.

Workshops, online resources and individual academic counseling are provided to help these student populations address obstacles to their academic success ([UNA Center for Academic Advising, PDF](#); [CAARS Usage Summary](#)).

The Center for Writing Excellence

The Writing Center Program was established to provide UNA students at all academic levels with instruction and resources for writing, reading, and writing-as-critical thinking skills development; to provide UNA faculty with teaching resource support and professional development opportunities in Writing Across the Curriculum (WAC) and Writing in the Disciplines (WID); and to facilitate and develop community-oriented writing, reading, and writing-as-critical thinking programs ([UNA University Writing Center Faculty Development, PDF](#)).

Areas of Support include:

- Writing and Research Process Strategies
- Higher Order / Global Concerns (Audience, Purpose, Thesis, Organization, Development, Introduction, Conclusion)
- Lower Order / Local Concerns (Grammar, Mechanics, Punctuation, Spelling)
- Style Use (MLA, APA, Chicago/Turabian)
- Genre-Specific Writing Issues (Resumes, Letters, Business Writing, Scientific Writing, Fiction, Poetry) ([UNA University Writing Center, PDF](#)).

The Writing Center is staffed by students (sophomore through graduate levels) who are trained or who are in training with faculty writing experts and a research librarian. To illustrate student use of the Writing Center reports are provided annually and can be accessed on the Writing Center web page. The latest report indicates that the Writing Center provided 2,840 consultations during the [2009-2010 academic year](#).

The Office of Continuing Studies

Formalized in 1985, Continuing Studies and Outreach provides community service programs and professional development courses and programs to meet the changing needs of the people of the

state and region. The courses and programs range from those of a public service orientation to certificate programs sanctioned by professional associations. Additionally, numerous public and private sector organizations contract for “on-site” delivery of seminars and programs. Professional certificate and contract programs require the department to deliver training at locations in Alabama and throughout the Southeast. As a result of expanding its geographical service area, the department has focused on developing partnerships with other educational institutions in Alabama. The mission of the Office of Continuing Studies is to provide lifelong learning opportunities for people of all ages in the Shoals/tri-state region and beyond. The office serves as the University's primary means of extending its educational and training resources to the non-traditional student, especially to adults seeking continued personal and professional development and to employers seeking updated workplace skills and productivity-improving knowledge ([UNA Office of Continuing Studies, PDF](#)).

Areas of learning opportunities include:

- Professional Development Programs: governmental auditing; accounting; computer skills; health care; human resource management; leadership; national exam prep courses such as paralegal/legal assistant, pharmacy technician, Professional in Human Resources (PHR[®]), Senior Professional in Human Resources (SPHR[®]); certified law enforcement executive program; gerontology certificate program; geographic information systems; and the Certified Alabama Planning and Zoning Official.
- Institute for Learning in Retirement
- Summer Youth Camps
- Personal Enrichment
- Online Courses ([UNA Office of Continuing Studies, PDF](#)).

Educational Technologies and Distance Learning

The mission of Educational Technology Services is to provide materials and services in support of the teaching, research, and public service commitments of the University of North Alabama.

Educational Technology Services fulfills this mission through the activities of its four units: the Learning Resources Center (LRC), Media Services, Academic Technology, and Distance

Learning. Each unit works both independently and in cooperation with other units within the department as necessary to fulfill the departmental mission (**UNA Educational Technology Services, PDF**).

The Learning Resources Center maintains a variety of materials to facilitate instruction and the teaching/learning process. Curriculum materials such as courses of study, curriculum guides, methods (idea) books, elementary and secondary textbooks, accreditation reports, evaluation studies, self-studies, sample teaching units, appropriate pamphlet materials, and audiovisual materials are housed in the collection. Children's literature, selection aids, a reference collection, bibliographies, periodicals, materials on current trends in education, and innovative approaches to education are also included (**UNA Educational Technology Services, PDF**).

Media Services offers duplication and transfer services of various formats of videos and audio media where appropriate, and houses and maintains audiovisual equipment for use by university personnel. A Digital Media Specialist is available to assist faculty in the planning, design, and production of audiovisual instructional materials (**UNA Educational Technology Services, PDF**). Media Services also provides training, support, and management of the University's **Smart Classroom Initiative**. All traditional classrooms and auditoriums on the main campus and East Campus are equipped with a minimum of a video projector, digital document camera, room audio system, DVD/VHS player and computer with LCD monitor.

Academic Technology provides technology training through formal workshops and individual faculty visits, support for design and creation of online course materials, and technical support of the University's Learning Management System (LMS) (**UNA Educational Technology Services, PDF**).

The Distance Learning program is committed to delivering courses for academic credit to students through advanced technology systems. These courses are developed by UNA faculty and are taught using Internet-based instruction utilizing advanced technologies (including course management systems, lecture capture software, and various supporting computer applications). All Distance Learning courses are conducted in accordance with established policies and procedures of the University (**UNA Distance Learning Policies and Procedures Manual**). Distance Learning program goals are as follows:

- To increase access to educational programs by developing and maintaining the technological infrastructure appropriate for the delivery of distance instruction.
- To facilitate the planning, development, scheduling, delivery, and evaluation of high quality, high demand undergraduate and graduate courses utilizing advanced educational technology.
- To promote university distance education activities both within and outside the university community.
- To encourage the development and use of advanced educational technology on campus as well as for distance learning.
- To foster partnerships with area high schools, businesses, other colleges and universities, and other organizations for the development and delivery of distance instruction activities (**UNA Distance Learning Goals, PDF**).

The Honors Program

The Honors Program is a distinguished degree option for outstanding students at UNA. The program is open primarily to entering first year students; second-year and transfer students may be admitted on a case-by-case basis. The Honors Program is open to students in all majors and colleges. The Honors Program curriculum consists of 27 credit hours of honors coursework. There are no additional credit hours beyond the hours required for a typical degree. Honors courses replace required courses in the university curriculum and in individual majors. To remain in the Honors Program students must maintain a 3.25 GPA, adhere to university policies, participate in program activities, and make satisfactory progress toward completion of the academic requirements. Students who complete the program graduate with the distinction "University Honors."

The mission of the Honors Program is to create a supportive campus community of the best students and to offer an educational experience which is challenging as well as enjoyable.

Honors Program goals follow directly from University goals:

- To offer a truly exceptional undergraduate experience
- To offer a student-centered Honors experience
- To develop a diverse Honors Program
- To maintain a strong intellectual community of Honors Program students, faculty, staff, and alumni
- To develop greater global awareness and a spirit of civic engagement ([UNA Honors Program Mission Statement, PDF](#)).

Honors Program Curriculum:

- Honors 101: required of all first year students
- Honors 201: required of all second year students
- Honors 301: required of all third year students
- Honors Capstone Project: three- to six-hour individual project in the respective major
- 27 total hours of honors coursework
- Completion of Civic Engagement Component

Students in the Honors Program may take and apply any honors course toward completion of the program's 27 hour requirement. The list of honors courses varies by semester. Students may also contract regular courses for honors credit. The Capstone Project is developed by the student in consultation with a faculty advisor and is normally completed in the final year. To complete the civic engagement component, students engage in 10-15 hours of approved community service per semester beginning in the second year ([UNA Honors Program Requirements, PDF](#)).

Learning Communities

Learning communities are courses designed to help acclimate freshman students to university life. Subjects are paired together and a one-hour Learning Community course is added so that students

have an opportunity to interact with their professors and get to know fellow students from both of the core classes. By organizing students and faculty into smaller groups there is an opportunity for students to establish support networks, there is an increased focus on student learning, and the program offers an excellent chance for students to adjust to the college environment ([UNA Learning Communities, PDF](#)).

Learning communities:

- Organize students and faculty into smaller groups
- Bring faculty and students together
- Encourage integration of different subjects
- Focus faculty and students on student learning
- Help students establish support networks
- Provide a setting for adjusting to college ([UNA Learning Communities, PDF](#)).

Student evaluations showed that over 96 percent of those who participated in a learning community during the past two years said that they would recommend a learning community to an in-coming freshman ([UNA Learning Communities, PDF](#)).

The Women's Center

The [Center for Women's Studies](#) ([PDF](#)) provides materials for research on gender issues, a space for Women's Studies classes, a forum for speakers, and a meeting place for student groups. The primary mission of the Center is academic, and, as a part of this mission, the Center hosts community-building outreach activities throughout the academic year. In collaboration with Bennett Infirmary, Rape Response of the Shoals, Safeplace, Shoals Family Success Center, Cramer Children's Center, AIDS Action Coalition, and Lauderdale County Health Department, the Center offers medical and counseling referrals to students, demonstrating to Women's Studies students a practical application of Women's Studies premises taught throughout the minor. Women's Studies classes contain strong service-learning components, but specific courses with such components include Introduction to Women's Studies, Global Women's Issues, and Senior Seminar in Women's

Achievement and Theory. Additionally, Women's Studies students participate in global and local outreach, including the following: AIDS Action Coalition; Bead for Life; V-Day, a Global Activist Movement; American Association of University Women (AAUW); American Red Cross; and Alabama Cooperative Extension Service.

The Center for Women's Studies follows University goals, with specific emphasis on the following:

- To recruit and retain a diverse student population that indicates admission without regard to age, color, disability, national origin, race, creed, sex, or religion.
- To provide student-life programs, activities and services that complement academic preparation and extend student opportunities.
- To provide a campus environment that serves as a source of pride and supports and complements the concept of a university community.
- To provide an intellectual climate which promotes critical and independent thinking, innovative programs, and a free and open exchange of ideas.
- To extend access to university programs which will maintain a positive university-community relationship.

Other Support Units that do not fall under the Vice President for Academic Support:

Center for International Programs/International Student Services. International Student Services (ISS) organizes orientations for all new incoming international students. During orientation, international students learn more about life at UNA and in the United States. ISS issues a "Purple Passport" to new students wherein representatives from most departments at the University give brief information about their services. ISS takes care of students' health insurance plans, provides airport pick-ups for new students, offers a regular shopping shuttle, and organizes social activities and sightseeing tours. UNA currently has students from over 60 countries and expects to expand the University's population and diversity. Along with helping students on an everyday basis, ISS has the recruiting goal every semester to add one more country to the University's list of students' nations of origin. ISS works to ensure the comfort and safety of the University's international students and to make sure they receive the best education possible while studying at UNA ([UNA International Student Services, PDF](#)).

Student Orientation, Advisement and Registration (SOAR). The Office of Student Engagement organizes Student Orientation, Advisement, and Registration (SOAR). SOAR allows new incoming students to learn about the University's services, resources, involvement opportunities, academic advising, and to pre-register for classes, and gain valuable information on items such as financial aid, parking decals, meal plans, housing, tuition and more (**UNA Student Orientation Advisement and Registration, PDF**).

Collier Library. (**PDF**) is the main library on the campus at the University of North Alabama. As stated in its **mission** (**PDF**), "Collier Library provides responsive collections, staff, services, and environments that encourage the independent learning, teaching, and research of UNA students, faculty, staff, and others." The library supports on-campus, online, and distance learning programs by providing 1) dynamic in-house collections of diverse scholarly information resources in appropriate formats; 2) 24X7 access to electronic information sources; 3) assistance with and instruction on the organization, evaluation, and use of information resources; 4) assistance in borrowing materials not available through the library; and 5) appropriate facilities and services with the professional support required to promote scholarship and independent learning and to meet the broad informational needs of the university community. Library faculty closely monitor national standards, including those put forth by the **Association of College and Research Libraries** (**PDF**) to ensure that programs and policies remain relevant.

Additional Library Support for UNA (Distance) MBA Students in Asia. All UNA distance learning and online students have access to library resources via the library's website. UNA's Asia MBA program, however, represents a unique situation for access to appropriate library collections, services, and other learning resources. Students within this program have the same password-protected access to the library holdings and electronic resources through EZproxy as other UNA distance learners. Collier Library faculty provides a number of services such as "**Ask a Librarian**" that can be accessed by Asia MBA students.

In addition to access to UNA's electronic resources, students in Taiwan benefit from a formal **Memorandum of Understanding** between the University of North Alabama and **Kainan University Library** (PDF), a private university in Taipei. Kainan provides MBA-Asia students with access to on-location library resources (**Kainan Library Support letter**). Kainan University grants the MBA degree and as such its library holdings are developed to support the MBA as well as its other degree programs. Kainan University Library was established in 2000 with a new building completed in 2005. It holds over 300,000 books and over 20,000 journals and magazines, and provides access to numerous online databases. MBA Asia students have access to library services such as Interlibrary Loan and reference assistance. Students also have access to the **Taipei Public Library** (PDF) located in Taipei.

For MBA-Asia students in the Beijing cohort, a **formal agreement** with the **National Library of China** (PDF) in Beijing provides students access to one of the **largest library collections** in the world. In addition, a **Memorandum of Agreement** between the University of North Alabama and **Tsinghua University** (PDF) in Beijing was signed in July 2011. The agreement, which will go into effect with the beginning of a new cohort of students in summer 2012, provides for classroom space and **library access** (PDF) for UNA graduate students in Beijing. Tsinghua University, a leading doctoral-granting institution, is one of only three Chinese universities to hold accreditation through the Association to Advance Collegiate Schools of Business (AACSB).

To meet the needs of the UNA MBA-Asia students, classroom facilities are provided by the International University Center in Taiwan and by Aura Educational Group in Beijing. In both cases, the classrooms are comparable to classrooms on the UNA campus. All classrooms include state-of-the-art projection equipment. In the Beijing classroom, a simultaneous translation booth, equipment, and earphones are provided. Students in this program typically use laptop computers for in-class note taking and to access electronic resources as needed. Additional information regarding the MBA-Asia program is provided in the narratives for **C.R. 2.8 – Faculty**, **C.S. 3.8.1 –**

Library/Learning Resources, **C.S. 3.8.3** – Qualified Staff, and **C.S. 3.12.1** – Substantive Change.

Music Library. The Music Library and Listening Center is an instructional support unit of the University of North Alabama which provides videocassettes, kits, audiocassettes, phonograph records, compact discs, computer software, and music scores. In addition, the Music Library serves as an instructional facility for the Music Department. The Listening Center is used for listening assignments and for the enjoyment of listening (**UNA Music Library, PDF**).

Kilby School Library Media Center. Kilby Library supports the curriculum of Kilby School with materials and services to assist in instruction, provide access to information, and to promote literacy and the enjoyment of reading, viewing, and listening. Story times, book talks, and booklists are used to encourage reading. The library provides materials for the students in grades K-6, with these materials also available to UNA students, faculty, and staff. The Kilby School Library Media Center contains children's books, professional books, periodicals, and audiovisual materials and equipment (**UNA Kilby School Library, PDF**).

Information Technology (IT) Help Desk. The IT Help Desk provides students, faculty, and staff access to computer support services. These services provide assistance with any issues regarding University-provided computer equipment, including e-mail, the Learning Management System, the University's intranet, and troubleshooting software issues (**UNA Helpdesk, PDF**).

UNA Student-Athlete Academic Support Program. The **student-athlete academic support program** (**PDF**) was established to assist student athletes to maintain focus on the proper balance of academic and athletic excellence. The broad-based program has been designed to ensure that student-athletes are provided the opportunity to excel in the classroom as well as in their sports. The program promotes initiative, independence and success in achieving educational, personal and social goals.

There is an underlying emphasis on the development of the total person who, at the end of his/her collegiate career, is prepared to enter and excel in the career of their choice.

Areas of additional support include:

- A structured study lab program which offers student-athletes a controlled, structured setting where quiet studying and work can be performed. These study labs are monitored by all full-time Head and Assistant Coaches, the Senior Women's Administrator and the Director of Athletics (part-time coaches, graduate assistant coaches and student coaches are not allowed to monitor the study labs).
- Additional study labs at the discretion of each head coach.
- Supplemental advising concerning NCAA regulations
- Class scheduling and registration
- Admissions tracking
- Progressive tracking of class performance two to three times per semester, with identification of areas of need and appropriate assistance
- Assistance in adding and dropping courses (**UNA Student Athlete Academic Support Program, PDF**).

Developmental Services. Disability Support Services provides comprehensive academic and personal support for students at UNA. Consistent with ADA and Section 504 of the Rehabilitation Act of 1973, Disability Support Services is committed to providing academic programs and services that are accessible to qualified students with disabilities. It is the goal of Disability Support Services to ensure that students with disabilities have equal opportunity to achieve their personal academic goals, while at the same time maintaining the integrity of the University's program requirements. Disability Support Services focuses on the abilities of each individual it serves and works individually with each student to ensure that reasonable accommodations are being provided in the most effective manner.

Disability Support Services provides comprehensive support through a variety of services and programs. These services include:

- accommodation assistance for students with disabilities,
- study skills instruction,
- academic counseling,

- tutoring,
- faculty mentoring and
- learning enhancement ([UNA Disability Support Services, PDF](#)).

Within this framework Developmental Services arranges or provides accommodations to students with documented learning, physical and/or psychological disabilities.

Planetarium. The UNA Planetarium and Observatory pursues an aggressive program in research using the observatory and external facilities and developing partnerships with other observatories to advance scientific knowledge. This provides opportunities for research for undergraduate students, teachers, and their students. The Planetarium involves local amateur astronomers in research programs where interest is expressed; programs are being pursued by the renewed UNA Astronomy Club ([UNA Planetarium Research, PDF](#)). The public is invited to visit the UNA Planetarium and Observatory and hear lectures on astronomy ([UNA Planetarium Public Programs, PDF](#)), and private programs are offered for schools (K-12) and clubs ([UNA Planetarium K-12 Programs, PDF](#)).

Herbarium and Plant Resources Research Laboratory. The focus of the Laboratory is to maintain in the Department of Biology a complete plant collection for use by students and faculty as an instructional and research resource. It also serves as a historical record of the plant species that occur in northwestern Alabama, northeastern Mississippi and south central Tennessee. The Laboratory functions in the identification and/or verification of unknown plant material, promotes public awareness of rare and/or endangered species, and conducts environmental impact studies and floristic surveys. In addition, continuing education courses and workshops in plant studies may be offered to the public ([UNA Undergraduate Catalog 2011-12, p. 149](#)).

Career Planning Services. Career Planning and Development is committed to empowering students and alumni to engage in all phases of career development. In support of this mission, Career Planning and Development serves as the primary resource on campus for career related

information, providing necessary resources, services and programs to facilitate successful career development as it relates to students, alumni, faculty, and employers ([**UNA Career Planning and Development Mission Statement, PDF**](#)).

Services offered include:

- Individualized employment advising
- Assistance in choosing a major
- Cooperative Education Program
- Mock Interview Program
- Career Fairs
- On-campus Interviewing Program
- Career Planning & Development EASE Registration System for seniors and alumni
- Resource Library (materials on career choices and opportunities according to major fields, interviewing, résumé writing and the job search; an extensive collection of employer information and applications)
- The Résumé Center
- Workshops & class presentations on numerous topics
- MBTI Personality & Strong Interest Inventory Assessments
- Salary data and reports on the job market
- Full-time, summer, and part-time job vacancy listings ([**UNA Career Planning and Development Student Services, PDF**](#)).

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3.4.10 Responsibility for curriculum

The institution places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty.

Judgment

Compliant

Narrative

The University of North Alabama places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty, and has procedures for developing and assessing its curriculum (*UNA Faculty Handbook, May 2011, Section 3.3.3*). The *UNA Faculty Handbook* delineates through the charges of the Undergraduate Curriculum Committee (*UCC Charge*) and the Graduate Council (*Graduate Council Charge*) the role of the faculty by providing these groups with the review authority to ensure the content, quality, and effectiveness of the curriculum.

Specific curriculum requirements for individual degrees, majors and/or minors are determined by the faculty in the department for which the degree is awarded. The University's faculty initiate proposals for program and curriculum requirements that are appropriate for higher education. The approval process for new educational programs usually begins with individual faculty members identifying needs, or at the departmental level in which the program will reside. The specific curriculum review and approval processes are described in Curriculum Development, *Section 3.3.3*, of the *UNA Faculty Handbook, May 2011*. In general, the review and approval of curricular change originates at the department level and continues at the college level where review is conducted by the college curriculum committee. The *UCC form* required for any submission of any curricular changes ensures that changes flow from the departmental level to the appropriate college committee to the University Curriculum Committee. Proposed curricular changes that receive approval at the college level are then transmitted to the Vice President for Academic Affairs and Provost with recommendation for submission to either the Undergraduate Curriculum Committee or the Graduate Council, as appropriate. Proposals for change that are approved at this

level are then submitted to the President for final action. The University of North Alabama employs this process to ensure the quality and effectiveness of its curriculum, as evidenced by both the **Undergraduate Curriculum Committee Minutes (UCC Change Proposal)** and the **Graduate Council Minutes**. In addition, all undergraduate and graduate degree programs must be approved the Alabama Commission for Higher Education (ACHE) (**ACHE Procedures for the Evaluation and Review of New Programs; New Program ACHE Submission-Undergraduate and Graduate Example**).

The *UNA Faculty Handbook* identifies the Undergraduate Curriculum Committee as the entity that initiates, reviews, and recommends curricular change in courses and programs at the university level; communicates its deliberations and findings to the President, and after discussion with the President, to the university community; and reports to the President through the Vice President for Academic Affairs and Provost (**UNA Faculty Handbook, May 2011, Section 1.6**). Similarly, the Graduate Council has overall responsibility (subject to the action of the President and the Board of Trustees) for the organization, administration, and operation of graduate studies through the formulation of policies, procedures, regulations, programs, and courses. The council also serves as a board of appeal on graduate matters (**UNA Faculty Handbook, May 2011, Section 1.7**).

Both the Undergraduate University **Curriculum Committee membership** and the **Graduate Council membership** include faculty members from all colleges of the University. The Undergraduate Curriculum Committee is composed of five faculty from the College of Arts and Sciences, recommended by the Faculty Senate; three faculty from the College of Business, recommended by the Faculty Senate; three faculty from the College of Education, recommended by the Faculty Senate; one faculty from the College of Nursing and Allied Health, recommended by the Faculty Senate; and one student recommended by the Student Government Association. The Vice President for Academic Affairs and Provost and all deans are non-voting members of this committee (**UNA Faculty Handbook, May 2011, Section 1.6**). The Graduate Council is

composed of the following members nominated and selected by the Graduate Faculty: two graduate faculty from the College of Arts and Sciences; two graduate faculty from the College of Business; two graduate faculty from the College of Education, two graduate faculty from the College of Nursing and Allied Health; and four graduate student representatives, one each from the College of Arts and Sciences, the College of Business, the College of Education, and the College of Nursing and Allied Health. The Vice President for Academic Affairs and Provost, the Coordinator of Graduate Studies, all deans, and the Director of Library Services serve as ex-officio members of the Council (***UNA Graduate Catalog, 2011-2012, p. 11***). The Graduate Council composition is also identified in the *UNA Faculty Handbook*, May 2011, (***Section 1.7***).

Sources

ACHE Procedures for the Evaluation and Review of New Programs Example

Curriculum Committee membership

Graduate Council membership

Graduate Council Charge

Graduate Council Minutes

New Program ACHE Submission-Undergraduate and Graduate

UCC Change Proposal

UCC Charge

UCC form

UNA Faculty Handbook, May 2011, Section 1.6

UNA Faculty Handbook, May 2011, Section 1.7

UNA Faculty Handbook, May 2011, Section 3.3.3

UNA Graduate Catalog, 2011-2012, p. 11

Undergraduate Curriculum Committee Minutes

3.4.11 Academic program coordination

For each major in a degree program, the institution assigns responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field. In those degree programs for which the institution does not identify a major, this requirement applies to a curricular area or concentration.

Judgment

Compliant

Narrative

For each major in a degree program, the University of North Alabama assigns responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field. In those degree programs for which the institution does not identify a major, this requirement applies to a curricular area or concentration.

University Assignment of Responsibility for Program Coordination

All programs, graduate and undergraduate, and their corresponding majors are within the responsibility area of the dean of that particular college ([ACHE Program Inventory June 2011](#)). The University of North Alabama's academic degree programs reside within one of four colleges: Arts and Sciences, Business, Education, and Nursing and Allied Health.

Undergraduate academic programs are under the direct responsibility of individuals who are academically qualified in the discipline area of that program. The undergraduate majors are the administrative responsibility of a department chair. The following is a list of the University of North Alabama's academic program coordinators by college. Each of the coordinators is academically qualified for the degree programs to which he or she has been assigned responsibility. The curricula vitae and the transcripts of the academic program coordinators are provided on the [UNA Credentials Website](#) to document their academic qualifications.

Undergraduate Programs

Arts and Sciences:

Department	Program	Coordinator	Degree	Academic Field
	Interdisciplinary Studies	Craig Robertson	Ph.D.	Sociology
Art	Art	Chiong-Yiao Chen	M.F.A.	Studio Arts
Biology	Biology	Paul Kittle	Ph.D.	Zoology
	Marine Biology	Paul Kittle	Ph.D.	Zoology
Chemistry and Industrial Hygiene	Chemistry	Amanda Hofacker	Ph.D.	Organic Chemistry
	Industrial Hygiene	Crescente Figueroa	Ph.D.	Bioengineering
Communications	Communication Arts	Greg Pitts	Ph.D.	Communications
	Mass Communication	Greg Pitts	Ph.D.	Communications
Criminal Justice	Criminal Justice	Yashica Williams	Ph.D. M.S.	Sociology Criminal Justice
English	English	Ron Smith	Ph.D.	English
Entertainment Industry	Entertainment Industry	Robert Garfrerick	Ed.D. M.A.	Curriculum and Instruction Music
Foreign Languages	Foreign Languages	Craig Christy	Ph.D.	Germanic Languages and Literatures
Geography	Geography	William Strong	Ph.D.	Geography
History and Political Science	History	Christopher Maynard	Ph.D.	History
	Political Science	Tim Collins	Ph.D.	Government
	Social Science (Education Certification)	Jeffrey Bibbee	Ph.D.	History
Mathematics and Computer Science	Mathematics	Philip Robinson	Ph.D.	Mathematics
	Computer Science	Patricia Roden	Ph.D.	Computer Science
Music	Music	David McCullough	D.M.A.	Music Performance
Physics and Earth Science	Physics	D. Brian Thompson	Ph.D.	Physics
Psychology	Psychology	Richard Hudiburg	Ph.D.	Psychology

Social Work	Social Work	Joylaxmi Borah	Ph.D. M.S.W.	Community Development Social Work
Sociology	Sociology	Craig Robertson	Ph.D.	Sociology

Business:

Department	Program	Coordinator	Degree	Academic Field
Accounting and Business Law	Accounting	Sharon Campbell	D.B.A.	Accounting
Computer Information Systems	Computer Information Systems	Paulette Alexander	Ph.D.	Information Systems
Economics and Finance	Economics	Peter Williams	Ph.D.	Economics
	Finance	Mark Foster	Ph.D.	Finance
Management and Marketing	Management	Dan Hallock	Ph.D.	Management
	Marketing	Melissa Clark	Ph.D.	Marketing

Education:

Department	Program	Coordinator	Degree	Academic Field
Elementary Education	Elementary Education	Linda Armstrong	Ph.D.	Elementary Education
Health, Physical Education and Recreation	Health, Physical Education and Recreation, Non- Teaching	Tom Coates	D.A.	Physical Education, Recreation
	Multiple Level Education P-12	Walter Teaff	Ph.D.	Physical Education P-12
Human Environmental Sciences	Human Environmental Sciences	Jane Wilson	M.S.	Home Economics, Clothing, Textiles and Design
Secondary Education 6-12	Secondary Education	Lee Hurren	Ph.D.	Educational Leadership
	Multiple Level Education P-12	Joy Brown	Ph.D.	Education Curriculum and Instruction - TESOL

Nursing and Allied Health:

Department	Program	Coordinator	Degree	Academic Field
Online Nursing	RN to BSN, Online	Wanda Bradford	D.N.P.	Nursing
Traditional Nursing	Nursing, Traditional	Marilyn Lee	Ph.D.	Nursing

Graduate Programs

Graduate programs are evaluated and administered through a collaborative relationship among the deans of each college, the Graduate Council, graduate program coordinators, and the graduate faculty of the University. The following is a list of graduate coordinators for the graduate programs at the University of North Alabama. Each of the University's graduate coordinators is academically qualified for the degree programs to which they have been assigned.

Arts and Sciences:

Program	Coordinator	Degree	Academic Field
Master of Arts in English	Jim Riser	Ph.D.	English
Master of Arts in History	Chizuru Saeki	Ph.D.	History
Master of Science in Criminal Justice	Phillip Bridgmon	Ph.D. M.S.	Political Science Criminal Justice
	Yashica Williams	Ph.D. M.S.	Sociology Criminal Justice
Master of Science in Geospatial Science	William Strong	Ph.D.	Geography

Business:

Program	Coordinator	Degree	Academic Field
Master of Business Administration	Greg Carnes	Ph.D.	Accountancy

Education:

Program	Coordinator	Degree	Academic Field
Education Specialist – Instructional Leadership	Peggy Campbell	Ed.D. M.A.	Professional Studies (Administration and Supervision) Special Education
Master of Arts in Community Counseling	Quinn Pearson	Ph.D.	Counselor Education
Master of Arts in Health Promotion and Human Performance	Tom Coates	D.A.	Physical Education, Recreation
Master of Arts in Education – Alternative Class A	Linda Lewis	Ed.D.	Instructional Leadership
Master of Arts in Education – Elementary Education K-6	Linda Armstrong	Ph.D.	Elementary Education
Master of Arts in Education – Instructional Leadership P-12	Peggy Campbell	Ed.D. M.A.	Professional Studies (Administration and Supervision) Special Education
Master of Arts in Education – School Counseling P-12	Karen Townsend	Ph.D.	Counselor Education – School Counseling
Master of Arts in Education – Secondary Education 6-12	Lee Hurren	Ph.D.	Educational Leadership
Master of Arts in Education – Multiple Level P-12	Walter Teaff	Ph.D.	Physical Education P-12
	Joy Brown	Ph.D.	Education Curriculum and Instruction – TESOL
Master of Arts in Education – Special Education	Pam Chaney	Ph.D.	Education and Human Development

Nursing and Allied Health:

Program	Coordinator	Degree	Academic Field
Master of Science in Nursing	Teresa Leonard	Ph.D.	Nursing

Sources

ACHE Program Inventory, June 2011

UNA Credentials Website

3.4.12 Technology use

The institution's use of technology enhances student learning and is appropriate for meeting the objectives of its programs. Students have access to and training in the use of technology.

Judgment

Compliant

Narrative

Technology and General Education

The University of North Alabama's use of technology enhances student learning and is appropriate for meeting the objectives of its programs. The integration of technology into the learning objectives of the institution is reflected in the core competencies of the University. The five core competencies (**UNA Undergraduate Catalog, 2011-2012, p. 52-53**) are:

1. Effective Communication – the ability to communicate orally, and/or in writing in a variety of contexts;
2. Critical Thinking – the ability to state, understand, and evaluate arguments and evidence;
3. Use of Existing and New Technologies – the ability to use information technologies;
4. Analysis and Reasoning – the ability to understand and evaluate complex data, information, or arguments; and
5. Seeking Out and Acquiring Knowledge – the ability to understand and employ various methodologies for the purpose of seeking out and acquiring knowledge.

Core competency number three encompasses the use of existing and new technologies. It is expected that students will acquire the ability to use information technologies. To obtain this knowledge and skills all students are expected to meet a computer literacy requirement. The computer literacy requirement may be satisfied through either discipline-based instruction in the major field or through an additional three-semester hour computer course (**UNA Undergraduate Catalog, 2011-2012, p. 55**).

Technology and Learning

The University of North Alabama's Smart Classroom Project (**Smart Classrooms**) provides technology in the classroom to aid faculty in educating students. All Smart Classrooms include a

video/data projector, the latest generation of desktop computer with internet access, a VHS/DVD player, sound system for video and PC, and a digital document camera. These systems are designed to be exceptionally user-friendly and training is provided upon request for individuals or whole departments. Technology use to enhance student learning is also supported by activities found in each of the colleges (**Examples of Technology Use for Student Learning by College**).

To provide additional technological support the **Learning Resources Center** (**PDF**) offers a variety of services to faculty and students. A media production specialist and a digital media specialist are available to assist faculty in the planning, design, and production of audiovisual instructional materials. Film, video, and other showings may be scheduled through Media Services to supplement classroom instruction. A laminating machine, paper cutters, opaque projectors, copy machines, as well as other equipment are available for student use. Educational Technology Services staff schedule and provide support for distance education.

Technology Use and Distance Education

Technology is an integral part of distance education at the University. Most online courses are provided via The **ANGEL LMS system** (**PDF**). This system is used to create a virtual learning environment through which course content is provided to the student. The number of courses offered through distance learning has increased significantly during the past ten years (**DL Courses 1997-2007**). During summer 2010, fall 2010 and spring 2011, 442 sections of courses were offered through distance learning which generated a student base of approximately 10,370 (**DL Courses 2010-2011**).

Student Access to Technological Resources

To ensure that students have adequate access to and training in the use of technological resources, the University of North Alabama provides the following campus-wide resources and services.

Computer Laboratories

The University of North Alabama provides students with [computer laboratories](#) (PDF) designed to enhance their learning experience. There are general-purpose as well as discipline-specific computer laboratories. These laboratories are operational during the fall, spring, and summer semesters and are open a variety of different times during the interim sessions. The computers and other equipment in these laboratories are for student use. Information on available computer labs and [computer applications](#) (PDF) is available on the UNA [website](#) (PDF). Microsoft Office products are available in every computer lab on campus as well as all classroom computers for both Windows and Mac systems.

A comprehensive Local Area Network (LAN) is maintained that connects the buildings at the UNA Main Campus and UNA East Campus. This high-performance connection is through a combination of 1GB and 10GB fiber optic cable and 100MB connections. Wireless access is available in 100% of the buildings on campus. The University of North Alabama offers two types of wireless access: LionAir and LionAirEncrypted. It is available on campus 24/7 and is free for all students and employees. A list of locations for wireless connectivity and additional current UNA wireless [connection information](#) (PDF) can be accessed electronically on the UNA website. This Local Area Network (LAN) allows faculty, staff and students access to the Internet, and UNA Portal (which in turn allows access to enterprise applications such as UNA e-mail, Angel Learning Management System, Tegrity, and Banner).

ANGEL

The ANGEL LMS system is used to create [Virtual Learning Environments](#) for online learning and to offer hybrid or blended (web-enhanced) classes. Information is available for students through the UNA website and addresses general questions related to using [ANGEL](#) (PDF) as a course system.

UNA Portal and Banner®

The **UNA Portal (PDF)** is a secure site that provides UNA students, faculty and administrative staff with world-class Intranet and Internet services. Users may check e-mail, check class schedule, check grades, register for class, access personal and school calendars, access course homepages and interact with professors and classmates. The UNA Portal provides access to Banner® Unified Digital Campus (UDC). This is an enterprise-level administrative suite composed of **faculty**, **student**, financial aid, **finance**, and **human resource systems**. Banner UDC interfaces with more than 15 software applications including the Operational Data Store (ODS) and the Enterprise Data Warehouse (EDW). Once students have accessed Banner they are provided with an **on-line tutorial** as well as web-based instruction for using this software.

Collier Library Technology

Collier Library offers 75 personal **computers** on the Ground Floor, with additional PCs located in study rooms that provide access to the library's resources, the Internet, and networked printing. All of these machines are accessible to the university community and specified PCs are available to the general public. Designated computers offer **specialized software**, and several machines are dedicated to searching **UNACAT**, the online library catalog. **Wireless access** to the University's network is provided throughout the building. Eighteen (18) laptops are available for in-building use as well as twelve (12) netbook/minicomputers. Scanners, photocopiers, and audiovisual viewing equipment are provided. The **library instruction classroom**, equipped with 25 computers, provides facilities for library orientation sessions as well as staff training. (Additional information on the library's instruction program is provided in the narrative for **C.S. 3.8.2.**) Seeking to accommodate the growing number of patrons using smartphones and other portable technologies, in the fall of 2010, the library added **mobile access** to the catalog and selected databases. This permits mobile device users access to library resources via mobile-friendly interfaces.

Student Training/Support

The Computer Services Department at UNA provides e-mail and phone support for students, faculty and staff. General information and questions are addressed on the UNA Computer Services website under **frequently asked questions (PDF)**. Personnel are trained and equipped to handle almost any IT support request from students and staff. The HelpDesk Phone Support hours are Monday through Friday 8:00am - 4:30pm. Students and staff may also request support by e-mailing cpsupport@una.edu.

In addition, students and staff may click **UNA Portal FAQ (PDF)** for assistance with UNA Portal issues. Individual as well as group instruction is provided on request. Areas of support include ANGEL, Tegrity, Microsoft Office, and other software; instructional technology; and multimedia classroom use. Staff from Computer Services and Educational Technology Services monitor e-mails sent to angelsupport@una.edu, providing students and university personnel with assistance for questions or issues related to ANGEL. ANGEL workshops are available to students through the Center for Academic Advising and Retention (**CAARS ANGEL workshops**) as well as Educational Technology Services (**Educational Technology ANGEL workshops 2010; 2011**).

The Office of Computer and Telecommunication Services provides advice to students and staff on how to minimize IT risks and how to respond to malware or virus attacks. This office also provides IT security training to all employees. It has web links posted to help individuals learn more about IT risks and problem solutions. Current UNA Information Security links are available at this **website (PDF)**.

Current **UNA IT Policies** are available (**PDF**) and policies that impact faculty, staff and students are:

- **Alabama Research and Educational Network Acceptable Use Policy**
- **UNA Information Technologies Acceptable Use Policy**

- **Statement of Principle on the Use of E-mail**
 - **Computer Equipment Replacements**
-

Sources

[Alabama Research and Educational Network Acceptable Use Policy](#)

[Alabama Research and Educational Network Acceptable Use Policy PDF](#)

[ANGEL LMS System](#)

[ANGEL LMS System PDF](#)

[Banner-Faculty](#)

[Banner-Faculty PDF](#)

[Banner-Finance](#)

[Banner-Finance PDF](#)

[Banner-Human Resource Systems](#)

[Banner-Human Resource Systems PDF](#)

[CAARS ANGEL Workshops](#)

[Computer Equipment Replacements](#)

[Computer Equipment Replacements PDF](#)

[Computer Applications](#)

[Computer Applications PDF](#)

[Computer Center Policies](#)

[Computer Center Policies PDF](#)

[Computer Laboratories](#)

[Computer Laboratories PDF](#)

[C.S. 3.8.2](#)

[DL Courses 1997-2007](#)

[DL Courses 2010-2011](#)

[Educational Technology ANGEL workshops 2010; and 2011](#)

[Examples of Technology Use for Student Learning by College](#)

[Frequently Asked Questions](#)

[Frequently Asked Questions PDF](#)

[Information Security](#)

[Information Security PDF](#)

[Learning Resources Center](#)

[Learning Resources Center PDF](#)

[Library Instruction Classroom](#)

[Library Instruction Classroom PDF](#)

[Mobile Access](#)

[Smart Classrooms](#)

[Specialized Software](#)

[UNACAT](#)

[UNACAT PDF](#)

[UNA Information Technologies Acceptable Use Policy](#)

[UNA Information Technologies Acceptable Use Policy PDF](#)

[UNA Portal Login](#)

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[UNA Portal FAQ](#)

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[Statement of Principle on the Use of E-mail](#)

[Statement of Principle on the Use of E-mail PDF](#)

[UNA Undergraduate Catalog, 2011-2012, p. 52-53](#)

[UNA Undergraduate Catalog, 2011-2012, p. 55](#)

[Virtual Learning Environments](#)

[Virtual Learning Environment PDF](#)

[Wireless Connectivity](#)

[Wireless Connectivity PDF](#)

3.5.1 Undergraduate: College-level competencies The institution identifies college-level general education competencies and the extent to which graduates have attained them.

Judgment

Compliant

Narrative

The University of North Alabama has five college-level general education competencies and assesses the extent to which graduates have attained them. These competencies are designed to give all students both a breadth and depth of the total undergraduate educational experience and graduates are expected to acquire these competencies during their undergraduate course of study.

UNA's Core Competencies, as listed in the undergraduate catalog, are as follows:

1. Effective Communication – the ability to communicate orally, and/or in writing in a variety of contexts;
2. Critical Thinking – the ability to state, understand and evaluate arguments and evidence;
3. Use of Existing and New Technologies – the ability to use information technologies;
4. Analysis and Reasoning- the ability to understand and evaluate complex data, information, or arguments; and
5. Seeking Out and Acquiring Knowledge – the ability to understand and employ various methodologies for the purpose of seeking out and acquiring knowledge.

It is expected that students will acquire these competencies through the general education curriculum as well as within major/minor coursework. The institution's General Education Component courses allow undergraduate students to experience a broad sampling of different academic thoughts, ideas, and subjects. This sampling exposes them to varied disciplines, increasing the value and breadth of the total undergraduate educational experience. Coursework within the general education component (for more information refer to **C.R. 2.7.3**) allows students to discover new interests that may open a range of opportunities for further study or career choice.

Also as stated in the **Undergraduate Catalog, 2011-2012, pp. 52-53**, the general education courses present the essential characteristics and basic processes of inquiry and analysis in the discipline, encourage the development of critical thinking and communication skills, and require

students to analyze, synthesize, and evaluate knowledge. This broad intellectual experience, common to all students earning baccalaureate degrees from the University, provides a foundation for success in the major programs and assures that graduates possess a breadth of knowledge and competencies necessary for success in their careers; for participation in the civic life of their community, state, and nation; and for an ability to continue the process of learning throughout their lifetimes.

Assessment of UNA's Core Competencies

The University of North Alabama has adopted a three-pronged approach for assessing the extent to which graduates have achieved these competencies (*Core Competency Audit Report, 2009-2010, p. 2*). This approach includes the analysis of data from 1) the assessment of student learning outcomes in General Education Component courses, 2) standardized measures (Collegiate Assessment of Academic Proficiency (CAAP) and 3) the assessment of those program learning outcomes that specifically support the Core Competencies (*Core Competency Audit Report, 2009-2010*) and (*Core Competency Audit Report, 2010-2011*).

General Education Assessment

The general education curriculum consists of a compilation of courses in four areas as follows: Area I – Written Communication, Area II – Humanities and Fine Arts, Area III – Natural Sciences and Mathematics, Area IV – History, Social and Behavioral Sciences (for more information refer to *C.R.2.7.3*). It should be noted that requirements of Area V depend on the particular degree and major field (*UNA Undergraduate Catalog, 2011-2012, pp. 52-53, Core Competencies*). In order to ensure that the University's General Education Component is congruent to its role, scope, and mission, the program must support the institution's core competencies. To determine if this is the case the University established an internal audit process by which all courses within the General Education Component are reviewed to determine the course learning outcomes that support the institution's core competencies.

The General Education Audit form consists of an assessment matrix for the General Education Component program and is designed to demonstrate that each department has identified the extent to which students are obtaining the Core Competencies through the general education courses. Assessment of these courses ensures that program learning outcomes are established and related Core Competencies have been identified, assessments of student learning outcomes are ongoing, and program modifications are taking place as needed (**Core Competency Matrix**).

Currently, UNA offers over 70 courses within its general education curriculum. Chairs for each academic department in which a general education course resides are required to complete an electronic audit form for each course. Data from these audits are reviewed by the dean of the college and the Office of Institutional Research, Planning and Assessment.

A total of 163 learning outcomes from general education courses were found to support one or more core competencies (**Core Competency Audit Report, 2009-2010, Chapter 3; Core Competency Matrix**). It was determined that 42 course learning outcomes (26 percent) supported "analysis and reasoning," 40 outcomes (24 percent) supported "seeking out and acquiring knowledge," and 39 outcomes (24 percent) supported "critical thinking." A total of 24 outcomes (15 percent) supported "effective communication" while 18 course learning outcomes (11 percent) supported the "use of existing and new technologies." Assessment results and subsequent actions taken are reported in the core competency matrix (**Core Competency Matrix**) that is presented as part of the Core Competency Audit Report for 2009-2010.

According to the **Core Competency Audit Report, 2010-2011, Chapter 3**, a total of 208 learning outcomes from General Education Component courses supported one or more Core Competencies. This total represents a 27 percent increase over the previous year in the number of General Education learning outcomes that support the Core Competencies. Furthermore, the aggregate data collected indicate that these courses adequately and evenly support UNA's Core

Competencies. A total 47 course learning outcomes (23 percent) supported Analysis and Reasoning, 50 outcomes (24 percent) supported Seeking out and Acquiring Knowledge, and 48 outcomes (23 percent) supported Critical Thinking. A total of 30 outcomes (14 percent) supported Effective Communications while 33 course learning outcomes (16 percent) supported the Use of Existing and New Technologies. Assessment results and subsequent actions taken are reported in the core competency matrix (**Core Competency Audit Report, 2010-2011, Chapter 3**)

The evaluation process used to assess general education outcomes prior to 2008 was created by the General Education Advisory Committee which was made up of faculty who taught general education courses. This committee had developed a sequential five-year plan for the assessment of student learning outcomes in the four areas covered in the general studies component beginning with Area I during the first year. The committee also developed specific learning outcomes for each area rather than for each course within each area. In 2008, the University conducted an initial assessment of the student learning outcomes identified by the General Education Advisory Committee for Area I: Written Communication and began the process of developing assessments for the other areas as well. While the assessment for Area I was deemed successful, the committee assessed the newly created area-wide student learning outcomes and came to the following conclusions:

1. All student learning outcomes for each General Education Component course should be assessed for each General Education Component course rather than the newly created area outcomes.
2. Each area needed assessment every year rather than once every five years on a sequential plan.
3. The coordination for this assessment needed more nuclear control.

In spring 2010, the University reassigned responsibility for general education assessment to the Office of Institutional Research, Planning and Assessment (OIRPA). The current process for assessment was developed and implemented by OIRPA and all of the General Education department chairs following this change. By utilizing the learning outcomes for each course,

assessment could be more fine-tuned to meet the demands of each course within an area.

CAAP Assessment

Since 1995, the CAAP Exam has been administered to rising juniors and beyond as a measure of core competency attainment of students. The University requires each student to register and complete the CAAP exam before graduation. The student must have completed 44 semester hours of coursework, but must not have completed more than 70 hours. Transfer students with more than 70 hours of coursework must register for the CAAP within their first semester at the University of North Alabama. All students must have completed the following General Studies Curriculum:

- English 111 and English 112
- At least one semester of the literature requirement
- At least one semester of the laboratory science requirement
- The CAAP exam directly assesses four of the UNA college-level core competencies.

The CAAP Writing Skills Exam provides information on student attainment in the writing component of the Effective Communications Core Competency (1). The CAAP Critical Thinking Exam provides a measure of student attainment of the Critical Thinking Core Competency (2). The CAAP Reading Exam and the CAAP Science Reasoning Exam both provide information on University Core competencies: (2) Critical Thinking, (4) Analysis and Reasoning, and (5) Seeking out and Acquiring Knowledge. All components of this measure (Reading, Writing Skills, Science Reasoning, Critical Thinking, or Math) were initially administered to all students. At present only one section of the exam (Reading, Writing Skills, Science Reasoning, Critical Thinking, or Math) is administered each semester on a rotating basis ([CAAP Results \(PDF\)](#); [Review of the CAAP, pp. 4-6](#)).

Over the past 16 years of CAAP testing, results indicate that these rising juniors have scored consistently within one standard deviation (plus or minus) of the national mean. While improvements can be made this evidence clearly supports the conclusion that the institution's students are achieving the Competencies. While the University is aware that the CAAP Exam does

not assess one of its Core Competencies (Use of Existing and New Technologies), it was found that specific academic program learning outcomes do assess this competency (see analysis below).

Although the CAAP provides the University with a nationally-normed measure for general education outcomes the University is cognizant of its limitations (**Limitations of CAAP**). For example, during the spring of 2006, the Department of Mathematics and Computer Science conducted an in-depth study of CAAP Math Exam scores from 2004 in order to better understand the low math scores of UNA students. The department found: 1) that the CAAP Mathematics Exam is intended to assess algebra skills and not skills in finite mathematics, 2) that the distribution of scores for UNA students with a general studies algebra background compared favorably to the norm population, and 3) that the distribution of scores for transfer students who took their general studies mathematics elsewhere was significantly lower than the distribution of norm population scores (**Department of Mathematics and Computer Science Document**).

Since many of UNA's graduates have transfer credit for the general education component, assurance that the attainment of the Core Competencies for transfer students matches the attainment of students who took the University's General Education Component courses is essential. The CAAP Exam results provide a basis for comparing UNA and transfer students with regard to the attainment of the Core Competencies. To this end, the University compared CAAP exam performance for UNA general education students with transfer students in the areas of reading, writing skills, science reasoning, critical thinking, and mathematics (**CAAP Exam Analyses**). The results of these analyses were as follows:

1. Reading – The distributions of scores for the University's general education students and transfer students were comparable; however, each group scored significantly lower than the CAAP norm population (UNA general education students compared to CAAP Norm, p-value < .05; transfer students compared to CAAP norm, p-value < .01).
2. Writing Skills – The distribution of scores for the University's general education students was significantly higher than the distribution of scores for transfer students (p-value < .01). UNA general education students compared favorably with the CAAP norm population

(p-value > .20) while the transfer students scored significantly lower than the CAAP norm population (p-value < .01).

3. Science Reasoning – The distribution of scores for UNA general education students and transfer students were comparable (p-value > .20); however each group scored significantly lower than the CAAP norm population (p-value < .01 for each comparison).
4. Critical Thinking – The distribution of scores for the University's general education students and transfer students were comparable (p-value > .20). Comparisons with the norm population were also not significant (UNA general education students compared to CAAP Norm, p-value > .20; transfer students compared to CAAP norm, p-value < .20).
5. Math – The CAAP Math Exam provides an assessment of algebra skills. Since many of the University's students take finite mathematics instead of pre-calculus algebra, the CAAP Mathematics Exam is probably not the most appropriate instrument for assessing general studies mathematics skills at the institution. Nevertheless, the distributions of scores for UNA general education students and transfer students were comparable (P-value > .20) while each group scored significantly lower than the CAAP norm population (p-value < .01 for each comparison).

Assessment in Academic Programs

The third avenue for identifying the extent to which UNA graduates have attained the college-level Core Competencies involves assessment within each academic program. As part of the Annual Planning and Assessment Report, a major component of UNA's overall institutional effectiveness process, academic departments at the University are surveyed to ascertain progress made within each department toward establishing and assessing student learning outcomes within each program. (See also **C.R. 2.5**, Institutional Effectiveness; **C.S. 3.3.1**, Institutional Mission).

Currently, the institution offers 35 undergraduate programs. The chair or coordinator for each academic program is required to complete an electronic Annual Planning and Assessment Report (**Directions for Completing the Annual Report**) for each program. Data from these reports are reviewed by the dean of the college as well as the Office of Institutional Research, Planning and Assessment. The Annual Planning and Assessment Report is a two-phase process whereby the outcomes and goals are determined at the beginning of an academic year and the assessment of those outcomes and goals is documented at the end of the academic year. As part of the process, department chairs indicate which of the program learning outcomes also support the University's

Core Competencies (**Guide for Planning and Assessing IE, pp. 9-11**).

The University's *Core Competency Audit Reports* (**2009-2010** and **2010-2011**) use the data from the Annual Planning and Assessment Report to track all program learning outcomes that support one or more Core Competencies. The **Three-Year Annual Planning and Assessment Audit [All Departments]** is a report summarizing the goals, outcomes, assessments, and improvements made by each academic, educational support, and administrative department over the past three years. Within this Audit report are links to all departmental annual reports for the past three years.

Based upon the results of the **Core Competency Audit Report, 2010-2011, Chapter 4**, UNA's Core Competencies were supported a total of 558 times, which is an increase of 18 percent of last year's 474 times. While a particular academic program learning outcome could support more than one Competency, it is clear that all of the Competencies are adequately supported by each of the four colleges. According to the report, Analysis and Reasoning was supported 135 times, which was an increase of 18 percent from last year; Seeking Out and Acquiring Knowledge was supported 123 times, an increase of 12 percent over last year; and Critical Thinking was supported 124 times, an increase of 17 percent over last year. Likewise, Effective Communication was supported 98 times, which was an increase of 28 percent over last year; and Use of Existing and New Technologies was supported 78 times, which is an increase of 19 percent over last year. Results of program learning assessment of the **Core Competency Audit Report, 2009-2010, Chapter 4** may be reviewed and compared to the new report.

External Assessment of General Education Component Courses

In addition to the three forms of annual assessment of the Core Competencies, the Office of Institutional Research, Planning, and Assessment conducts an external measure of assessment of both the General Education Component and the Core Competencies. For example, Chapter 2 of **UNA's 2009-2010 Annual Report**: Core Competency Program highlights results from a survey

given to the University's alumni. In this particular study, 559 alumni completed the survey out of a possible 9,500 alumni who have valid e-mail addresses. The sample size was determined to be adequate at the .05 level of significance.

Almost 90 percent of the respondents indicated that they either had a positive or very positive experience with the institution's General Education Component program and almost 50 percent believed that the University should offer more general education courses to their students (**Core Competency Audit Report, 2009-2010, pp. 13-15**).

While respondents believe that more emphasis should be placed on courses that improve students' thinking and speaking skills, and less emphasis should be placed on literature and arts courses or courses that improve social understanding, these gaps were negligible and not significant.

In 2010, the external assessment of the Core Competency Audit Report consisted of a survey given to graduating seniors. A total of 210 seniors took the survey and it was determined that the results could be generalized to all UNA graduating seniors. Based upon the responses of UNA's graduating seniors, it may be concluded that general education could be improved given that average scores fell below the 4.0 baseline on each question but did not fall below the midpoint of 3 (**Core Competency Audit Report, 2010-2011, Chapter 2**). Throughout the results, the three abilities that seemed to be the least important to students were quantitative reasoning skills, appreciation of literature and the arts, and understanding of the sciences. These are areas that should show a significant increase as the University continues to develop its Quality Enhancement Plan of research literacy. Also, it can be gathered that the lack of significant differences among groups demonstrates a consensus across gender, ethnicity and college lines concerning General Education at UNA. While differing groups did rate certain areas higher than others, most of the differences were minimal.

Conclusion

The analysis of CAAP Exam scores indicates that the University has, in large measure, identified the extent to which its graduates have obtained the Core Competencies. In addition, the ongoing assessment of learning outcomes in the General Education Component program and within each academic program further demonstrates that the University has developed a multi-pronged process for identifying the extent to which its graduates have attained the general education core competencies.

Sources

[CAAP Results](#)

[CAAP Results PDF](#)

[Core Competency Audit Report, 2009-2010](#)

[Core Competency Audit Report, 2009-2010, p. 2](#)

[Core Competency Audit Report, 2009-2010, Chapter 3](#)

[Core Competency Audit Report, 2009-2010, Chapter 4](#)

[Core Competency Audit Report, 2010-2011](#)

[Core Competency Audit Report, 2010-2011, Chapter 2](#)

[Core Competency Audit Report, 2010-2011, Chapter 3](#)

[Core Competency Audit Report, 2010-2011, Chapter 4](#)

[Core Competency Matrix](#)

[Cycle for Administration of Surveys](#)

[Department of Mathematics and Computer Science Document](#)

[Directions for Completing the Annual Report](#)

[Five-Year Program Department Reviews](#)

[Five-Year Program Department Reviews PDF](#)

[Gen-Ed Mathematics Assessment](#)

[Guide for Planning and Assessing IE, pp. 9-11](#)

[Learning Outcomes Audit by Major](#)

[Limitations of CAAP](#)

[Review of the CAAP, pp. 4-6](#)

[UNA Undergraduate Catalog 2011-2012, pp. 52-53](#)

3.5.2 Undergraduate: Institutional credits for a degree

At least 25 percent of the credit hours required for the degree are earned through instruction offered by the institution awarding the degree. In the case of undergraduate degree programs offered through joint, cooperative, or consortia arrangements, the student earns 25 percent of the credits required for the degree through instruction offered by the participating institutions

Judgment

Compliant

Narrative

The University of North Alabama requires that at least 25 percent of the credit hours required for a degree are earned through instruction offered by the University. For completion of a bachelor's degree program, the University requires "a minimum of 128 semester hours of credit" (UNA Undergraduate Catalog, 2011-2012, pp. 55-56). In addition, the University's residence requirement states that "a candidate for graduation must have earned a minimum of 32 semester hours of upper division credit (courses at the 300-400 levels) at the University of North Alabama" (UNA Undergraduate Catalog, 2011-2012, pp. 55-56). This constitutes 25 percent of the 128 minimum hours required for graduation.

Compliance with these requirements is monitored using official degree evaluations and degree audits as follows:

1. Official Degree Evaluation: *Students may obtain an official degree evaluation by logging into UNA Portal and accessing degree evaluation, the on-line degree audit system. The degree evaluation includes the remaining course and degree requirements for graduation in the program specified by the student. The degree evaluation provides a useful guide to the student in preparing subsequent class schedules, but also becomes the official check list for graduation (UNA Undergraduate Catalog, 2011-2012, p. 57).*
2. Degree Application: *Candidates for a degree must file a formal application for graduation with the Office of the Registrar two semesters prior to graduation (UNA Undergraduate Catalog, 2011-2012, p. 57). The Registrar's Office conducts a follow up degree audit for each degree candidate and notifies the candidate of remaining degree requirements, as explained in the Degree Audit Process and illustrated in the Example of a Degree Audit. The Office of the Registrar verifies that all degree requirements have been satisfied before graduation occurs.*

Sources

Degree Audit Process

Example of a Degree Audit

UNA Undergraduate Catalog, 2011-2012, pp. 55-56

UNA Undergraduate Catalog, 2011-2012, p. 57

3.5.3 Undergraduate: Undergraduate requirements

The institution defines and publishes requirements for its undergraduate programs, including its general education components. These requirements conform to commonly accepted standards and practices for degree programs.

Judgment

Compliant

Narrative

The University of North Alabama defines and publishes requirements for its undergraduate programs, including its general education components in the *UNA Undergraduate Catalog, 2011-2012*, which is available in electronic form on the UNA website and in print. Undergraduate program requirements are presented in the Colleges and Programs section of the *UNA Undergraduate Catalog, 2011-2012 (p. 73-200)*. The following undergraduate majors are currently offered by the University of North Alabama:

College of Arts and Sciences (*UNA Undergraduate Catalog, 2011-2012, p 67*): Art, Biology (four options), Marine Biology, Chemistry (two options), Communication Arts (nine options), Computer Science, Criminal Justice, English (three options), Entertainment Industry, Foreign Languages (three options), Geography (three options), History, Industrial Hygiene, Interdisciplinary Studies, Mass Communication, Mathematics, Music (four options), Physics (three options), Political Science, Psychology, Social Science, Social Work, and Sociology.

College of Business (*UNA Undergraduate Catalog, 2011-2012, p 150*): Accounting, Computer Information Systems (two options), Economics, Finance (two options), Management (four options), and Marketing.

College of Education (*UNA Undergraduate Catalog, 2011-2012, p 159*): Elementary Education, Secondary Education, Professional Education P-12 (five concentrations), Health, Physical Education and Recreation (five concentrations), and Human Environmental Sciences (five concentrations).

College of Nursing and Allied Health: Traditional Nursing and Online Nursing RN-TO-BSN (*UNA Undergraduate Catalog, 2011-2012, p 189*).

General Education

Requirements for the general education component are published in the *UNA Undergraduate Catalog, 2011-2012, (p 52-55)*. The general education component requirements for degree completion of a baccalaureate program at UNA are as follows:

Area I: Written Composition (six semester hours). Area I requires a two-course sequence

in first-year composition (**UNA Undergraduate Catalog, 2011-2012, p 53**).

Area II: Humanities and Fine Arts (12 semester hours) – Area II requires two courses in literature (six semester hours), one course in the fundamentals of speech (three semester hours), and one course selected from a list of 28 approved courses from the following areas: Art, Foreign Language, Music, Philosophy, Religion, and Theatre (three semester hours) (**UNA Undergraduate Catalog, 2011-2012, p. 53-54**).

Area III: Natural Sciences and Mathematics (11 semester hours) – This area requires one mathematics course (three semester hours) selected from an approved list of nine courses at the finite mathematics/pre-calculus algebra level or higher and two courses in science selected from a list of 20 approved courses from the following areas: Biology, Chemistry, Earth Science, Geography, and Physics (eight semester hours) (**UNA Undergraduate Catalog, 2011-2012, p 54**).

Area IV: History, Social and Behavioral Sciences (12 semester hours) – The Area IV requirement includes a two-semester sequence in either Survey of World Civilization or United States History (six semester hours) and two courses selected from a list of eight approved courses from the following areas: Economics, Education, Geography, Political Science, Psychology, and Sociology (six semester hours) (**UNA Undergraduate Catalog, 2011-2012, p 55**).

Area V: Area V may impose additional general education requirements depending on the baccalaureate degree or the major field. For example, six semester hours of a foreign language at the intermediate level are required for the Bachelor of Arts degree (**UNA Undergraduate Catalog, 2011-2012, p 55**).

Other general education component requirements at UNA include an emphasis on writing that is major specific and an emphasis on computer literacy. The writing emphasis requirement is met by passing a designated writing emphasis course in each major. The computer literacy requirement may be satisfied through either discipline-based instruction in the major field or through an additional three-semester-hour computer course (**UNA Undergraduate Catalog, 2011-2012, p 55**).

The general education curriculum at the University of North Alabama is based on a state mandate enacted by the Alabama State Legislature in March of 1994 through **ACT 94-202 (AGSC Legislation)**. This legislation created the Alabama Articulation and General Studies Committee (AGSC) and included two charges that bear directly on the general education component. They are

as follows: "1. Develop no later than September 1, 1998, a statewide freshman- and sophomore-level general studies curriculum to be taken at all public colleges and universities; and 2. Develop and adopt by September 1, 1999, a statewide articulation agreement for the freshman and sophomore years for the transfer of credit among all public institutions of higher education in Alabama." In 1998, the Alabama Articulation and General Studies Committee (AGSC) implemented a statewide general studies curriculum for public colleges and universities in the state of Alabama. The AGSC general studies program is described below ([**AGSC Course Requirements and Guidelines, PDF**](#)).

Courses in the General Studies Curriculum are elements of an integrated system. Some courses provide essential skills in the communication of thought or in the manipulation of quantitative data while others develop aesthetic appreciation. Still others impart knowledge of history, language, literature, and the natural and social worlds. The General Studies Curriculum is designed to provide a foundation both for further study and for personal enrichment.

The above guidelines and criteria show that the AGSC-approved general studies curriculum is based on a coherent rationale and reflects commonly accepted standards and practices. The AGSC-approved general studies curriculum for public colleges and universities in the State of Alabama is presented below:

General Studies Curriculum Core (41 semester hours)--Forty-one semester hours of credit in general studies core courses have been approved by the Articulation and General Studies Committee. The general studies core includes study in the areas of written composition, humanities and fine arts, natural sciences and mathematics, and history, social, and behavioral sciences.

Area I – Written Composition (6 semester hours)--Effective written composition skills are essential for a literate society. Minimum requirements include at least 6 semester hours in written composition.

Area II – Humanities and Fine Arts (12 semester hours)--Study in the humanities addresses the ability to deal with questions of values, ethics, or aesthetics as they are presented in literature, philosophy, religion, and the arts, and is fundamental to general

education. Minimum requirements include at least 12 semester hours in humanities with a minimum of 3 semester hours in literature*, 3 semester hours in the arts, and the remaining semester hours from the humanities and/or fine arts. In addition to literature, disciplines in the humanities include, but are not limited to, philosophy, religious studies, speech, foreign languages, art, music, theatre, and dance. (*As a part of the General Studies Curriculum, students must complete a 6-semester hour sequence either in literature (Area II) or history (Area IV)).

Courses should be broad in scope and content rather than specific and should emphasize history and appreciation rather than performance. Examples in humanities and fine arts include, but are not limited to, world literature, art history, music appreciation, comparative religions, and history or origins of dance.

Area III – Natural Sciences and Mathematics (11 semester hours)--Study in the natural sciences and mathematics emphasizes the scientific method and applies quantitative or inductive reasoning. Minimum requirements include at least 11 semester hours with at least 3 semester hours in mathematics* at the pre-calculus algebra level or Finite Mathematics level unless otherwise specified and at least 8 semester hours in the natural sciences which must include laboratory experiences. Disciplines in the natural sciences include, but are not limited to, astronomy, biology, chemistry, geology, and physics. (*Some mathematics courses are offered for 4 semester credit hours. Only minimum semester requirements are indicated).

Area IV – History, Social, and Behavioral Sciences (12 semester hours)--Study in history and the social and behavioral sciences deals primarily with the study of human behavior, social and political structures, and economics. Minimum requirements include 12 semester hours with at least 3 semester hours in history* and at least 6 semester hours from among other disciplines in the social and behavioral sciences. Disciplines include, but are not limited to, anthropology, economics, geography, political science, psychology, and sociology. (*As a part of the General Studies Curriculum, students must complete a 6-semester hour sequence either in literature (Area II) or history (Area IV)). Courses should be broad in scope and content, include global or international perspectives, and must emphasize the methods of inquiry in the social sciences.

The maximum total for AREAS I-IV is 41 semester hours.

Area V – Pre-Professional, Major, and Elective courses (19-23 semester hours)--Area V is designated for courses appropriate to the degree/major requirements of the individual student (it may also include electives*). (*Some institutions may include courses in wellness or physical education).

Grand Total for AREAS I-V: 60-64 semester hours

Note: For institutions requiring 120 semester hours for graduation, the maximum allowable hours for transfer from a community college into a four-year baccalaureate degree program will be 60 semester hours.

Based on the above information, the general studies curriculum core requires a minimum of 41 semester hours for any undergraduate degree program offered by an Alabama public college or university. The AGSC approval of the General Education Component program at UNA was based on consideration of course offerings together with reviews of course content based on proposed syllabi. A comparison of the UNA general education program with the AGSC-approved general studies program indicates that UNA has met and, in at least one case, exceeded the minimum requirements established by AGSC.

Curriculum Review

Specific curriculum requirements for individual degrees, majors and/or minors are determined by the faculty in the department for which the degree is awarded. The University's faculty initiate proposals for program and curriculum requirements that are appropriate for higher education. The approval process for new educational programs usually begins with individual faculty members identifying needs, or at the departmental level in which the program will reside. The specific curriculum review and approval processes are described in Curriculum Development, **Section 3.3.3 of the UNA Faculty Handbook, May 2011**. In general, the review and approval of curricular change originates at the department level and continues at the college level where review is conducted by the college curriculum committee. The **UCC form** required for any submission of any curricular changes ensures that changes flow from the departmental level to the appropriate college committee to the University Curriculum Committee. Proposed curricular changes that receive approval at the college level are then transmitted to the Vice President for Academic Affairs and Provost with recommendation for submission to either the Undergraduate Curriculum Committee or the Graduate Council, as appropriate. Proposals for change that are approved at this level are then submitted to the President for final action. This process that the University of North Alabama employs to ensure the quality and effectiveness of its curriculum is evidenced by both the **Undergraduate Curriculum Committee** and **Graduate Council**

minutes. In addition, all undergraduate and graduate degree programs must be approved the Alabama Commission for Higher Education (ACHE) (**ACHE Procedures for the Evaluation and Review of New Programs**).

The *Faculty Handbook* identifies the Undergraduate Curriculum Committee as the entity that initiates, reviews, and recommends curricular change in courses and programs at the university level; communicates its deliberations and findings to the President, and after discussion with the President, to the university community; and reports to the President through the Vice President for Academic Affairs and Provost. Similarly, the Graduate Council has overall responsibility, subject to the action of the President and the Board of Trustees, for the organization, administration, and operation of graduate studies through the formulation of policies, procedures, regulations, programs, and courses. The council also serves as a board of appeal on graduate matters.

In addition, the academic department chairs provided information about undergraduate program conformance to established standards and practices (**C.S. 3.5.3 Memo - February, 2010**). This information was compiled into a document which shows that 15 major programs are accredited, one major program is compatible with accreditation guidelines, and two programs conform to guidelines issued by a professional organization within the discipline. The remaining programs were either fully modeled after programs offered by peer institutions or else partially modeled after programs offered by peer institutions and enhanced in accordance with the academic expertise of current faculty members (**Department Chair Document**).

Sources

ACHE Procedures for the Evaluation and Review of New Programs

AGSC Course Requirements and Guidelines

AGSC Course Requirements and Guidelines PDF

AGSC Legislation

C.S. 3.5.3 Memo - February, 2010

Department Chair Document

Graduate Council minutes

UNA Faculty Handbook, May 2011, Section 3.3.3

Undergraduate Curriculum Change Form

UNA Undergraduate Catalog, 2011-2012

UNA Undergraduate Catalog, 2011-2012, p 52-53

UNA Undergraduate Catalog, 2011-2012, p 73-200

UNA Undergraduate Catalog, 2011-2012, p 150

UNA Undergraduate Catalog, 2011-2012, p 159

UNA Undergraduate Catalog, 2011-2012, p. 189

UNA Undergraduate Catalog, 2011-2012, p 53

UNA Undergraduate Catalog, 2011-2012, p 54

UNA Undergraduate Catalog, 2011-2012, p 55

UNA Undergraduate Catalog, 2011-2012, p 67

Undergraduate Curriculum Committee

3.5.4 Undergraduate: Terminal degrees of faculty

At least 25 percent of the discipline hours in each major at the baccalaureate level are taught by faculty members holding the terminal degree—usually the earned doctorate—in the discipline, or the equivalent of the terminal degree.

Judgment

Compliant

Narrative

The University has 35 baccalaureate degree programs that have been approved by the Alabama Commission of Higher Education (**ACHE Programs, December 2010; UNA Undergraduate Catalog, 2010-2011, programs and courses bookmarked**). Within each degree program there consists a specified group of courses in a particular discipline or field that is considered the “major” of the degree (**ACHE Definitions, p. 8**). To determine the University’s compliance with C.S. 3.5.4 for the Academic Year 2010-2011, a major discipline course list was created for each major based on criteria that followed SACS recommendations (**SACS Template; SACS VP E-mail**). In order for a course to be included on a major discipline course list, the following criteria had to be met: 1) the course was part of the major “core,” “option,” “concentration,” “emphasis” or was an elective course of the discipline of the major that met degree requirements, 2) the course was not listed in Areas I-IV of the General Education Program, or as an “additional general requirement” course (e.g., a course that met computer literacy outside the major field; **UNA Undergraduate Catalog, 2010-2011, Computer Literacy, p. 54**), 3) the course, if listed in Area V (**UNA Undergraduate Catalog, 2010-2011, Area V, p. 54**), was within the discipline of the major and did not meet the second criterion, 4) that the course was not a prescribed supporting course (i.e., a course outside the discipline of the major), and 5) the course was not an elective course outside the major discipline. These criteria were used to produce a list of courses for each major that included only those courses that were primarily taken by students of the major and therefore allowed a determination of whether the courses required of the major met the compliance standard.

An instructor's official transcripts and other documentation were used to determine if they had the appropriate terminal degree for the course being taught (see **Faculty Roster**). The University offers no baccalaureate-level courses through off-campus instructional locations. The Faculty Roster includes the credentials of faculty who teach either part or all of their courses through online delivery methods (distance education), as well as faculty providing face-to-face instruction.

It was also determined that the more appropriate variable for determining compliance of each major was the total student credit hours produced, rather than the total number of courses taught. Total student credit hours reflects the importance of a course within the major since a major "core" course would typically produce a greater number of student credit hours than an elective discipline course. This variable determination was also supported by SACS recommendations (**SACS Template**; **SACS VP e-mail**). Four academic colleges administer the University's 35 baccalaureate degree programs: Arts and Sciences, Business, Education, and Nursing and Allied Health (**UNA Undergraduate Catalog, 2010-2011, p. 9**). The compliance results of the degree programs for the four colleges are presented below.

College of Arts and Sciences

The College of Arts and Sciences offers 23 baccalaureate degree programs (Table 3.5.4a) and awards five types of degrees; the B.A., B.S., B.F.A., B.S.W., and the B.I.S. (**ACHE Programs, June 2011**). Some degree programs offer two degrees (i.e., B.A. and B.S.), but because the difference between those degrees is a foreign language requirement and not a difference in required major discipline courses (**UNA Undergraduate Catalog, 2010-2011, BA, p. 54**), they were treated similarly in the analysis. The B.F.A. and B.A./B.S. degrees in Art were also treated similarly since the discipline courses that met the requirements of those degrees were also similar (**UNA Undergraduate Catalog, 2010-2011, p. 74-77**). One degree major, Interdisciplinary Studies (B.I.S.), was excluded from

the analysis. Students majoring in Interdisciplinary Studies take courses in the disciplines of other majors and therefore it was determined if the other majors were compliant, the Interdisciplinary Studies major would also be compliant ([B.I.S. website \(PDF\)](#); [UNA Undergraduate Catalog, 2011-2012, pp. 71-72](#)).

In the College of Arts and Sciences, the average percentage of student credit hours taught by faculty with a terminal or appropriate degree was 83% and all the majors of the programs had values greater than 25% for the academic year 2010-2011 (Table 3.5.4a; [Programs CHP Analysis, bookmarked](#))

Table 3.5.4a. Number and percentage of student credit hours produced by faculty members holding the terminal degree or the equivalent in the discipline for the majors in the College of Arts and Sciences, Academic Year 2010-2011.

Major	Student Credit Hrs by Appropriate TD	% Student Credit Hrs by Appropriate TD	Total Student Credit Hrs
Art	2061	98%	2112
Biology	2115	100%	2115
Chemistry	926	96%	962
Communication Arts	3765	80%	4698
Computer Science	411	80%	513
Criminal Justice	1095	47%	2313
English	1167	84%	1395
Entertainment Industry	639	65%	979
Foreign Languages	1110	100%	1110
General Music	1686	63%	2686
Geography	2001	100%	2001
History	1302	89%	1455
Industrial Hygiene	1080	99%	1089
Marine Biology	1348	100%	1348
Mass Communications	3454	81%	4276
Mathematics	567	86%	657
Physics	152	100%	152
Political Science	1181	97%	1214

Psychology	1485	94%	1581
Social Science	3603	96%	3756
Social Work	735	37%	1962
Sociology	1542	93%	1650
Average		83%	

Office of Institutional Research, Planning, and Assessment (OIRPA) frozen enrollment data (10-days into semester) and VPAA Credential Database

College of Business

The College of Business offers six degree programs (Table 3.5.4b) and one type of degree; the B.B.A (**ACHE Programs, June 2010**). Since all degree programs in the College of Business require the same courses in Area V of the General Studies Program and are considered general courses for the B.B.A degree (UNA Undergraduate Catalog, 2010-2011, p. 151), they were not included in the compliance analysis. The average percentage of credit hours taught by faculty with a terminal degree in the discipline of the major or an appropriate degree was 64% and all the majors had values greater than 25% for the academic year 2010-2011. (Table 3.5.4b; **Programs CHP Analysis, bookmarked**).

Table 3.5.4b. Number and percentage of student credit hours produced by faculty members holding the terminal degree or the equivalent in the discipline for the majors in the College of Business, Academic Year 2010-2011.

Major	Student Credit Hrs by Appropriate TD	% Student Credit Hrs by Appropriate TD	Total Student Credit Hrs
Accounting	1134	90%	1266
Computer Information Systems	888	46%	1950
Economics	231	67%	345
Finance	1242	95%	1314
Management	2879	62%	4656
Marketing	675	27%	2540
Average		64%	

OIRPA frozen enrollment data and VPAA Credential Database

College of Education

The College of Education offers six baccalaureate degree programs and two types of degrees; the B.S.Ed. and the B.S. (**ACHE Programs, December 2010**; Table 3.5.4c). For the "Professional Teacher Education N-12" and "Professional Education Secondary (Grades 6-12)" education majors, only the education courses of these majors were analyzed. The various teaching field courses (e.g., biology, history, physical education, etc.) were examined separately within the majors of those specific disciplines (**UNA Undergraduate Catalog, 2010-2011, p. 166-179**). The average percentage of credit hours taught by faculty with a terminal degree in the discipline of the major or appropriate degree was 53% and all the majors had values greater than 25% for the academic year 2010-2011 (Table 3.5.4c; **Programs CHP Analysis, bookmarked**).

Table 3.5.4c. Number and percentage of student credit hours produced by faculty members holding the terminal degree or the equivalent in the discipline for the majors in the College of Education, Academic Year 2010-2011.

Major	Student Credit Hrs by Appropriate TD	% Student Credit Hrs by Appropriate TD	Total Student Credit Hrs
Elementary Education	3792	82%	4598
Health, Physical Education, and Recreation, Non-Teaching	2549	46%	5593
Human Environmental Sciences	1437	32%	4542
Professional Education Grades P-12	1362	55%	2462
Professional Education Secondary (Grades 6-12)	1326	52%	2555
Average		53%	

OIRPA frozen enrollment data and VPAA Credential Database

College of Nursing and Allied Health

The College of Nursing and Allied Health offers one degree program (Table 3.5.4d) and one type of degree; B.S.N. (**ACHE Programs, December 2010**). The percentage of credit hours taught by faculty with a terminal degree in the discipline of the major or appropriate degree

was 39% for the academic year 2010-2011 (Table 3.5.4d; [Programs CHP Analysis, bookmarked](#)).

Table 3.5.4d. Number and percentage of student credit hours produced by faculty members holding the terminal degree or the equivalent in the discipline for the major in the College of Nursing and Allied Health, Academic Year 2010-2011.

Major	Student Credit Hrs by Appropriate TD	% Student Credit Hrs by Appropriate TD	Total Student Credit Hrs
Nursing	3480	39%	8982
Average		39%	

OIRPA frozen enrollment data and VPAA Credential Database

Sources

[ACHE Definitions, p. 8](#)

[ACHE Programs](#)

[Bachelor of Interdisciplinary Studies](#)

[Bachelor of Interdisciplinary Studies PDF](#)

[Faculty Roster](#)

[Programs CHP Analysis, bookmarked](#)

[SACS 3.5.4 Template](#)

[SACS VP E-mail](#)

[UNA Undergraduate Catalog, 2010-2011, Area V p. 54](#)

[UNA Undergraduate Catalog, 2010-2011, BA p. 54](#)

[UNA Undergraduate Catalog, 2010-2011, Computer Literacy p. 54](#)

[UNA Undergraduate Catalog, 2010-2011, majors and courses bookmarked](#)

[UNA Undergraduate Catalog, 2010-2011, p. 9](#)

[UNA Undergraduate Catalog, 2010-2011, pp. 51-54](#)

[UNA Undergraduate Catalog, 2010-2011, pp. 74-77](#)

[UNA Undergraduate Catalog, 2010-2011, p. 151](#)

[UNA Undergraduate Catalog, 2010-2011, pp. 166-179](#)

[UNA Undergraduate Catalog, 2011-2012, pp. 71-72](#)

3.6.1 Graduate/Post-Baccalaureate: Post-baccalaureate program rigor

The institution's post-baccalaureate professional degree programs, master's and doctoral degree programs, are progressively more advanced in academic content than its undergraduate programs.

Judgment

Compliant

Narrative

The University of North Alabama offers post-baccalaureate professional degree programs and master's degree programs that are progressively more advanced in academic content than its undergraduate programs.

The University of North Alabama began offering graduate studies in 1957 with a master's degree program in education. Since that time, UNA's graduate programs have grown to include nine different master's degrees, with at least one graduate degree in each of the four colleges. Additionally, there are several different options within those nine degree programs. For instance, the College of Business offers eight areas of concentration (not including the executive concentration available online and to MBA Asia students) for the Master of Business Administration degree (*UNA Graduate Catalog, 2011-2012, p. 65*) and the College of Nursing and Allied Health offers two alternative plans for its Master of Science in Nursing degree (*UNA Graduate Catalog, 2011-2012, p. 149*). The College of Education also offers the Education Specialist degree (*UNA Graduate Catalog, 2011-2012, p. 96*). All of these graduate programs are progressively more advanced in academic content than in the undergraduate programs. There are no doctoral degree programs at the University.

Policies and practices that ensure a progression of difficulty from the undergraduate to graduate level include, Graduate Council policies and procedures, college and departmental policies, and graduate faculty selection. The Graduate Council is the entity through which all graduate program and curricular matters are reviewed, evaluated, and approved (*UNA Graduate Catalog, 2011-*

2012, p. 11). The Council's makeup includes graduate faculty from each of the four colleges, graduate student representatives from each of the colleges, the Vice President for Academic Affairs and Provost, and the Coordinator of Graduate Studies (**Members - Graduate Council**).

Additionally, all college deans are ex-officio members of the Council and all academic department chairs have an open invitation to attend any of the Council meetings and offer input on various matters. The Council "reviews graduate issues, graduate faculty applications, recommends policies, procedures, regulations, programs, and courses for graduate studies" (**UNA Graduate Catalog, 2011-2012, p. 11**). All new programs, new courses, and curricular changes must receive Council approval before implementation. The review process involves ascertaining that these changes meet graduate standards, including academic rigor. Each change goes through several levels of review and approval prior to consideration by the Graduate Council. These levels include departmental and college curriculum committees and department chairs and deans. The curriculum review and approval processes are described in Section 3.3.3 Curriculum Development of the Faculty Handbook (**UNA Faculty Handbook, May 2011, Section 3.3**).

Post-baccalaureate rigor also results from the quality of the faculty. All graduate faculty must meet the criteria established for graduate faculty status. These criteria include credentials showing research, publications, scholarly presentations or other types of professional involvement. Faculty being considered for graduate status must establish separate syllabi for undergraduate and graduate courses "to better show the differences between undergraduate and graduate courses" (**UNA Graduate Catalog, 2011-2012, p. 12**). Thus, the syllabus of each graduate course shows progressive advancement over similar undergraduate courses. Course descriptions, course objectives, course requirements, and teaching-learning strategies reflect these differences. For instance, the Department of Elementary Education places a stronger emphasis on research at the graduate level than at the undergraduate level and these differences are reflected in course syllabi (**Syllabus - EED 415**; **Syllabus - EED 615**; **Syllabus - EED 324**; **Syllabus - EED 678**). Another example is the requirement by the Department of Criminal Justice for significantly more writing,

presentations, reading, and contributions to peer learning than required on the undergraduate level ([Syllabus - CJ 450](#); [Syllabus - CJ 610](#)).

Learning outcomes in UNA's graduate programs are more advanced than its undergraduate programs. Table 3.6.1a compares the graduate programs and the corresponding undergraduate programs.

Table 3.6.1a Comparison of Academic Content and Learning Outcomes between Baccalaureate Programs and Post-Baccalaureate Programs as of July, 2011.

Baccalaureate Degree Programs	Master's Degree Programs	Professional Degree Programs
<u>BA - English, Learning Outcomes</u>	<u>MA - English, Learning Outcomes</u>	
<u>BA/BS – History, Learning Outcomes</u>	<u>MA - History, Learning Outcomes</u>	
<u>BA/BS – Criminal Justice, Learning Outcomes</u>	<u>MS – Criminal Justice, Learning Outcomes</u>	
<u>BA/BS – Geography</u>	<u>MS – Geospatial Science, Learning Outcomes (n/a - new program)</u>	
<u>BBA – Accounting, Learning Outcomes</u>	<u>MBA - Learning Outcomes (Executive and Traditional MBA)</u>	
<u>BBA – CIS, Learning Outcomes</u>		
<u>BBA – Economics, Learning Outcomes</u>		
<u>BBA – Finance, Learning Outcomes</u>		
<u>BBA – Marketing, Learning Outcomes</u>		
<u>BBA – Management, Learning Outcomes</u>		
<u>BSEd – Elementary Education, Learning Outcomes</u>	<u>MAEd – Elementary Education, Learning Outcomes</u>	<u>EdS – Education Specialist, Program of Study</u>
<u>BSEd – Secondary Education, Learning Outcomes</u>	<u>MAEd – Secondary Education 6-12; Instructional Leadership; Special Education, Learning Outcomes</u>	
Undergraduate Program in School Counseling not offered	<u>School Counseling P-12, Learning Outcomes</u>	
Undergraduate Program in Community Counseling not offered	<u>MA – Community Counseling, Learning Outcomes</u>	
<u>BS – Health, Physical Education, and Recreation- Learning Outcomes</u>	<u>MS – Health and Human Performance, Learning Outcomes</u>	
<u>BSN – Nursing</u>	<u>MSN – Nursing, Learning Outcomes</u>	

Online Nursing, Learning Outcomes		
Traditional Nursing, Learning Outcomes		

Additional examples of documentation for progressively more rigorous learning outcomes include program handbooks (**Graduate Student Handbook - Criminal Justice**). The Graduate Student Handbook of the Department of Criminal Justice outlines the differences in graduate and undergraduate studies, including independent study, critical examination of issues, and mentoring responsibilities. In addition, the comparison of selected outcomes for an undergraduate research course (NU 303) and a graduate research course (NU 501) offered by the College of Nursing and Allied Health shows the emphasis on analysis and application at the graduate level (Table 3.6.1b).

Table 3.6.1b. Comparison of Undergraduate (NU 303) and Graduate (NU 501) Nursing Outcomes.

NU 303	NU 501
Describe the steps in the research process	Develop a research proposal using the steps of the research process
Develop a systematic method to critique research reports	Critique research studies for appropriateness to practice
Demonstrate beginning level skills of a nursing research consumer	Analyze the relationship between nursing theory, research, and practice
Identify research roles and activities of professional nurses	Examine current research practices and their role in today's nursing practice

The advanced degree programs at UNA build upon the foundation of undergraduate programs. All graduate programs require a baccalaureate degree for admission and most require additional educational or professional credentials. For instance, the College of Business, the Department of History, and the Department of Health Physical Education and Recreation (HPER) have specific prerequisite undergraduate courses that students must complete successfully prior to admission, the College of Education requires teacher certification; and the College of Nursing and Allied Health

requires unencumbered licensure as a registered nurse. Another indicator of the baccalaureate foundation of graduate education is the College of Nursing and Allied Health's list of "Assumptions" included in the Graduate Catalog, such as: "students have experience in professional nursing practice" and "students have background knowledge of nursing theory and research" (**UNA Graduate Catalog, 2011-2012, p. 154**).

Other factors that distinguish graduate academics from undergraduate academics include admission to candidacy, specific time limits for degree completion, transfer credits, specific course levels, and a culminating, knowledge-synthesizing academic experience (e.g., thesis - **UNA Graduate Catalog, 2011-2012, p. 31**; comprehensive examination - **UNA Graduate Catalog, 2011-2012, p. 31**; capstone projects - **UNA Graduate Catalog, 2011-2012, pp. 70, 71, 154**, etc.). Not all students admitted to graduate studies are candidates for graduate degrees. Some majors require students to apply for candidacy for the master's degree after meeting criteria related to number of semester hours, GPA, and other discipline-specific criteria (**UNA Graduate Catalog, 2011-2012, p. 30**). Additionally, graduate students may not apply any courses completed more than eight years ago to their degree plans, (excluding active military service) (**UNA Graduate Catalog, 2011-2012, p. 31**), nor may they transfer more than six hours of credits from another institution (**UNA Graduate Catalog, 2011-2012, p. 25**). There are no such stipulations, other than a residence requirement, for undergraduates (**UNA Undergraduate Catalog, 2011-2012, p. 39**). Graduate students must also earn at least one-half of their credits in courses numbered 600 or above (**UNA Graduate Catalog, 2011-2012, p. 33**). Furthermore, the culminating experiences required by the graduate programs necessitate the use of high-level cognitive activities which is an expectation of those receiving graduate degrees. Students who do not successfully complete these experiences may not graduate (see Degree and Program Plans - **UNA Graduate Catalog, 2011-2012, Programs Bookmarked**). Some majors allow additional coursework in lieu of the culminating experience (See Non-Thesis Option - **UNA Graduate Catalog, 2011-2012, p. 47**; **UNA Graduate Catalog, 2011-2012, p. 56**).

Sources

Graduate Student Handbook - Criminal Justice

Learning Outcome Programs Comparison

Members - Graduate Council

Syllabus - CJ 450

Syllabus - CJ 610

Syllabus - EED 324

Syllabus - EED 415

Syllabus - EED 615

Syllabus - EED 678

UNA Faculty Handbook, May 2011, Section 3.3

UNA Graduate Catalog, 2011-2012, p. 11

UNA Graduate Catalog, 2011-2012, p. 12

UNA Graduate Catalog, 2011-2012, p. 25

UNA Graduate Catalog, 2011-2012, p. 30

UNA Graduate Catalog, 2011-2012, pp. 30-31

UNA Graduate Catalog, 2011-2012, p. 31

UNA Graduate Catalog, 2011-2012, p. 33

UNA Graduate Catalog, 2011-2012, p. 47

UNA Graduate Catalog, 2011-2012, p. 56

UNA Graduate Catalog, 2011-2012, p. 65

UNA Graduate Catalog, 2011-2012, pp. 67-68

UNA Graduate Catalog, 2011-2012, p. 70

UNA Graduate Catalog, 2011-2012, p. 71

UNA Graduate Catalog, 2011-2012, p. 92

UNA Graduate Catalog, 2011-2012, p. 96

UNA Graduate Catalog, 2011-2012, p. 149

UNA Graduate Catalog, 2011-2012, p. 154

UNA Graduate Catalog, 2011-2012, Programs Bookmarked

UNA Undergraduate Catalog, 2011-2012, p. 39

UNA Undergraduate Catalog, 2011-2012, p. 56

UNA Undergraduate Catalog, 2011-2012, p. 58

3.6.2 Graduate/Post-Baccalaureate: Graduate curriculum

The institution structures its graduate curricula (1) to include knowledge of the literature of the discipline and (2) to ensure ongoing student engagement in research and/or appropriate professional practice and training experiences.

Judgment

Compliant

Narrative

The University of North Alabama structures its graduate curricula (1) to include knowledge of the literature of the discipline and (2) to ensure ongoing student engagement in research and/or appropriate professional practice and training experiences.

The following graduate programs are currently offered by the University of North Alabama:

College of Arts and Sciences:

MA in English

MA in History

MS in Criminal Justice

MS in Geospatial Science

College of Business:

MBA (8 areas of concentration, not including the Executive Concentration, available to online and MBA Asia students)

College of Education:

MA in Education – Elementary Education K-6

MA in Education – Special Education

MA in Education – Secondary P-12

MA in Education – School Counseling P-12

MA in Education – Instructional Leadership P-12

MA in Education - Alternative Class A**MA in Community Counseling****Post Baccalaureate Certificate in Teaching English to Speakers of Other Languages (TESOL)****MS in Health and Human Performance****Education Specialist – Elementary Education****Education Specialist – Instructional Leadership****Education Specialist – Teacher Leader****College of Nursing and Allied Health:****MS in Nursing**

The learning outcomes in UNA's graduate programs ensure knowledge of the literature of the discipline, ongoing student engagement in research, and/or appropriate professional practice and training experiences for students at the graduate level. Table 3.6.2a provides links to the learning outcomes for graduate programs offered by the University.

Table 3.6.2a. Learning Outcomes of Post-Baccalaureate Programs as of July, 2011.

Master's Degree Programs	Professional Degree Programs
<u>MA - English, Learning Outcomes</u>	
<u>MA - History, Learning Outcomes</u>	
<u>MS – Criminal Justice, Learning Outcomes</u>	
MS – Geospatial Science, Learning Outcomes (n/a - new program)	

<u>MBA - Learning Outcomes</u> <u>(Executive and Traditional MBA)</u>	
<u>MAEd – Elementary Education,</u> <u>Learning Outcomes</u>	<u>EdS – Education</u> <u>Specialist, Program of</u> <u>Study</u>
<u>MAEd – Secondary Education 6-12;</u> <u>Instructional Leadership; Special</u> <u>Education, Learning Outcomes</u>	
<u>School Counseling P-12, Learning</u> <u>Outcomes</u>	
<u>MA – Community Counseling,</u> <u>Learning Outcomes</u>	
<u>MS – Health and Human</u> <u>Performance, Learning Outcomes</u>	
<u>MSN – Nursing, Learning Outcomes</u>	

The University of North Alabama structures its graduate curricula to ensure an appropriate level of scholarship. The links specified above provide specific course requirements and course descriptions for each of the graduate degrees conferred by the University of North Alabama. Knowledge of the literature of the discipline is an integral part of each graduate program. The syllabus for HI 611 – Studies in American History is provided as an example (**Syllabus HI 611- Studies in American History**). Scholarship in research papers is also an integral part of the graduate curricula (**Syllabus EN 601 – Introduction to Graduate Studies Bibliography and Research**, **Syllabus CJ 640 – Research Methods**). At least five programs emphasize professional practice and experience as a principal component (**Syllabus NU 699 – Capstone Project**), and two programs, English and History, include a thesis option as an avenue for ensuring ongoing student engagement in research (**UNA Graduate Catalog, 2011-2012 P. 31**).

In order to better clarify how the University of North Alabama structures its graduate curricula to ensure compliance with this standard, each graduate program academic coordinator was asked to

provide information on the curricula structure of his/her graduate program (**C.S.3.6.2-Memo-July, 2010**). The University received a response for each of the graduate degree programs offered by the University of North Alabama (**Academic Program Coordinator/Department Chair Document**). Responses received from the graduate coordinator survey summarize what is published in the 2011-2012 Graduate Catalog. These responses affirm that the graduate curriculum in each program is structured to include knowledge of the literature of the discipline. These responses also show that the structure of the graduate curricula to ensure ongoing student engagement in research and/or appropriate practice and experience varies considerably across graduate programs. While scholarship associated with the preparation of research papers is expected in every program, some programs such as community counseling, school counseling, special education, geospatial science, and nursing also emphasize practice and experience. Two programs, English and History, offer a thesis option as a culminating research activity.

Sources

Academic Program Coordinator/Department Chair Document

C.S.3.6.2-Memo-July, 2010

ESOL Program

Geospatial Science Program

Learning Outcome Programs Comparison

Syllabus - Criminal Justice

Syllabus - English

Syllabus - History

Syllabus - Nursing

UNA Graduate Catalog, 2011-2012 Page 31

UNA Graduate Catalog, 2011-2012 Community Counseling and HPER

UNA Graduate Catalog, 2011-2012 Criminal Justice

UNA Graduate Catalog, 2011-2012 Education Specialist Elementary Education

UNA Graduate Catalog, 2011-2012 Education Specialist Instructional Leadership

UNA Graduate Catalog, 2011-2012 Education Specialist Teacher Leader

UNA Graduate Catalog, 2011-2012 Elementary Special Education

UNA Graduate Catalog, 2011-2012 English

UNA Graduate Catalog, 2011-2012 Geospatial Science

UNA Graduate Catalog, 2011-2012 History

UNA Graduate Catalog, 2011-2012 Instructional Leadership and Alternative Class

UNA Graduate Catalog, 2011-2012 MBA

UNA Graduate Catalog, 2011-2012 MS in Nursing

UNA Graduate Catalog, 2011-2012 Post Baccalaureate Certification

UNA Graduate Catalog, 2011-2012 Secondary Education

UNA Graduate Catalog, 2011-2012

3.6.3 Graduate/Post-Baccalaureate: Institutional credits for a degree

The majority of credits toward a graduate or a post-baccalaureate professional degree are earned through instruction offered by the institution awarding the degree. In the case of graduate and post-baccalaureate professional degree programs offered through joint, cooperative, or consortia arrangements, the student earns a majority of credits through instruction offered by the participating institutions.

Judgment

Compliant

Narrative

The majority of credits toward a graduate or a post-baccalaureate professional degree awarded by the University of North Alabama are earned through instruction offered by the University

(Commission Policy on Transfer or Transcribing of Academic Credit). The transfer admission or transfer credit policy for graduate study is available in the **UNA Graduate Catalog 2011-2012, p. 25**. According to the catalog, acceptance of graduate credit by transfer is normally limited to six semester hours of "B" or higher grades in graduate work appropriate to the degree program at UNA. Exceptions must be approved by the appropriate graduate program coordinator/director, department chair, and college dean. Individual graduate programs may specify predetermined limits in their section of the graduate catalog or allow exceptions to the general guidelines outlined in the catalog (**UNA Graduate Catalog, 2011-2012, p. 25**). Two graduate programs, English and History, accept up to 12 semester hours of graduate credit by transfer with the approval of the graduate program director (**Graduate Transfer Credit English; Graduate Transfer Credit History**). Requests for transfer credit are initiated by the student with the designated graduate advisor's approval.

Transfer credit is identified on the transcript as such and the name of the institution where the credit was earned is shown. Registrar's Office personnel follow a Program of Study provided by each College while performing audits to ensure requirements are met (**Graduate Degree Evaluation Process**). For examples of Programs of Study see (1) **Arts and Sciences - History (PDF)**, (2) **Business - MBA Program Concentrations (PDF)**, (3) **Education - Teacher**

Education (PDF), and (4) **Nursing (PDF)**.

The number of hours required for degree completion ranges from 33 to 48 (Table 3.6.3a). Given the maximum number of hours allowed for transfer to UNA's graduate programs and the total hours required for each degree, all graduate programs offered at UNA require a majority of credits (64% -- 88%) to be earned through UNA (Table 3.6.3a).

Table 3.6.3a. Minimum Semester Hours Credit Required for Each Degree Program

College	Program	Semester Hour Degree Requirements	% Semester Hours Required at UNA
Arts and Sciences	<u>MA in English</u>	36	67%
Arts and Sciences	<u>MA in History</u>	33	64%
Arts and Sciences	<u>MS in Criminal Justice</u>	36	83%
Arts and Sciences	<u>MS in Geospatial Science</u>	33	82%
Business	<u>MBA</u>	33	82%
Education	<u>Education Specialist</u>	33	82%
Education	<u>MA in Community Counseling</u>	48	88%
Education	<u>MA in Health Promotion and Human Performance</u>	33	82%
Education	<u>MA Ed - Alternative Class A</u>	48	88%
Education	<u>MA Ed – Elementary Education K-6</u>	36	84%
Education	<u>MA Ed – Instructional Leadership P-12</u>	36	84%
Education	<u>MA Ed – School Counseling P-12</u>	48	88%

Education	<u>MA Ed – Secondary Education 6-12</u>	33	82%
Education	<u>MA Ed – Multiple Level P-12</u>	33	82%
Education	<u>MA Ed – Special Education</u>	45	87%
Nursing and Allied Health	<u>MS in Nursing</u>	42	86%

Joint, Cooperative, or Consortia Arrangements

The Master of Science in Nursing program requires 42 hours of credit for completion. The program includes a partnership with Jacksonville State University for online delivery of one core course, two "Teaching-Learning" courses and one "Leadership" course (**UNA Graduate Catalog, 2011-2012, p. 154**; **Jacksonville State University Memorandum of Agreement**; **CONAH Memorandum of Agreement**).

Sources

[Arts and Sciences - History](#)

[Arts and Sciences - History PDF](#)

[Business - MBA Program Concentrations](#)

[Business- MBA Program Concentrations PDF](#)

[Commission Policy on Transfer or Transcribing of Academic Credit](#)

[CONAH Memorandum of Agreement](#)

[Education - Teacher Education](#)

[Education - Teacher Education PDF](#)

[Education Specialist](#)

[Graduate Degree Evaluation Process](#)

[Jacksonville State Memorandum of Agreement](#)

[MA Ed - Alternative Class A](#)

[MA Ed – Elementary Education K-6](#)

[MA Ed – Instructional Leadership P-12](#)

[MA Ed – Multiple Level P-12](#)

[MA Ed – School Counseling P-12](#)

[MA Ed – Secondary Education 6-12](#)

MA Ed – Special Education

MA in Community Counseling

MA in English

MA in Health Promotion and Human Performance

MA in History

MBA

MS in Criminal Justice

MS in Geospatial Science

MS in Nursing

Nursing Website

Nursing PDF

UNA Graduate Catalog, 2011-2012, p. 25

UNA Graduate Catalog, 2011-2012, p. 154

3.6.4 Graduate/Post-Baccalaureate: Post-baccalaureate requirements

The institution defines and publishes requirements for its graduate and post-baccalaureate professional programs. These requirements conform to commonly accepted standards and practices for degree programs.

Judgment

Compliant

Narrative

The University of North Alabama defines and publishes all requirements for its graduate and post-baccalaureate professional programs. This information is available to students and the public through the **UNA Graduate Catalog, 2011-2012** which is published in hard copy and **electronically**. The catalog is revised on an annual basis to reflect the most recent information available. Each year program-specific sections of the catalog are sent to appropriate department chairs for review. Sections are considered by the department chair and/or appropriate graduate program coordinator and revisions, if any, are made and sent back to the dean's office. The dean's office compiles all changes and forwards them to the Office of the Vice President for Academic Affairs and Provost. In addition, the University has an established procedure for modifying a graduate program requirement that involves origination within the departmental curriculum committee, college level review, and **Graduate Council** approval. The curriculum review, approval, and publication processes for the Graduate Catalog are described in **UNA Faculty Handbook, May 2011, Section 3.3.3**. All changes in the educational program aspect of the catalog are presented and approved by this process. As a result of the review by these various entities it is ensured that degree program requirements conform to commonly accepted standards and practices. Specific requirements for all graduate programs offered by the University are in the **UNA Graduate Catalog, 2011-2012 (programs bookmarked)** and are listed below:

College of Arts and Sciences:

MA in English

MA in History

MS in Criminal Justice

MS in Geospatial Science

College of Business:

MBA (8 areas of concentration not including the executive concentration available to online and MBA Asia students)

College of Education:

MA in Education – Elementary Education K-6

MA in Education – Special Education

MA in Education – Secondary P-12

MA in Education – School Counseling P-12

MA in Education – Instructional Leadership P-12

MA in Education - Alternative Class A

MA in Community Counseling

Post Baccalaureate Certificate in Teaching English to Speakers of Other Languages (TESOL)

MS in Health and Human Performance

Education Specialist – Elementary Education

Education Specialist – Instructional Leadership

Education Specialist – Teacher Leader

College of Nursing and Allied Health:

MS in Nursing

In addition, to ensure that graduate program requirements conform to commonly accepted standards and practices for degree programs, the academic department chairs associated with graduate programs were asked to provide information about graduate program conformance to established standards and practices (**C.S.3.6.4-Memo-August, 2010**). The committee received a response for each of the graduate degree programs offered at the University of North Alabama. These responses revealed that 12 graduate degree programs are accredited, that one program conforms to guidelines issued by a professional organization within the discipline, and that the remaining programs were either fully modeled after programs offered by peer institutions or partially modeled after programs offered by peer institutions and enhanced in accordance with the academic expertise of current faculty members (**Department Chair/Program Coordinator Document**).

Sources

C.S.3.6.4-Memo-August, 2010

Department Chair/Program Coordinator Document

UNA Faculty Handbook, May 2011, Section 3.3

UNA Graduate Catalog, 2011-2012, p. 11, Graduate Council

UNA Graduate Catalog, 2011-2012 Programs Bookmarked

3.7.1 Faculty competence

The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty. (See Commission guidelines "Faculty Credentials.")

Judgment

Compliant

Narrative

The University of North Alabama employs a qualified faculty to carry out its mission of "engaging in teaching, research, and service in order to provide educational opportunities for students, and an environment for discovery and creative accomplishment, and a variety of outreach activities meeting the professional, civic, social, cultural, and economic development needs of our region in the context of global community." To assure the adequacy of its faculty's competence, the University has 1) policies and procedures that evaluate the qualifications of its faculty for appointment, promotion, and tenure, 2) an up-to-date permanent file for each faculty member that documents his or her qualifications, and 3) a complete roster of faculty, teaching assignments, and qualifications. The University's ongoing process to verify and document credentials and to maintain a qualified faculty includes those who teach either part or all of their courses through online delivery methods (distance education), as well as faculty providing face-to-face instruction.

Faculty Competency Policies and Procedures

Tenure-Track Appointments. The University has policies and procedures that insure that its faculty is well qualified to carry out its mission. The University makes three types of faculty appointments: tenure track, non-tenure track, and adjunct (UNA Faculty Handbook, May 2011, Section 2.4). The tenure-track faculty compose the majority of the full-time faculty. For example, in fall 2009, 84% of the instructional full-time faculty were tenured or had a tenure-track appointment (Data Book 2010, p. 71). These faculty members undergo a thorough vetting that

examines whether their academic credentials and other qualifications demonstrate effectiveness in teaching, scholarship, and service (**UNA Faculty Handbook, May 2011, Section 2.5.1**). In addition to the general criteria that must be met for appointment, an applicant must also satisfy regional and specialized accreditation standards, such as those observed by the National Council for Accreditation of Teacher Education, the Council on Social Work Education (Baccalaureate), the National Association of Schools of Music, the National Association of Schools of Art and Design, Accreditation Council for Business Schools and Programs, the Commission on Collegiate Nursing Education, the Applied Science Accreditation Commission, the Computing Accreditation Commission, the American Chemical Society, and the Council for Accreditation of Counseling and Related Educational Programs. Furthermore, the University expects applicants to meet the standards set forth by the Southern Association of Colleges and Schools (**SACS Credentials Guidelines**). For example, when determining acceptable qualifications of its faculty, the University gives primary consideration to the highest earned degree in the discipline. This is evident by the number of full-time faculty members in the fall 2010 semester that had a terminal degree in their teaching discipline (69%; 168 of 245).

To help verify that the SACS credential guidelines are being followed, the department chair, dean, and Vice President for Academic Affairs and Provost must complete a **Faculty Credentials Certification Form** for new faculty appointments and new course assignments. The Faculty Credentials Certification Form emphasizes the importance of a terminal degree in the teaching discipline, but it also recognizes that other qualifications such as other academic degrees, research and publications, professional licensure and certifications, special training, related work experience, documented teaching excellence, honors and awards, or other demonstrated competencies and achievements may provide appropriate credentials for particular course assignments.

Promotion. Promotion policies indicate that the University gives primary consideration to the highest earned degree in the discipline when determining acceptable qualifications for its

faculty. Faculty members appointed or promoted to the rank of associate professor or full professor typically must have a terminal degree appropriate to their field (**UNA Faculty Handbook, May 2011, Section 2.5.2**). In fall 2010, 89% (47 of 53) of the associate professors and 92% (73 of 79) of the full professors had terminal degrees in their teaching disciplines. Full-time faculty members employed without a terminal degree in their discipline are encouraged to obtain it and may receive University development assistance (**UNA Faculty Handbook, May 2011, Section 3.10**). This development support may be especially important in disciplines where it may be difficult to employ faculty members with a terminal degree because of professional shortages in a field (e.g., nursing). Like faculty appointments, tenure and promotion awards are given only after a faculty member's teaching, scholarship, and service are evaluated by his or her peers and the administration (**UNA Faculty Handbook, May 2011, Section 2.5**). Faculty members instructing without a terminal degree in their teaching discipline must have a minimum of 18 graduate credit hours in their teaching discipline and/or other credentials that make them qualified to teach a university course (see **Faculty Roster**).

Graduate Faculty. The University also recognizes the importance of graduate faculty members' having a terminal degree in their teaching field, although special expertise may be considered with proper justification. Faculty members selected for graduate faculty status should, in addition to holding the terminal degree in their respective fields, possess credentials showing scholarship and professional service (**UNA Graduate Catalog, 2011-2012, pp. 11-12; Graduate Faculty Application**). Graduate faculty standing is given and reviewed every three years with the submission of a **Graduate Faculty Application (example)**, submitted to and subject to approval by the Graduate Council. The Council is composed of the all members nominated and selected by the Graduate Faculty: two graduate faculty from the College of Arts and Sciences; two graduate faculty from the College of Business; two graduate faculty from the College of Education, two graduate faculty from the College of Nursing and Allied Health; and four graduate student representatives, one each from the College of Arts and Sciences, Business, Education, and Nursing

and Allied Health. The Vice President for Academic Affairs and Provost, the Coordinator of Graduate Studies, all deans, and the Director of Library Services serve as ex officio members of the Council (*UNA Graduate Catalog, 2011-2012, pp. 11-12*).

Non-Tenure Track and Adjunct Faculty. Although non-tenure track and part-time faculty members are not eligible for promotion or tenure, their credentials must also undergo verification by department chairs, deans, and the Vice President for Academic Affairs and Provost through the completion of a **Faculty Credentials Certification Form Example**. This form ensures that accreditation competency guidelines are met (*UNA Faculty Handbook, May 2011, Appendix 2.A*).

Documentation of Credentials

Permanent File. Credentials documentation is maintained in the permanent record file for all faculty members (*UNA Faculty Handbook, May 2011, Section 2.9*). Included in these files are official transcripts for all degrees and coursework, employment agreements, personal data records, correspondence, and other relevant materials. Permanent record files for faculty members are maintained in the Office of the Vice President for Academic Affairs and Provost. College deans also retain personal files for their respective faculties (*UNA Faculty Handbook, May 2011, Section 3.13*).

Faculty Roster. To demonstrate the competency of its faculty, the qualifications of all the faculty members who taught credit courses in the fall 2010 and spring 2011 semesters are presented in the **Faculty Roster, (PDF)**. The roster includes the courses taught, academic credential qualifications, and additional qualifications when appropriate. For faculty members with a terminal degree in their teaching discipline, the roster presents the baccalaureate and/or graduate courses assigned, the degree earned and concentration, the institution that awarded the degree, and the year the degree was obtained. In addition to the doctoral degrees, the University recognizes the

following degrees as terminal degrees: MLS in Library Science, MFA in Studio Art, MFA in Creative Writing, MFA in Theatre, J.D. for Business Law, and MFA in Interior Design (**UNA Faculty Handbook, May 2011, Section 2.5.1**). For faculty members with a master's degree, the roster presents the degree earned and concentration, the institution that awarded the degree and when it was obtained, and at least 18 hours of graduate course work in the teaching discipline. For some faculty members, additional qualifications may also be presented to further justify competency (see **Faculty Credentials Certification Form Examples**).

Sources

UNA Data Book 2010, p. 71

Faculty Credentials Certification Form Examples

Faculty Roster secure website

Graduate Faculty Application Example

SACS Faculty Credentials Guidelines

UNA Faculty Handbook, May 2011, Appendix 2.A

UNA Faculty Handbook, May 2011, Section 2.4

UNA Faculty Handbook, May 2011, Section 2.5

UNA Faculty Handbook, May 2011, Section 2.5.1

UNA Faculty Handbook, May 2011, Section 2.5.2

UNA Faculty Handbook, May 2011, Section 2.9

UNA Faculty Handbook, May 2011, Section 3.10

UNA Faculty Handbook, May 2011, Section 3.13

UNA Faculty Roster, 2010-2011

UNA Graduate Catalog, 2011-2012, pp. 11-12

UNA Mission Statement

3.7.2 Faculty evaluation

The institution regularly evaluates the effectiveness of each faculty member in accord with published criteria, regardless of contractual or tenured status.

Judgment

Compliant

Narrative

The University of North Alabama regularly evaluates the effectiveness of each faculty member in accord with published criteria, regardless of contractual or tenured status, through a "Faculty Evaluation Program" whose purpose is to "provide a valid and reliable assessment of faculty performance based on designated areas of engagement approved by the University" (**UNA Faculty Handbook, May 2011, Section 3.13**). The purpose of the program is consistent with the Mission of the University (**UNA Undergraduate Catalog, 2011-2012, p. 7**). It is also stated in the **UNA Faculty Handbook, May 2011, Section 3.13**, that "all faculty members are expected to demonstrate continuous involvement and effectiveness in the areas of: (1) teaching/professional effectiveness; 2) research, scholarship, and/or creative activities related to the faculty member's discipline and/or professional responsibilities; and (3) service performed on behalf of and/or in affiliation with the University, professional association, or as a civic or social service in the local community." The Faculty Evaluation Program provides important information for department and academic program reviews and is considered an integral component of the University's institutional effectiveness program (**UNA Faculty Handbook, May 2011, Section 3.13.2**). The components of the university-wide Faculty Evaluation Program, as stated in the **UNA Faculty Handbook, May 2011, Section 3.13**, are summarized below.

Faculty Evaluation Program

Updated Curriculum Vitae. The vita contains educational background, degrees, teaching and professional experience, scholarly and creative activities, service to the department, university, and community, and other information deemed relevant to the department or faculty member. Vitae are updated yearly by May 15. Vitae are placed in the faculty member's file in the departmental

office and in the dean's office.

Faculty Evaluation Report. Each full-time faculty member establishes professional goals for the upcoming year and fills out a Faculty Evaluation Report (**Faculty Evaluation Report Example**). Prior to May 15 the faculty member and the department chair discuss, reach consensus, and submit a Faculty Evaluation Report for the upcoming year. At the conclusion of the following year and prior to May 15, the faculty member includes on the Faculty Evaluation Report a statement of accomplishments relating to the year's goals. The faculty member and the department chair discuss the specific goals and related accomplishments made by the faculty member. A signed copy of the Faculty Evaluation Report is kept in the faculty member's file in the departmental office and in the dean's office. The Faculty Evaluation Report Form can be found in the **UNA Faculty Handbook, May 2011, Appendix 3.D-1**.

Student Rating of Faculty. Student evaluations are administered every semester in each class section enrolling five or more students. Student comments are collected and given to the faculty member in a typed format to ensure anonymity. Departments may use alternatives to the campus form in laboratories, studio courses, and other courses taught in non-lecture format. The departmental secretary collects all sealed envelopes and forwards them to the Office of Institutional Research, Planning and Assessment, which then processes the forms in a timely fashion and forwards results to the department chair. The summary of the ratings is shared with the faculty member and becomes a part of the faculty member's file (**Faculty Student Evaluation Example**; faculty name redacted). Forms used for student evaluations can be found in the **UNA Faculty Handbook, May 2011, Appendix 3.D-2**. Students enrolled in distance learning classes evaluate faculty through an **online form (PDF)** distributed by the Office of Distance Learning. The survey results are compiled by the Office of Institutional Research, Planning and Assessment and returned to Distance Learning and to faculty (***UNA Distance Learning Policies and Procedures Manual, Section 1.15.1***).

Performance Evaluations. Using the faculty member's updated curriculum vitae, annual statement of goals and accomplishments, student ratings, and other appropriate information, department chairs provide each faculty member a written performance evaluation by September 15. Non-tenured faculty members are evaluated every year, while tenured faculty members receive this evaluation every two years. Performance evaluations may be provided more frequently at the discretion of the department chair or upon request by the faculty member or the dean of the college. The evaluation is signed by both the department chair and the faculty member (**Performance Evaluation Example**). The faculty member has the option of submitting a written response to the department chair by September 30. Copies of the evaluation and any response are retained in the college dean's office.

Graduate Faculty. Faculty members assigned to teach graduate courses are also required to undergo another evaluation process in order to be approved by the President of the University to serve on the Graduate Faculty. In addition to holding terminal degrees in their fields, members of the Graduate Faculty should possess credentials showing research, publications, or scholarly presentations; membership and activity in professional societies; or a performance record in relation to the performing arts (**UNA Graduate Catalog, 2011-2012, pp. 11-12**). In order to serve on the Graduate Faculty, faculty members must submit a **Graduate Faculty Application (example)** every three years. The application is used by the department chair, the college dean, and the Graduate Council to evaluate the academic credentials and scholarly activities of the faculty member and to determine if the faculty member should be recommended to the President of the University to serve on the Graduate Faculty (**UNA Graduate Catalog, 2011-2012, pp. 11-12**).

Adjunct Faculty. Adjunct faculty appointments are limited to less than a full-time teaching load. Further, adjunct faculty appointments are for only one semester and contracts are renewable according to the needs of the University (**UNA Faculty Handbook, May 2011, Section**

2.4.3). Adjunct faculty members are evaluated by students using the standard student evaluation form (**UNA Faculty Handbook, May 2011, Appendix 3.D-2**; **UNA Faculty Handbook, May 2011, Appendix 2.A**). Results of the student evaluations are retained by the department chair, are shared with the adjunct faculty member, and are considered when making future employment agreements (**UNA Faculty Handbook, May 2011, Appendix 2.A**).

Sources

[Faculty Student Evaluation Example](#)

[Faculty Evaluation Report Example](#)

[Graduate Faculty Application Example](#)

[Performance Evaluation Example](#)

[UNA Distance Learning Faculty Survey Online Form](#)

[UNA Distance Learning Faculty Survey Online Form PDF](#)

[UNA Distance Learning Policies and Procedures Manual, Section 1.15.1](#)

[UNA Faculty Handbook, May 2011, Appendix 2.A](#)

[UNA Faculty Handbook, May 2011, Appendix 3.D-1](#)

[UNA Faculty Handbook, May 2011, Appendix 3.D-2](#)

[UNA Faculty Handbook, May 2011, Section 2.4.3](#)

[UNA Faculty Handbook, May 2011, Section 3.13](#)

[UNA Graduate Catalog, 2011-2012, pp. 11-12](#)

[UNA Undergraduate Catalog, 2011-2012, p. 7](#)

3.7.3 Faculty development

The institution provides ongoing professional development of faculty as teachers, scholars, and practitioners.

Judgment

Compliant

Narrative

The University of North Alabama provides ongoing professional development of faculty as teachers, scholars, and practitioners. This is reflected in the (1) published policies concerning ongoing professional development and research, (2) awarding of intramural research and development grants through the various college and university research/development committees, (3) support of faculty efforts in obtaining extramural funding for professional development, (4) providing of opportunities to attend professional meetings, (5) provision of numerous development support services, (6) recognition given to the faculty for their university professional accomplishments, and (7) support of numerous other development activities.

Policies and Procedures

The **UNA Faculty Handbook, May 2011, Section 3.2**, states that as part of a faculty member's workload, he or she is obligated to participate in activities that include "professional enrichment." Further, the **UNA Faculty Handbook, May 2011, Section 2.5**, indicates that before faculty members are tenured or promoted, they need to demonstrate continued accomplishment in teaching, research or other scholarly or creative activities, and service. The yearly Faculty Evaluation Program as described in the **UNA Faculty Handbook, May 2011, Section 3.13**, also provides confirmation of the ongoing professional development of the University's faculty.

Intramural Funding Support

The University of North Alabama, as stated in the **UNA Faculty Handbook, May 2011, Section 3.10**, understands that the performance of the University is the cumulative result of the

performance of each person employed by the University. Therefore, intramural funding is regularly provided by the University to enhance the teaching and research effectiveness of its faculty so that they can help contribute to its overall mission. It must be noted, however, that in **December 2008** and **September 2010**, the State of Alabama reduced its education funding, including its support of the University, a condition known as proration. This condition persists and has directly affected the intramural funding available for development grants since the beginning of calendar year 2009. Nonetheless, between 2002 and 2011, intramural funding for faculty development has exceeded a half million dollars, and over 100 development projects have been funded.

College Awarded Support. The University offers financial support for ongoing faculty development by providing development/research grants through the various colleges. Distribution of funds to the colleges is based on the number of full-time equivalent faculty within each college. Faculty research and development monies that are awarded through the colleges are distributed to academic deans and the Director of Library Services. Policies and procedures for the distribution of faculty development grants are published in the **UNA Faculty Handbook, May 2011, Section 3.10**. Announcements, applications, and guidelines for research/development grant opportunities are made to all faculty members via e-mail communications through the offices of the academic college deans (**Research and Development Forms Example**). Between 2002 and 2011, \$473,751.00 was disbursed to university colleges for faculty development (Table 3.7.3a).

Table 3.7.3a. University of North Alabama Intramural Funding to Colleges for Faculty Development, 2002-2011.

Academic Year	Arts and Sciences	Business	Education	Nursing and Allied Health	Library and Educational Technology Services	Total
2002-03	\$ 24,930	\$ 7,605	\$ 6,975	\$ 3,150	\$ 2,340	\$ 45,000
2003-04	\$ 24,930	\$ 7,605	\$ 6,975	\$ 3,150	\$ 2,340	\$ 45,000
2004-05	\$ 42,402	\$ 13,449	\$ 18,629	\$ 5,470	\$ 3,799	\$ 83,749
2005-06	\$ 43,702	\$ 13,744	\$ 12,335	\$ 6,343	\$ 3,878	\$ 80,002
2006-07	\$ 34,483	\$ 10,776	\$ 9,430	\$ 4,849	\$ 2,962	\$ 62,500
2007-08	\$ 32,375	\$ 9,938	\$ 12,187	\$ 5,250	\$ 2,750	\$ 62,500
2008-09	\$ 24,626	\$ 7,440	\$ 7,086	\$ 3,900	\$ 1,948	\$ 45,000
2009-10	Proration					
2010-11	\$ 27,900	\$ 8,050	\$ 7,650	\$ 4,200	\$ 2,200	\$ 50,000
Totals	\$ 255,348	\$ 78,607	\$ 81,267	\$ 36,312	\$ 22,217	\$ 473,751

Data provided by Office of Vice President for Academic Affairs and Provost.

Office of Sponsored Programs Support. Development monies are also awarded through the **Office of Sponsored Programs (PDF)** by a university-wide research review committee under the oversight of the Office of the Vice President for Academic Affairs and Provost. Announcements for submission of proposals are made through the Office of Sponsored Programs (OSP) and all guidelines, proposal and report instructions, and committee membership information are posted on the OSP **website**, (**PDF**). Between 2002 and 2011, \$104,484.99 was awarded to the faculty through university-wide grants for their continued development (**University Research Grants**).

Extramural Grant Support Services

Under the oversight of the Vice President for Academic Affairs and Provost, the University provides support services to aid in the ongoing development of its faculty. For example, the **Office of Sponsored Programs (PDF)** posts extramural funding opportunities for the faculty, aids faculty in the preparation of grant proposals (e.g., **Sponsored Program presentations**), and helps administer the paperwork often associated with extramural grants. All of the necessary documents

and forms dealing with human subjects, animals, grant requests, contractors/consultants, etc. are available on the Office of Sponsored Programs' website or through their office. Between 2002 and 2009, the Office of Sponsored Programs published a monthly newsletter called **Grantline**, which outlined funding opportunities available through the government and major foundations. *Grantline* also acknowledged those faculty members that had been successful in obtaining professional development funding and had published their research. In 2009, the **Office of Sponsored Programs (PDF)** became the primary locus for posting important development and support information for the faculty.

Development Leave

The University also encourages and approves faculty development leave. The faculty leave program of the University, as stated in the **UNA Faculty Handbook, May 2011, Section 3.11**, provides time for “scholarly and creative research, for academic program development, and for members of the faculty to keep abreast of developments in their fields of service to the University.” The guidelines for obtaining faculty development leave are presented in the **UNA Faculty Handbook, May 2011, Section 3.11** and **Appendix 3.C**. Since the program was approved by the Board of Trustees in March 2007, two faculty members have been given development leave by the University (**Development Leave Recipients**).

Professional Meetings and Studies Abroad

As published in the **UNA Faculty Handbook, May 2011, Section 3.3.5**, the University recognizes that faculty membership and regular, active participation in relevant professional organizations are important in professional development. Therefore, through approval of the chair of the department and the dean of the college, provisions are made for attendance at professional meetings. The University also encourages its faculty to consider opportunities for lecturing and studying abroad (**UNA Faculty Handbook, May 2011, Section 3.12**).

Development Support Services

Further, as indicated in the [UNA Undergraduate Catalog, 2011-2012, p. 16](#), and [UNA Faculty Handbook, May 2011, Section 6.4](#), the campus libraries ([website](#), [PDF](#)) of the University offer online information databases, hardcopy and online periodicals, texts, interlibrary loan services, and other resources that can greatly enhance the research, instructional, and service efforts of the faculty. The [Computer and Telecommunications Services \(PDF\)](#) of the university provide most of the computer hardware and software technology that is crucial for the faculty to perform their teaching, research, and service responsibilities. The [Educational Technology Services Unit \(PDF\)](#) helps faculty develop new ways of presenting instructional and research information through its web-based learning programs, digital media services, regular announcements of online educational webinars, and support of technology based learning in the classroom ([UNA Faculty Handbook, May 2011, Section 6.5](#)).

Recognition of Faculty Development

In addition to reappointing, awarding tenure, and offering promotion to faculty for their professional accomplishments, the University recognizes the development activities of all faculty in [Campus Communications](#), a newsletter published quarterly by the Office of the President. Faculty scholarly accomplishments are also recognized in the annual publication, [Profiles in Excellence](#). The University also presents monetary awards (\$250) in recognition of faculty excellence in teaching, research, and service. The awards are given annually by the Office of the Vice President for Academic Affairs and Provost and made public in the [UNA Magazine](#) and on the University's [Office of Communications Press Room website \(PDF\)](#) (sample [posted Award Announcement](#)). Since the inception of the program in 2005, 18 faculty have received awards. The University also recognizes and supports the Eleanor Gaunder Phi Kappa Phi Excellence in Teaching Award ([Phi Kappa Phi Teaching Award](#)). The University celebrates the exceptional accomplishments of its faculty and students at the [Annual Awards Gala](#).

Ancillary Efforts in Support of Faculty Development

The University supports numerous other development activities. For example, seminars, workshops, recitals, art showings, cultural events, and webinars are conducted throughout the year and these activities are often announced across campus on bulletin boards, on the university e-mail communication system and through the University's website "[Press Room](#)" ([Campus Development examples](#)). The University also sponsors guest speakers on campus that can aid in the development of its faculty ([Guest Speaker examples](#)). Further, the annual "[Research Day](#)" event offers faculty members the opportunity to share their own research findings and to learn from the research efforts of their colleagues.

Sources

[Awards Gala](#)

[Campus Communications Example](#)

[Campus Development Examples](#)

[Campus Libraries](#)

[Campus Libraries PDF](#)

[Computer and Telecommunication Services PDF](#)

[Computer and Telecommunications Services](#)

[Development Leave Recipients](#)

[Educational Technology Services](#)

[Educational Technology Services PDF](#)

[Grantline example](#)

[Guest Speaker Examples](#)

[Office of Academic Support](#)

[Office of Communications Press Room](#)

[Office of Communications Press Room PDF](#)

[Office of Sponsored Programs](#)

[Office of Sponsored Programs PDF](#)

[Phi Kappa Phi Teaching Award](#)

[Press Room Announcement example](#)

[Profiles in Excellence example](#)

[Proration Announcement 2008](#)

Proration Announcement 2010

Research and Development Forms Example

UNA Faculty Handbook, May 2011, Appendix 3.C

UNA Faculty Handbook, May 2011, Section 2.5

UNA Faculty Handbook, May 2011, Section 3.2

UNA Faculty Handbook, May 2011, Section 3.3.5

UNA Faculty Handbook, May 2011, Section 3.10

UNA Faculty Handbook, May 2011, Section 3.11

UNA Faculty Handbook, May 2011, Section 3.12

UNA Faculty Handbook, May 2011, Section 3.13

UNA Faculty Handbook, May 2011, Section 6.4

UNA Faculty Handbook, May 2011, Section 6.5

UNA Undergraduate Catalog, 2011-2012, p. 16

University Research Grants

3.7.4 Academic freedom

The institution ensures adequate procedures for safeguarding and protecting academic freedom.

Judgment

Compliant

Narrative

The University of North Alabama safeguards and protects academic freedom. This claim is supported in published policy statements, procedures, and case data.

The importance of academic freedom in the operation of the University of North Alabama is made clear in three widely disseminated publications: the *UNA Undergraduate Catalog*, 2010-2011, the *UNA Graduate Catalog*, 2010-2011, and the *UNA Faculty Handbook*, May 2011. The University “values an environment for the free expression of ideas, opinions, thoughts, and differences in people” (*UNA Undergraduate Catalog, 2011-2012, p. 7*; *UNA Graduate Catalog, 2011-2012, p. 9*). Also, the “University is firmly committed to the principle of freedom of thought, inquiry, and expression. No member of the university community may, in the exercise of academic freedom, deny the corresponding right of any other member of the university community, nor interfere with the legal and proper functions of the University” (*UNA Undergraduate Catalog, 2011-2012, p. 17*; *UNA Graduate Catalog, 2011-2012, p. 15*). The University of North Alabama considers “academic freedom a valuable right of both faculty and students, dependent, in turn, on corresponding responsibilities for its proper exercise” (*UNA Faculty Handbook, May 2011, Section 3.1*).

According to the “Statement of Professional Ethics,” the professors’ “primary responsibility to their subject is to seek and state the truth as they see it” and “subsidiary interests must never seriously hamper or compromise their freedom of inquiry” (*UNA Faculty Handbook, May 2011, Section 3.1.1*). It is also clear from this section of the *Faculty Handbook* that the University recognizes the importance of academic freedom to professors as teachers, as colleagues, as members of the institution, and as members of the community.

In addition, the University recognizes the important linkage between academic freedom and faculty tenure as stated by the American Association of University Professors (**AAUP 1940 Statement of Principles on Academic Freedom and Tenure, PDF**) and supports academic freedom by having a tenure policy. At the University of North Alabama, tenure is earned by faculty members on the basis of their performance during a probationary period. Before tenure is awarded, a tenure review portfolio is prepared by a faculty member seeking tenure that describes activities in three major areas: (1) teaching or other professional effectiveness, (2) scholarly or creative performance, and (3) service to the University and the community. Upon review of the tenure portfolio, recommendations for or against tenure are made by the tenured faculty of the applicant's department, the department chair, the appropriate college dean, the University-wide Promotion and Tenure Portfolio Review Committee, and the Vice President for Academic Affairs and Provost. The final decision on awarding tenure is made by the President of the University (**UNA Faculty Handbook, May 2011, Section 2.5.4**).

The University of North Alabama's commitment to academic freedom is also reflected in its policies concerning termination of faculty appointment with tenure, or of a probationary, non-tenure track, or adjunct appointment before the end of the term specified in the letter of appointment. Termination may be effected by the University only for adequate cause that is supported by substantial evidence. Termination for cause is pursuant to "Grievance and Due Process Procedures" of the University (**UNA Faculty Handbook, May 2011, Section 2.6.3**). Further, all members of the university community may seek the assistance of the University Ombudsman to help resolve grievances or complaints concerning issues of academic freedom (**UNA Faculty Handbook, May 2011, Section 2.8.1**).

In Spring semester 2010, the Council of Academic Deans reported that no issues of academic freedom had been raised in the last ten years (**Office of the Vice President for Academic Affairs, e-mail 2010**). Further, no grievance and due process cases concerning academic

freedom have been filed with the Office of the President (**Office of the President, e-mail 2010**) in the last ten years.

Sources

AAUP 1940 Statement of Principles on Academic Freedom and Tenure PDF

AAUP 1940 Statement of Principles on Academic Freedom and Tenure web page

Office of President, e-mail 2010

Office of the Vice President for Academic Affairs, e-mail 2010

UNA Faculty Handbook, May 2011, Section 2.5.4

UNA Faculty Handbook, May 2011, Section 2.6.3

UNA Faculty Handbook, May 2011, Section 2.8.1

UNA Faculty Handbook, May 2011, Section 3.1

UNA Faculty Handbook, May 2011, Section 3.1.1

UNA Graduate Catalog, 2011-2012, p. 9

UNA Graduate Catalog, 2011-2012, p. 15

UNA Undergraduate Catalog, 2011-2012, p. 17

UNA Undergraduate Catalog, 2011-2012, p. 7

3.7.5 Faculty role in governance

The institution publishes policies on the responsibility and authority of faculty in academic and governance matters.

Judgment

Compliant

Narrative

The University of North Alabama has published policies on the responsibility and authority of faculty in academic and governance matters.

The governing control of the University is vested in a Board of Trustees established by action of the State Legislature. The chief administrative officer is the President of the University, but he or she is assisted and advised by the faculty (**UNA Undergraduate Catalog, 2011-2012, p. 8-9; UNA Faculty Handbook, May 2011, Sections 1.1, 1.2**). The University recognizes the importance of UNA Shared Governance in the success of the institution and that “the morale of the faculty, staff, students, and administration are dependent upon the legitimate involvement of these constituencies in the planning and decision-making processes of the University.” More specifically, the University is committed to a “mutual participation in the development of policy and decisions in the areas of strategic and budget planning, faculty and staff welfare, selection and retention of academic and administrative officers, campus planning and development, and organizational accountability” (**UNA Shared Governance Document, 2011, Section A**). The guidelines for carrying out UNA Shared Governance of the University are published in the **UNA Shared Governance Document, 2011** which is readily accessible from the University’s **Shared Governance website (PDF)**. The faculty carries out its responsibility and authority for academic and governance issues through and by service in the Faculty Senate, the academic colleges and departments, the UNA Shared Governance strategic and task committees, and other campus committees and councils as indicated by the following examples.

Faculty Senate

As stated in the **UNA Faculty Handbook, May 2011, Section 1.3**, the Faculty Senate of the University, which is primarily composed of elected tenure- and non-tenure-track faculty representing each academic department, “provides for study, initiative, and recommendation--as well as for prior review and response on proposed changes--in the areas of academic policy and procedure and faculty welfare.” The purposes, membership, officers, duties, meetings, functions, and procedures of the Faculty Senate are published in the **Constitution of the Faculty Senate of the University of North Alabama. Article VI** of the Constitution states that the Faculty Senate conducts studies and develops recommendations concerning many academic and governance issues. Information concerning the Faculty Senate can be obtained from the **Faculty Senate website (PDF)**. The role of the Faculty Senate in UNA Shared Governance procedures for policy change is published in the **UNA Shared Governance Document, 2011, Section C**.

Academic Personnel Policies and Procedures

The *UNA Faculty Handbook, May 2011* assigns the faculty significant responsibility in carrying out academic personnel policies and procedures. For example, departmental faculty are responsible for preparing new faculty appointment descriptions and advertisements and for reviewing and selecting applicants for interviews. Faculty eventually make recommendations to the administration for the hiring of new faculty members (**UNA Faculty Handbook, May 2011, Section 2.3**). Tenured department faculty members and faculty on the University-Wide Promotion and Tenure Portfolio Review Committee also have the responsibility for recommending to the administration whether tenure should be awarded or denied for untenured faculty (**UNA Faculty Handbook, May 2011, Section 2.5.4**). In addition, it is the responsibility of the tenured faculty to serve on peer promotion committees and the University-Wide Promotion and Tenure Portfolio Review Committee, and provide written evaluations and recommendations to the administration for faculty promotions (**UNA Faculty Handbook, May 2011, Section 2.5.3**).

Instruction

In the **UNA Faculty Handbook, May 2011, Chapter 5**, the instructional responsibilities and authority of the faculty are defined. Policies concerning class meetings, validation of enrollment rosters, student attendance, course assignments, student evaluation and grading, and classroom decorum are clearly presented.

UNA Shared Governance Committees

The faculty play an integral role in the UNA Shared Governance of the University as outlined in the **UNA Shared Governance Document, 2011, Section B**. The UNA Shared Governance structure at UNA consists of three levels of committees: (1) The UNA Shared Governance Executive Committee, (2) strategic committees, and (3) task committees (**UNA Shared Governance Document, 2011, Section D**). All committees are advisory to the President of the University. The UNA Shared Governance Executive Committee reports directly to the President. The five strategic committees all report to the President through individual vice presidents. The 13 task committees also report to the President through one of the individual vice presidents. The composition and charges of the UNA Shared Governance committees are published in the **UNA Shared Governance Document, 2011, Section D**. In addition, the University's **Shared Governance website (PDF)** lists the committees, their current members, and the minutes of their meetings.

Curriculum Development

The **UNA Faculty Handbook, May 2011, Section 3.3.3** states that the faculty has the responsibility and authority for the development of the curriculum of the University. Curricular change proposals are made by department faculty and, after a review by various levels of administration, recommendations are sent to the University Curriculum Committee (**UNA Faculty Handbook, May 2011, Section 1.6**) and/or the Graduate Council (**UNA Faculty Handbook, May 2011, Section 1.7**), two committees composed of faculty, before final action by the President of the University.

Councils

The Graduate Council has the overall responsibility for the organization, administration, and operation of graduate studies of the University and serves as a board of appeal on graduate matters. The Council is composed of six elected members of the graduate faculty, as well as department chairs, deans, the Vice President for Academic Affairs, and the President of the University ([***UNA Faculty Handbook, May 2011, Section 1.7***](#)).

The Teacher Education Council advises the Dean of the College of Education relative to policies on admission, retention, graduation, and program components. The Council is composed of four faculty members from each of the four academic colleges, as well as administrators, public school personnel, and student representatives ([***UNA Faculty Handbook, May 2011, Section 1.5***](#)).

Sources

[Constitution of the Faculty Senate of the University of North Alabama](#)

[Constitution of the Faculty Senate of the University of North Alabama, Article VI](#)

[Faculty Senate](#)

[Faculty Senate PDF](#)

[Shared Governance Website](#)

[UNA Faculty Handbook, May 2011, Chapter 5](#)

[UNA Faculty Handbook, May 2011, Section 1.3](#)

[UNA Faculty Handbook, May 2011, Section 1.5](#)

[UNA Faculty Handbook, May 2011, Section 1.6](#)

[UNA Faculty Handbook, May 2011, Section 1.7](#)

[UNA Faculty Handbook, May 2011, Section 2.3](#)

[UNA Faculty Handbook, May 2011, Section 2.5.3](#)

[UNA Faculty Handbook, May 2011, Section 2.5.4](#)

[UNA Faculty Handbook, May 2011, Section 3.3.3](#)

[UNA Faculty Handbook, May 2011, Sections 1.1, 1.2](#)

[UNA Shared Governance Document, 2011](#)

[UNA Shared Governance Document, 2011, Section A](#)

[UNA Shared Governance Document, 2011, Section B](#)

[UNA Shared Governance Document, 2011, Section C](#)

UNA Shared Governance Document, 2011, Section D

UNA Undergraduate Catalog, 2011-2012, p. 8-9

3.8.1 Learning/information resources

The institution provides facilities and learning/information resources that are appropriate to support its teaching, research, and service mission.

Judgment

Compliant

Narrative

The University of North Alabama provides facilities and learning/information resources that are appropriate to support the **University's mission (PDF)** "of engaging in teaching, research, and service in order to provide educational opportunities for students, an environment for discovery and creative accomplishment, and a variety of outreach activities meeting the professional, civic, social, cultural, and economic development needs of our region in the context of a global community". The **mission statement of Collier Library (PDF)**, the University's main library, describes how the unit supports the University's mission: "Collier Library provides responsive collections, staff, services, and environments that encourage the independent learning, teaching, and research of UNA students, faculty, staff, and others."

The University's libraries consist of **Collier Library (PDF)**, the main campus library; the **Learning Resources Center (PDF)**, a curriculum library for the College of Education operated by the Educational Technology Services unit; the **Music Library (PDF)** and Listening Center/Computer Lab; and, the **Kilby School Library Media Center (PDF)**, a unit that supports the K-6 laboratory school affiliated with the University. A brief description for each facility follows. The narrative then provides details for the learning and information resources and the appropriateness of the facilities and resources provided. Additional information is provided in the narratives for **C.R. 2.9** and **C.S. 3.8.2** and **C.S. 3.8.3** regarding library services, staff, and instructional programs.

Library Facilities

Collier Library. **Collier Library (PDF)** serves as the main library at the University of North Alabama, providing a variety of resources in print, electronic, audiovisual, microform, and other

formats to support all disciplines within the university curriculum. Located in the historic section of the campus, Collier Library began as a two-story building that opened in 1940 ([Library Locations](#)). Prior to that date, the library collection had been housed in various administration buildings. In 1963, the University added a four-level addition that doubled the size of the library. To meet the demands of a growing student body and an expanding collection, another four-story addition was built in 1982, almost doubling the size of the library once again. The original 1940 structure was renovated to house the campus computer center. As part of a campus-wide automation improvement plan Collier Library received fiber optic cable in 1993 and incorporated a general-purpose computer lab within its facility. Wireless capabilities were added to the building in 2005. In 2006-2007, Collier Library underwent a series of renovations to the 1963 wing that strengthened exterior support columns, corrected water leakage problems, and replaced windows to increase energy efficiency.

Collier Library currently provides a total of 55,367 square feet of space arranged on five floors. The building houses collections, equipment, and study facilities and provides offices and space for library operations. An [interactive online tour \(PDF\)](#) provides both an overview of the building and detailed plans for the individual floors. During the fall and spring semesters, Collier Library is open approximately 98 hours per week ([Library Hours, PDF](#)). Collier Library observes extended hours during final exams and reduced hours over holidays and interim periods. During the spring 2011 final exam period Collier Library experimented with being open 24 consecutive hours on "Study Day," the day preceding the final examinations. Students responded positively to the additional hours of availability ([Outreach Report](#)).

Seating within Collier Library includes individual carrels, [group study](#) tables, private [study rooms](#), stations for audiovisual viewing, and [comfortable furniture](#) for relaxation. The two upper floors of Collier Library are designated as quiet study areas. In 2010, Collier Library conducted an [inventory](#) to verify the provision of adequate seating. As of July 2010, the building had seating

for 505, which is close to 10% of the University's FTE student population. Even with the rapid migration from print to electronic resources, many from the university community regularly visit the library in person, as is reflected in 2009-2010 [building usage statistics](#).

In recent years as the University has renovated various campus buildings, Collier Library has temporarily provided office space for administrators and faculty displaced by the renovations. Additionally, study rooms have been utilized to provide temporary office facilities for the University's auditors, for activities of the [George Lindsey UNA Film Festival](#) (PDF) committee, and for the Executive Director of the [Muscle Shoals National Heritage Area](#) (PDF). As faculty members have returned to their renovated offices Collier Library has reclaimed study rooms for student use. During the fall of 2010, Collier Library's basement became the home of UNA's [Center for Writing Excellence](#) (PDF).

Collier Library offers 75 personal [computers](#) on the Ground Floor, with additional PCs located in study rooms that provide access to the library's resources, the Internet, and networked printing. All of these machines are accessible to the university community, and specified PCs are available to the general public. Designated computers offer [specialized software](#), and several machines are dedicated to searching [UNACAT](#) (PDF), the online library catalog. [Wireless access](#) (PDF) to the University's network is provided throughout the building. Eighteen laptops and twelve netbook/minicomputers are available for in-building use. Scanners, photocopiers, and audiovisual viewing equipment are provided. The [library instruction classroom](#), equipped with 25 computers, provides facilities for library orientation sessions as well as staff training. Additional information on the library's instruction program is provided in the narrative for [C.S. 3.8.2](#).

Seeking to accommodate the growing number of patrons using smartphones and other portable technologies, in the fall of 2010, the library added [mobile access](#) (PDF) to the catalog and selected databases. This permits mobile device users access to library resources via mobile-friendly

interfaces.

Collier Library provides adaptive equipment and software to serve the needs of those with disabilities. There are specific PCs on elevated tables designated for wheelchair users. Assistive technologies within Collier Library include one adaptive computer workstation on the Ground Floor with screen magnification via ZoomText software. A Telesensory VersiColor XL CCD document magnifier is available at the same location. To improve service to visually challenged patrons, the library purchased a new PC and wide-screen, high resolution monitor in the spring of 2011. Several of the electronic databases provide audio options. For example, EBSCOhost offers a Text-to-Speech feature for HTML articles and Gale databases allow downloading of MP3 files. Library staff members are available to assist physically challenged library users as needed.

The Ground Floor is the center of activity within Collier Library. The print **reference collection**, the open-stacks print **periodicals collection**, and microforms collection are housed on this floor. The **microforms area** is equipped with reader-printers and photocopiers are located nearby. The library's primary service points - the **reference desk**, the **circulation desk**, the **reserves desk**, periodicals department, and the **general purpose computer lab** - are located on the Ground Floor. The circulation/reserves desk serves as the distribution location for interlibrary loans.

Learning Resources Center. The **Learning Resources Center (PDF)** occupies 2,824 square feet on the first floor of the education and nursing building, Roy B. Stevens Hall, and provides services and academic resources to the College of Education. During the academic year, the LRC is open approximately **80 hours (PDF)** a week. During summer sessions the facility is open 62.5 hours a week. Schedules vary during holidays and interim periods. Across the hall from the LRC is the **Educational Computer Laboratory (PDF)**. It serves as both an instructional facility for the College of Education and as a general purpose computer lab.

Music Library and Listening Center/Computer Lab. The **Music Library (PDF)** is an instructional support unit that occupies 1,266 square feet on the second floor of the **Music Building**. The principle mission of the Music Library and Listening Center/Computer Lab is to provide materials in support of the music curriculum and the research of the music faculty. The facility is open **45 hours (PDF)** during the week.

The Listening Center/Computer Lab (LC/CL) is equipped with two television monitors with VCRs, DVD players, CD players with headphones, and 10 computers with Internet access, DVD, and CD capabilities for student use. The LC/CL also has three single turntables, one dual turntable, two compact disc players, and two dual cassette player/recorders for use by the faculty and staff.

Kilby School Library Media Center. **The Kilby School Library Media Center (PDF)** is a part of **Kilby Laboratory School (PDF)** operated by the University in conjunction with the teacher education program. It supports the curriculum of Kilby Laboratory School with materials and services to assist in instruction, to provide access to information, and to promote literacy and the enjoyment of reading, viewing, and listening. The Kilby Library provides 1,533 square feet of space and the resources are available during normal **school hours (PDF)** not only to the students, faculty, and staff of Kilby School, but to university students and faculty as well. Students from UNA's College of Education often participate in activities at the Kilby Library Media Center as part of their class assignments. Kilby School and its library are reviewed separately by the **SACS Council on Accreditation and School Improvement (Kilby Laboratory School - Accreditation Information PDF)**.

Library Learning Resources (Collections)

The University's online catalog, **UNACAT (PDF)**, provides information on the availability of materials in all four library locations: Collier, the LRC, the Music Library, and Kilby. Collier Library employees handle the ordering and technical processing for all four collections. The combined

resource collections, as noted in the **University Libraries Collections Statistics, 2010**, include hardcopy and electronic books; periodicals in both print and electronic forms; indexing, abstracting, and full-text databases; audiovisual materials; scores, microforms; maps; realia; and archival materials such as manuscripts, organization minutes, photographs, and diaries. Additionally, as a selective federal depository, Collier Library provides access to numerous government publications. Library materials and services are available to all current UNA students, faculty, and staff, regardless of location. **Circulation Statistics Reports** indicate that the resources are being used; for example, during the 2009-2010 academic year there were over 33,000 circulations.

Books. The combined library collections include approximately 400,000 hardcopy and over 240,000 electronic books. Each library unit contains materials with a different focus. For example, the Learning Resources Center holds specialized education resources such as curriculum guides, sample textbooks, and sample teaching units, as well as a children's literature collection. Additionally, the Kilby School collection provides materials appropriate for instruction and enrichment at the K-6 level.

Periodicals, Electronic Resources, and Microforms. The university libraries provide access to over 3,800 **unique periodical titles** (PDF) in print, microform, and electronic format, not including aggregators. Access to periodical and other information is offered through over **150 electronic databases** (PDF) that contain full-text articles as well as indexing and abstracting information. Remote access, authenticated through a proxy server, is available to current students and employees both on and off campus. Backfiles for many periodicals, newspapers, government publications, and research reports in microform (e.g., Educational Resource Information Center [ERIC] documents, census materials, and Congressional hearings) are housed in Collier Library. Microfilm/fiche readers and printers facilitate use of these materials.

Database Acquisition. The state-funded [Alabama Virtual Library \(PDF\)](#) provides the university community access to a number of electronic resources. The AVL is primarily a collection of electronic library and information resources funded by the State of Alabama and made widely available for the benefit of all Alabama students, teachers, and citizens. Collier Library licenses additional electronic resources at substantial savings through library consortia, including the [Network of Alabama Academic Libraries \(PDF\)](#) and [LYRASIS \(PDF\)](#), the nation's largest regional membership organization serving libraries and information professionals. UNA subscribes to additional databases directly through various vendors (e.g., American Chemical Society (ACS) Journals, American History in Video, BNA Human Resources Library, Early English Books Online, and Counseling and Therapy in Video).

Audiovisual and Map Collections. The **audiovisual collection (PDF)** contains videocassettes, compact discs, DVDs, multimedia kits, CD-ROMs, and laser discs covering a wide range of subjects. Additionally, the [Music Library \(PDF\)](#) holds 1,600 musical scores, more than 500 works in collected editions of Bach, Handel, Mozart and Schubert, and approximately 3,200 sound recordings in various formats.

Collier Library's [map collection \(PDF\)](#) contains approximately 3,430 topographical, political, and thematic maps of the U.S. and the world. As a selective federal depository, Collier Library provides access to maps published by the U. S. Geological Survey and the Defense Mapping Agency.

Archives and Special Collections. Collier Library houses the University's [Archives and Special Collections \(PDF\)](#). The primary focus of the archives is the preservation of records, ephemera, and photographs related to the University's history. A secondary focus is on materials related to Lauderdale County, Alabama and the city of Florence, Alabama. The collection has numerous items of general historical interest including rare maps of the area, diaries, local business journals, local club minutes, and ephemera such as railroad tickets, slave bills of sale, and ration tickets. Archives

and Special Collections houses over 850 scripts and 2,000 memorabilia items donated by alumnus George Lindsey, Ernest Borgnine, and others. In addition, the collection includes over 560 videos initially submitted for an annual University-sponsored film festival. In 2006, the University was designated a **Literary Landmark (PDF)** site in recognition of its relationship to Pulitzer Prize winning author, **T.S. Stripling (PDF)**. Materials from and about the author's career are housed in Archives and Special Collections.

Expanded Access

Reserves and Interlibrary Loan. **Reserve materials (PDF)** and **Interlibrary Loan (PDF)** (ILL) services expand access to collections beyond those readily accessible through the library system. These services are available free of charge to all currently enrolled UNA students, as well as UNA faculty and staff, no matter where they are located. Requests to borrow materials through ILL are submitted online. The library uses OCLC's WorldCat Resource Sharing program, ARIEL electronic document delivery system, UPS for delivery to other Network of Alabama Academic Libraries members, and the services of the Copyright Clearance Center to facilitate interlibrary loan. Articles received for UNA requestors are regularly transmitted via e-mail. As noted in the **Interlibrary Loan Monthly Activity Report, 2010**, during fiscal year 2009-2010, the University of North Alabama Interlibrary Loan Department acquired 518 items for UNA students, faculty, and staff while supplying 960 items to other institutions. UNA is regularly a net lender for interlibrary loan, lending more items than it borrows.

Reciprocal Agreements. To supplement ILL services, Collier Library maintains reciprocal borrowing agreements with area libraries expanding access for faculty and students to additional resources in nearby collections, for example **Northwest Shoals Community College (PDF, Agreement)**, **Heritage Christian University (PDF, Agreement)**, and **Athens State University (PDF, Agreement)**. These agreements facilitate library use when the student or faculty member lives closer to one of the cooperating libraries than to UNA. Reciprocal borrowing is also provided

for students and faculty of the cooperating institutions. Local faculty and students also have access to the nearby [Florence-Lauderdale Public Library \(PDF\)](#).

Library Access for Distance Learning Students. [Distance learning students \(PDF\)](#) and faculty access the library's resources and services through [Collier Library's web page \(PDF\)](#). This site links users to the library's electronic resources, including [databases \(PDF\)](#), [e-books \(PDF\)](#), electronic journals, [course reserves \(PDF\)](#), and online [government publications \(PDF\)](#). Remote users are authenticated for authorized use through a proxy server. The library website provides the opportunity to seek help through the "[Ask a Librarian](#)" [\(PDF\)](#) service and to renew borrowed items online. Distance learners can request materials not owned by UNA through the [Interlibrary Loan \(PDF\)](#) service. Students at a distance can receive assistance by [telephone \(PDF\)](#) or [e-mail \(PDF\)](#), and they can also request a [phone appointment \(PDF\)](#) for a research consultation or chat session within their classroom management program. ([ANGEL, PDF](#); [eCollege, PDF](#)). The University provides e-mail and web-based technical support to the university community via the [Computer Center Help Desk \(PDF\)](#).

Additional Library Support for UNA Executive MBA Students in Asia. All of UNA's distance learning and online students have access to library resources via the library's website. However, UNA's Asia MBA program represents a unique situation for access to appropriate library collections, services, and other learning resources. (For more information regarding UNA's MBA program in Asia see these documents: [UNA Asia MBA Summary](#) and [UNA Off-Campus Instructional Sites](#).) Students within this program have password-protected access to the library holdings and electronic resources available to all UNA students, whether they are on campus or in distant locations. These resources are accessible via the Collier Library website. Currently enrolled students are authenticated to electronic resources through EZProxy, a proxy server.

In addition to the access to UNA's electronic resources, students in Taiwan benefit from a formal

Memorandum of Understanding between the University of North Alabama and **Kainan University Library** (PDF) a private university in Taipei. Kainan University provides MBA-Asia students with access to on-location library resources. (**Kainan Library Support letter**). Kainan University grants the MBA degree and thus its library holdings are developed to support the MBA as well as its other degree programs. Kainan University Library was established in 2000 with a new building completed in 2005. It holds over 300,000 books and over 20,000 journals and magazines, and provides access to numerous online databases. (See attached photographs of **Kainan University Library facilities**.) MBA Asia students have access to library services such as Interlibrary Loan and reference assistance. Students also have access to the **Taipei Public Library** (PDF) located in Taipei.

For MBA-Asia students in the Beijing cohort, a **formal agreement** with the **National Library of China** (PDF) in Beijing provides students with access to one of the **largest library collections** in the world. (See attached photographs of **National Library of China facilities**.) In addition, a **Memorandum of Agreement** between the University of North Alabama and **Tsinghua University** (PDF) in Beijing was signed in July 2011. The agreement, which will go into effect with the beginning of a new cohort of students in summer 2012, provides for classroom space and **library access** (PDF) for UNA graduate students in Beijing. Tsinghua University, a leading doctoral-granting institution, is one of only three Chinese universities to hold accreditation through the Association to Advance Collegiate Schools of Business (AACSB).

To meet the needs of the UNA MBA-Asia students, classroom facilities are provided by the International University Center in Taiwan and by Aura Educational Group in Beijing. In both cases, the classrooms are comparable to classrooms on the UNA campus. All classrooms include state-of-the-art projection equipment. In the Beijing classroom, a simultaneous translation booth, equipment, and earphones are provided. Students in this program typically use laptop computers for in-class note taking and to access electronic resources as needed. Additional information

regarding the MBA-Asia program is provided in the narratives for **C.R. 2.8** – Faculty, **C.R. 2.9** – Library and Learning Resources, **C.S. 3.4.9** – Academic Support Services, **C.S. 3.8.3** – Qualified Staff, **C.S. 3.12.1** – Substantive Change, and in these documents: **UNA Asia MBA Summary** and **UNA Off-Campus Instructional Sites**.

Appropriateness of Facilities and Resources

Collection Development. Development of the collections within the University's libraries focuses on curriculum support. Acquisitions are guided by the **University of North Alabama Libraries Collection Development Plan, 2006** that outlines the desired collecting level by discipline and the **University of North Alabama Libraries Collection Development Guidelines by Department/College**, which allots a percentage of the library's materials budget to each academic department for acquiring materials needed to support its programs. A recently reconstituted Collection Development Committee works to ensure that Collier collections remain current and responsive to changing user needs. During 2011-2012, this committee is revising the existing collection development plan to place increased emphasis on sustainability and electronic materials. Intentional efforts are made to acquire materials appropriate for the level of the program, undergraduate or graduate, as well as materials in formats that provide the broadest access. Any UNA student, staff, or faculty member can recommend materials for purchase using the **online form (PDF)**. Additionally, librarians regularly use review sources, such as the academic journal *Choice* and standard bibliographies, to identify resources appropriate for the collection.

Collection Evaluation. The library collections are periodically assessed to support discipline-specific accreditation preparation, the development of new courses and degree programs, and to determine areas for concentrated collection building. Recent examples include collection assessments prepared for the accreditation review for the undergraduate **social work program**, a new program proposal for the undergraduate **entertainment industry** degree, and a new graduate degree proposal for **geospatial science**. Both new program proposals were subsequently

accepted for implementation.

Comments on any aspect of library resources and services may be submitted [online \(PDF\)](#).

Additionally, when academic departments complete five-year program reviews in accordance with the University's institutional effectiveness program they address the sufficiency of library resources for meeting the needs of their programs. Some recent examples include the undergraduate programs in [Foreign Languages](#) (p. 37), [Geography](#) (p. 8), [Health, Physical Education, and Recreation](#) (p. 11), [Music and Theatre](#) (p. 12), [Nursing](#) (p. 22), [Social Work](#) (p. 13), and [Sociology](#) (p. 12), as well as the graduate programs in [Criminal Justice](#) (p. 3), [English](#) (p. 7), and the [MBA program](#) (p. 4).

User Surveys. Collier Library surveys the university community on a cyclical basis to assess the effectiveness of its facilities, collections, and services. This is accomplished approximately every three years using [locally administered user surveys](#) and through the periodic use of [LibQUAL+ \(PDF\)](#), a survey originally developed by the [Association of Research Libraries \(PDF\)](#). Collier Library participated in LibQUAL+ in [2005](#) and again in [2010](#). The surveys indicate that library users are [satisfied](#) with facilities, collections, and services provided. Requests in response to surveys have led to the purchase of comfortable furniture for recreational reading in Collier Library, the development of quiet study floors, the designation of group study areas, and the installation of beverage and snack vending machines.

Other Learning Resources. In addition to library facilities and resources, the University provides a number of other learning resources to support the teaching, research, and service endeavors of the institution. [Computer labs \(PDF\)](#) located throughout campus provide users access to various software applications as well as to the Internet. The University's four colleges provide labs that are specialized to the curriculum within each area. Additional information regarding student access to technology is provided in the narrative for [C. S. 3.4.12](#).

Structured assistance is provided to students through the [**Center for Writing Excellence \(PDF\)**](#) where students can seek help with the mechanics of writing, and the [**Center for Academic Advising and Retention Services \(PDF\)**](#) where students can seek tutoring in specific subjects. Additional information concerning academic support services is provided in [**C.S. 3.4.9.**](#)

Sources

[Alabama Virtual Library](#)

[Alabama Virtual Library PDF](#)

[ANGEL Help](#)

[ANGEL Help PDF](#)

[Archives and Special Collections](#)

[Archives and Special Collections PDF](#)

[Ask a Librarian](#)

[Ask a Librarian PDF](#)

[Association of Research Libraries LibQUAL+](#)

[Association of Research Libraries LibQUAL+ PDF](#)

[Athens State University Library](#)

[Athens State University Library PDF](#)

[Collier Library](#)

[Collier Library PDF](#)

[Collier Library Building Usage Statistics](#)

[Collier Library Circulation Statistics Reports](#)

[Collier Library Distance Learning Services](#)

[Collier Library Distance Learning Services PDF](#)

[Collier Library General Purpose Computer Lab](#)

[Collier Library Interactive Online Tour](#)

[Collier Library Interlibrary Loan](#)

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[Collier Library Inventory of Seating](#)

[Collier Library Hours](#)

[Collier Library Hours PDF](#)

[Collier Library Instruction Classroom](#)

[Collier Library Mission Statement](#)

[Collier Library Mission Statement PDF](#)

[Course Reserves Data Page](#)

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[Florence-Lauderdale Public Library PDF](#)

[George Lindsey UNA Film Festival](#)

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[Government Publications](#)

[Government Publications PDF](#)

[Heritage Christian University Library](#)

[Heritage Christian University Library PDF](#)

[Kainan University Library](#)

[Kainan University Library PDF](#)

[Kainan Library University Photos](#)

[Kilby Laboratory School](#)

[Kilby Laboratory School PDF](#)

[Kilby Laboratory School - Accreditation Information PDF](#)

[Kilby School Hours](#)

[Kilby School Library Media Center](#)

[Kilby School Library Media Center PDF](#)

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[Library Locations](#)

[Literary Landmark](#)

[Library Material Request Form](#)

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[LYRASIS](#)

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[Map Collection](#)

[Memorandum of Understanding, UNA - Kainan University](#)

[Memorandum of Understanding, UNA - Tsinghua University](#)

[Muscle Shoals National Heritage Area](#)

[Muscle Shoals National Heritage Area PDF](#)

[Music Library and Listening Center](#)

[Music Library and Listening Center PDF](#)

[National Library of China](#)

[National Library of China PDF](#)

[National Library of China Photos](#)

[Network of Alabama Academic Libraries](#)

[Network of Alabama Academic Libraries PDF](#)

[Northwest Shoals Community College Library](#)

[Northwest Shoals Community College Library PDF](#)

[Online Suggestions for Library](#)

[Online Suggestion for Library PDF](#)

[Online Tour PDF - collection of library images throughout the narrative](#)

[Outreach Committee Report](#)

[Research Consultation](#)

[Research Consultation PDF](#)

[SACS Council on Accreditation and School Improvement](#)

[Specialized Software](#)

[Social Work Accreditation - Assessment of Library Resources](#)

[T.S. Stribling](#)

[T.S. Stribling PDF](#)

[Taipei Public Library](#)

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[Tsinghua University Library Collection](#)

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[UNACAT](#)

[UNACAT PDF](#)

[UNA Asia MBA Summary](#)

[UNA Center for Academic Advising and Retention Services](#)

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[UNA Center for Writing Excellence](#)

[UNA Center for Writing Excellence PDF](#)

[UNA Computer labs](#)

[UNA Computer Labs PDF](#)

[UNA Computer Support \(Helpdesk\)](#)

[UNA Computer Support \(Helpdesk\) PDF](#)

[UNA Databases by Subject](#)

[UNA Databases by Subject PDF](#)

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[UNA Libraries Mobile Access](#)

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[UNA Library Audiovisual and Score Holdings PDF](#)

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[UNA Mission Statement](#)

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[UNA Wireless Access](#)

[UNA Wireless Access PDF](#)

[Unique Periodical Titles](#)

[Unique Periodical Titles PDF](#)

[University Libraries Collections Statistics, 2010](#)

University of North Alabama Libraries Collection Development Plan, 2006

University of North Alabama Libraries Collection Development Guidelines by Department/College

3.8.2 Instruction of library use

The institution ensures that users have access to regular and timely instruction in the use of the library and other learning/information resources.

Judgment

Compliant

Narrative

Library Instruction

Library instruction at UNA is conducted through Collier Library, the University's main library. Collier librarians have developed a **Library Instruction Program (PDF)** with the mission to support students, faculty, and staff in the development of information literacy skills, thereby laying the foundation for academic and professional success. As part of this mission, librarians in Collier Library offer a variety of services to promote awareness and effective use of information resources through both formal and informal instruction. In keeping with the University's goal of offering high quality programs (**University of North Alabama Strategic Plan, 2007-2012, p. 5**), the Library Instruction Program is designed to make information literacy instruction opportunities available to all students, faculty, and staff regardless of location. The program is continually evolving and changing in response to technological advances, changes in curriculum, and as a result of program evaluation.

The Library Instruction Program follows the guidelines outlined in the American Association of College & Research Libraries' (ACRL) **Information Literacy Competency Standards for Higher Education (PDF)** and ACRL's **Objectives for Information Literacy Instruction: A Model Statement for Academic Librarians (PDF)**. With coordination by the Instructional Services Librarian, all instructional sessions are taught by a **member of the Collier Library faculty**. The Instructional Services Librarian also serves as the primary connection between distance learning participants (faculty and students) and the library.

Library instruction sessions may be scheduled for any course taught at the University of North

Alabama. Requests for library instruction sessions can be submitted via **e-mail**, (**PDF**), or they can also request a **Research Consultation by phone** (**PDF**). Topics covered frequently include UNACAT (the libraries' online catalog), databases, reference and database sources in specific disciplines, and information resources appropriate for assigned topics. Librarians work with class instructors to tailor library instruction to meet students' needs. Department of English instructors teaching Freshman Composition I (EN111) and Freshman Composition II (EN112), for example, follow a set curriculum requiring students to attend library instruction sessions in each of these courses, thus ensuring initial information literacy training for a large number of beginning students. Table 3.8.2a below depicts library instruction statistics for the period 2007-2008 through 2009-2010. Although total numbers in these formal sessions dropped during that timeframe, greater numbers of students are being reached through alternative means described later in this narrative. During the fall of 2010, 1,308 students were instructed in 72 in-classroom sessions.

Table 3.8.2a. Three-Year Comparison of Library Instruction Statistics

Fiscal Year	Total Number of Sessions Conducted	Total Number of Students Participating
<u>2007-2008</u>	150	2,491
<u>2008-2009</u>	144	2,413
<u>2009-2010</u>	133	2,288

The majority of library instruction sessions are taught in the **Collier Library Instruction Classroom**. The room has 24 student computers and one instructor computer that is equipped with a SMART Podium, a beam projector and a visual presenter. In general, librarians discuss research techniques and demonstrate the use of relevant research tools, including print and electronic resources. Students are able to follow along on the student computers during the demonstration of electronic resources. Whenever possible, time for active learning exercises and hands-on practice is incorporated into the lesson plans for instructional sessions.

Library instruction also takes place over the telephone, in one-on-one encounters at the Reference Desk, through Research Consultations, via responses to the "Ask a Librarian" service and through the Embedded Librarian Program. These services are described in greater detail below. Distance learners can contact the library via telephone or e-mail, and may use the online resources provided in the **Distance Learning Library Services (PDF)** section of the library's homepage. Library instruction for online students and those working from remote locations is primarily conducted through the Embedded Librarian program supplemented with e-mail based reference assistance and electronically accessible guides and tutorials.

Traditional Reference Assistance

To offer one-on-one personal assistance and instruction to library users, reference librarians coordinate service through Collier Library's Reference Desk approximately 83 hours per week during the academic semesters. Reference support from a library faculty member is available all hours that Collier Library is open with the exception of Sunday through Thursday after 10 p.m. during the spring and fall semesters and after 9 p.m. during the summer sessions. Six (6) full-time librarians and one part-time librarian (**PDF**), all with American Library Association (ALA) accredited master's degrees, provide professional reference assistance. Use of reference service is tracked by daily counts broken down into the type of questions asked. Results for fiscal years **2007-2008**, **2008-2009**, and **2009-2010** are listed in Table 3.8.2b below. (Note: These figures do not include the online "Ask a Librarian" numbers or any "Research Consultation" figures.)

Table 3.8.2b. Three-Year Comparison of Library Reference Queries

Type of Reference Query	<u>2007-2008</u>	<u>2008-2009</u>	<u>2009-2010</u>
Directional Questions	507	828	1,434
Ready Reference Questions	5,509	4,271	1,888
Instructional Questions	86	83	740
Research Questions	366	407	122
Total	6,468	5,589	4,184

In response to increasing technological capabilities and user preferences, UNA's library reference services are following national trends in shifting from heavy reliance on in-person assistance to expanded avenues of electronically accessible instruction and assistance as described below.

"Ask a Librarian" Service

Online reference assistance is available to distance education students, including those enrolled in the MBA-Asia program, as well as traditional students, through Collier Library's **"Ask a Librarian"** service ([PDF](#)). (For more information about library resources and services for distance education, see [C.R. 2.9](#) and [C.S. 3.8.1.](#)) An "Ask Us" request form linked from the library's website enables inquiries to be e-mailed to all of UNA's reference librarians so that one can respond as quickly as possible. Twenty-seven requests were received via this system for the period of April 2010 (when systematic collection of these statistics began) through September 2010. From October 2010 through June 2011 (fiscal year 2010-2011) 58 requests were fielded through the "Ask a Librarian" service. In 2011, Collier Library faculty upgraded the "Ask a Librarian" service to include a searchable bank of frequently asked questions and added the ability for students to ask questions via SMS text messaging.

Research Consultations

The Research Consultation Service is designed to facilitate individualized consultation with a librarian. The service is intended for UNA students, faculty, and staff who have questions that are too involved to be answered adequately either by telephone or through a brief encounter at the Reference Desk. Research consultations provide in-depth assistance in library research including identifying and locating relevant sources, Web search strategies, and evaluating information sources. Librarians offer assistance regarding the most appropriate resources for a subject area, locating periodical articles and books on a topic, searching the Web to find reliable sources, locating primary documents, locating and using government documents and statistical resources, and using Interlibrary Loan to request materials from other libraries. These consultations can be scheduled by

individuals or small groups; requests are made using an [online request form \(PDF\)](#).

Online/distance learning students may use this form to set up a phone appointment or chat session (within eCollege or ANGEL). From October 2009 (the program's inception) through May 2011, there had been [446 Research Consultation appointments](#) scheduled by individuals and small groups - an average of 21 per month. The service has been growing rapidly as increasing numbers of instructional faculty encourage students to use it.

Embedded Librarian Program

The [Embedded Librarian Program \(PDF\)](#) gives to instructors the option of adding a librarian to courses whether the course is completely online or a face-to-face class with an online component. The librarian is then able to interact directly with students via course management software (primarily ANGEL) to answer research-related questions, post course-specific information, create custom content, and add links to existing library resources for the class. Instructors may place a request for an embedded librarian by telephone or by e-mail. The majority of library contact with distance learning students is conducted through the Embedded Librarian Program. Since the program's inception in the summer of 2007 through the spring 2011 semester, librarians served as embedded librarians in a total of 157 courses.

In addition to the types of one-on-one instruction already described, numerous print guides are provided to assist students in utilizing the library's many resources. The majority of these guides are [also available electronically \(PDF\)](#) on the Library Instruction webpage. During the summer of 2011, the library began transitioning its online guides to the commercial [LibGuides \(PDF\)](#) product, a resource that is robust, readily accessible, and easy to maintain. Additionally, the Instruction webpage provides links to [online guides and tutorials \(PDF\)](#).

Library Instruction Evaluation

The library regularly evaluates the library instruction program through paper and online surveys.

The **online survey (PDF)** found on the Library Instruction webpage, is always available. Paper surveys are conducted approximately every three years to assess user satisfaction with the Library Instruction Program. Survey forms are provided to faculty members who schedule library instruction during the semester in which the paper survey takes place. The faculty member is asked to distribute the survey to each student that attended an instructional session. According to the **2006-2007 survey, p. 11**, 95.76% of respondents rated the librarian delivering the instruction as being knowledgeable of the subjects covered. This represents a marked improvement over the same question asked in **previous satisfaction surveys** (2000-2001, 2003-2004). Of the respondents, 89% of students agreed or strongly agreed that the skills learned in the library sessions would benefit them in future classes (**p. 2**). A smaller percentage (81%) agreed or strongly agreed that the skills learned would benefit them in the course for which they attended the library instruction (**p. 2**).

In addition to the online library instruction survey and the periodic paper library instruction surveys, there are questions relating to the library instruction program on the **Collier Library User Satisfaction surveys** which are conducted about every three years. For example, a majority of the respondents to the 2008 User Satisfaction Survey indicated agreement that "the library provides adequate opportunities to get instruction" (**p. 5**).

LibQUAL+.

In both 2005 and 2010, Collier Library participated in the **LibQUAL+ Web-based survey**. This instrument, which was originally developed through the **Association of Research Libraries (PDF)**, asks respondents to indicate their perceptions of minimally acceptable levels of service, compared to the levels of service they have received in various areas, and their preferred levels of service. The 2010 survey posed 22 core questions plus 5 locally defined questions. Respondents were asked to indicate perceptions of quality in three different areas: Affect of Service, Information Control, and Library as Place. Respondents ranked each aspect from 1 to 9

(with 9 being the highest) for the three levels of service quality (minimum, desired, and received). A "Service Adequacy Gap" score is calculated by subtracting the minimum score from the perceived service score on any given question. In general, Service Adequacy is an indicator of the extent to which the library is meeting or exceeding the minimum expectations of the responding users.

Several of the LibQUAL+ questions involved library instruction (**2010, p. 37**). As Table 3.8.2c shows, on a scale from 1 to 9 (9 being the highest) for each of these questions the perceived mean (reported level of perceived quality of service received) exceeded the minimum mean (lowest level of acceptable service).

Table 3.8.2c. Instruction-Related Questions for Collier Library's LibQUAL+ Survey, 2010

Text of Question	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Number of Respondents
Library staff teaching me how to effectively use the electronically available databases, journals, and books	6.56	7.75	7.58	1.02	460
Making me aware of library resources and services	6.49	7.76	7.42	0.93	471
Providing help when and where I need it	6.97	8.05	7.68	0.71	472
Teaching me how to access, evaluate, and use information	6.57	7.75	7.48	0.91	464

Results of all surveys are reviewed by the Instructional Services Librarian to determine areas of possible improvement. Any perceived problems identified through the surveys are discussed with the other instruction librarians and possible solutions are determined. For example, the instructional librarians have made a concerted effort to incorporate active learning exercises into instructional sessions and are experimenting with "clickers" to encourage student participation.

The University currently offers more library instructional opportunities than in the past. Survey respondents may not always be aware of the variety of opportunities available to them. In addition

to targeted library instruction classes (offered by librarians in conjunction with specific classes), the library also offers opportunities for general instruction, one-on-one assistance through the Reference Desk, Ask-a-Librarian e-mail assistance, printed and online instructional materials, and individualized research consultations. Many classes also take advantage of the Embedded Librarian program where an assigned librarian works within specific courses to provide personalized research guidance to students. These efforts ensure users access to regular and timely instruction in the use of library and other learning/information resources.

Sources

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[Association of Research Libraries LibQUAL+](#)

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[Collier Library Ask a Librarian](#)

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[Collier Library Distance Learning](#) **Library Services**

[Collier Library Distance Learning Library Services PDF](#)

[Collier Library Embedded Librarian Program](#)

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[UNA Library Printed Instructional Guides \(Pathfinders\)](#)

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[UNA Strategic Plan, 2007-2012 \(p. 5\)](#)

3.8.3 Qualified staff

The institution provides a sufficient number of qualified staff—with appropriate education or experiences in library and/or other learning/information resources—to accomplish the mission of the institution.

Judgment

Compliant

Narrative

The University of North Alabama provides a sufficient number of qualified library and learning resources staff with appropriate educational and experiential qualifications to fulfill the mission of the University ([Mission Statement, PDF](#)). Library and learning resources employees at UNA are located in several different service areas: [Collier Library \(PDF\)](#), [Educational Technology Services \(PDF\)](#), (which encompasses the Learning Resources Center, Academic Technology, Media Services, and Distance Learning), the [Music Library and Listening Center \(PDF\)](#), and the [Kilby School Library Media Center \(PDF\)](#). The narrative that follows describes the number and qualifications of staff for each of these library/learning resource units.

Collier Library

Collier Library serves as the main library at the University of North Alabama. It provides centralized services for acquisitions, cataloging, technical processing, systems, interlibrary loan, library instruction, and primary reference services. It also houses the majority of UNA's library collection and library computer resources. Library resources, services, and facilities are presented in further detail in [C.R. 2.9](#), [C.S. 3.8.1](#), and [C.S. 3.8.2](#).

Collier Library Employees

The [staff \(PDF\)](#) of Collier Library, as seen in the [organizational chart](#), is composed of a library director, librarians who have faculty status and rank, paraprofessionals who are classified as staff employees, and student assistants. Within the University, Collier Library is under the supervision of the Vice President for Academic Affairs and Provost ([UNA organizational chart](#)).

Collier Library Faculty. The Director of Library Services, who reports to the Vice President for Academic Affairs and Provost, provides vision, leadership, and accountability for the main campus library, Collier Library. The Director of Library Services also represents the library on various university committees, including serving as a member of the Council of Academic Deans, the Undergraduate Curriculum Committee, and the Graduate Council. The library director holds a master's and doctoral degree in history as well as a master's degree in library and information science from an American Library Association (ALA)–accredited institution. The library director is evaluated annually ([Attachment 3](#)) by the Vice President for Academic Affairs and Provost according to the assessment plan for the Council of Academic Deans ([Director's Performance Evaluation 2011](#)), and by the [library employees](#) approximately every three years ([Personnel Evaluation form](#)). It should be noted that the current library director began employment at UNA in July 2010 and therefore, has not yet been evaluated by the library employees.

In addition to the Director of Library Services, Collier Library employs one part-time and eight full-time librarians. The [Association of College and Research Libraries \(PDF\)](#) division of the American Library Association has determined that the [master's degree \(PDF\)](#) from an ALA-accredited institution is the appropriate professional degree for academic librarians. The University of North Alabama also recognizes the ALA-accredited master's degree as a terminal degree for library faculty for promotion and tenure purposes as stated in *UNA Faculty Handbook*, May 2011 ([Section 2.5.1](#)). All Collier Library librarians hold master's degrees from ALA-accredited schools. One librarian also holds the Educational Specialist degree in librarianship. Collectively, UNA's library faculty members possess a significant amount of professional experience. The [chart](#) of qualifications indicates that these librarians are well qualified to support the missions of both the Library and the University. (See CVs of the Collier Library director and Collier Library faculty in the Administration/Staff section of UNA's [Credentials website](#).)

Librarian Contact for Distance Learners. The Instructional Services Librarian is the designated

coordinator for **distance learning support (PDF)** and outreach. This individual oversees library support for distance learners through such services as the Embedded Librarian, "Ask a Librarian" e-mail based reference services, and Research Consultations. Additional information on these services is provided in **C.R. 2.9**, **C.S. 3.8.1** and **C.S. 3.8.2**.

All UNA's distance learning and online students have access to library resources via the library's website, including access to the library's faculty and staff. However, UNA's MBA-Asia program represents a unique situation for providing access to appropriate library collections, services, and other learning resources. Students within this program have the same password-protected access to the library holdings and electronic resources through EZproxy (a proxy server) as other UNA students. Collier Library faculty provide a number of services such as "Ask a Librarian" that can be accessed by UNA graduate students in Asia. For more information on the MBA Executive Option program that UNA offers in Asia, see **UNA Asia MBA Summary** and **UNA Off-Campus Instructional Sites**.

In addition to the access to UNA's electronic resources, UNA MBA students in Taiwan benefit from a formal **Memorandum of Understanding** between the University of North Alabama and **Kainan University Library (PDF)** in Taipei. Kainan University is a private institution that is recognized by the Ministry of Education in Taiwan, which is that country's equivalent to accreditation. Kainan University provides MBA-Asia students with access to on-location library resources and personnel who provide assistance (**Kainan Library Support letter**). UNA'S MBA-Asia students have access there to library services such as interlibrary loan and reference assistance. Students also have access to the **Taipei Public Library(PDF)** located in Taipei.

For MBA-Asia students in the Beijing cohort, a **formal agreement** with the **National Library of China (PDF)** in Beijing provides students with access to one of the largest library collections in the world with staff to provide assistance. In addition, a **Memorandum of Agreement** between the

University of North Alabama and [Tsinghua University\(PDF\)](#) in Beijing was signed in July 2011. The agreement provides classroom space and library access for UNA graduate students in Beijing. The agreement, which will go into effect with the beginning of a new cohort of students in summer 2012, provides for classroom space and [library access \(PDF\)](#) for UNA graduate students in Beijing. Tsinghua University, a leading doctoral-granting institution, is one of only three Chinese universities to hold accreditation through the Association to Advance Collegiate Schools of Business (AACSB).

Library Faculty Evaluation. UNA librarians hold rank at the University as "non-instructional faculty" and follow the promotion and tenure policies detailed in the *UNA Faculty Handbook*, May 2011 ([Section 2.5](#)). All non-tenured librarians are evaluated by the library director annually; tenured librarians are evaluated every two years ([example 1](#); [example 2](#)). All library faculty members participate in the University's campus-wide faculty evaluation process using the Faculty Member's [Summary Evaluation and Goal Planning Form](#) ([Summary Evaluation example 1](#); [Summary Evaluation example 2](#)). [Note: The form has been revised and renamed "[Faculty Evaluation Report](#)" for 2011-2012.] Individual meetings are held during which the library director and faculty librarians discuss accomplishments, goals, and strategies for improvement. Additionally, librarians undergo focused peer review, in accordance with the *UNA Faculty Handbook*, May 2011 ([Section 2.5](#)), when applying for tenure ([Section 2.5.4](#)) or promotion ([Section 2.5.3](#)).

Collier Library Paraprofessional Staff. Collier Library employs eight full-time and three part-time paraprofessionals. Four of these staff members hold baccalaureate degrees. Of these four, two also hold master's degrees. Collectively, the staff represents a significant amount of library experience. Minimum qualifications for library staff depend upon position. All staff members possess the educational and/or experiential [qualifications](#) appropriate for their positions. Paraprofessional staff members are encouraged to participate in professional development

activities to advance their skills appropriate for their responsibilities.

Evaluation of all library paraprofessionals is guided by the process outlined under "Performance Evaluation" in the *UNA Staff Handbook*, 2011 ([p. 38](#)). Paraprofessionals are evaluated annually by their immediate supervisor using the University's [performance evaluation form](#) for staff ([performance evaluation example 1](#); [performance evaluation example 2](#)). Supervisors subsequently meet with individual employees to discuss evaluation results and develop strategies for improvements.

Professional Involvement

Most of Collier Library's librarians are members of state, regional, and national library organizations. Many serve in professional capacities on [committees](#) at both the university and state level. For example, one Collier librarian is serving as president of the UNA Faculty Senate for 2011-2012. Paraprofessionals also serve on university committees, such as Staff Senate and the UNA George Lindsey Film Festival Committee. Librarians and library paraprofessionals regularly participate in workshops and training provided by [LYRASIS\(PDF\)](#), (the nation's largest regional membership organization serving libraries and information professionals), the [Network of Alabama Academic Libraries \(PDF\)](#) (NAAL), database vendors, and the University. UNA provides a number of avenues for continued professional growth for library faculty and staff including in-house and external training and development, funding to attend conferences and workshops, and tuition remission for courses taken at the University.

Size of Staff – Comparison with Other Libraries

[National Center for Education Statistics\(PDF\)](#) (NCES) data from the most recent Academic Library Survey (2008) provides a comparison of library staffing at UNA with similar institutions. It should be noted that the numbers reported for UNA include employees of two other on-campus library facilities--the Learning Resources Center (LRC) and the Music Library and Listening Center--

as well as Collier Library.

Comparison with Similar In-State Libraries

UNA compared the staffing of its libraries with that of other Alabama academic libraries within the same Carnegie classification of Master's Colleges and Universities. The institutions reviewed include: Alabama A & M University, Alabama State University, Auburn University at Montgomery, Jacksonville State University, and Troy University. For the comparison group, the average total number of librarians was 13.95. With 10.53 librarians, UNA (5,904 FTE) fell below the average total. The highest number was 18.75 librarians at Troy University (16,312 FTE), and the lowest number was 9 at Auburn University-Montgomery (4,153 FTE). UNA ranked similarly when librarians and other professional staff per 1,000 FTE students were reviewed. At UNA the "other professional staff" is the Coordinator of Academic Technology, who is located within Educational Technology Services. For this measure, the comparison group average was 3.27. Alabama State ranked highest with 6.26; Troy University ranked lowest with 1.32. UNA's 1.95 was below both the comparison group average and median and ranked fifth out of sixth overall in this category.

Comparison with University-Defined Peers

UNA also compared its library staffing to a group of University-defined peer institutions: Auburn University at Montgomery (AL), Austin Peay State University (TN), Jacksonville State University (AL), Morehead State University (KY), Murray State University (KY), Nicholls State University (LA), Northwestern State University of Louisiana (LA), Pittsburg State University (KS), University of West Georgia (GA), and Western Carolina University (NC). Within this peer group, six schools reported more librarians than UNA, but only three exceeded UNA in the category of librarians and other professional staff per 1,000 FTE. For the comparison group, the average total number of librarians was 12.19, which is higher than UNA's 10.53 librarians. The highest number was 18.5 librarians at Western Carolina University (7,590 FTE), and the lowest number was 9 at both Northwestern State University of Louisiana (8,370 FTE) and Auburn University-Montgomery

(4,153 FTE). The comparison peer group average for librarians and other professional staff **per 1,000 FTE** students was 1.89. Western Carolina ranked highest with 2.7; Murray State ranked lowest with 1.25. UNA's 1.95 was above both the comparison group average and median for this measure.

Paraprofessional employees are included in the NCES statistics under the category "all other paid staff." At UNA "all other paid staff" for NCES statistics includes paraprofessional in Collier Library as well as those in Educational Technology Services. For this measure and the "total staff" figures, UNA ranks below the comparison group average and median in both the Alabama and University-defined peer groups. However, when comparing the "total staff **per 1,000 FTE students**," which includes student assistants, UNA's 6.95 is above the comparison group average of 6.12 and median of 5.58 for the University-defined peer group. The University falls below the 8.84 group median for the Alabama comparison group in this category; however, it is slightly above the 6.62 median.

Collier Library has a relatively small permanent staff compared to some of its peers. Most of UNA's librarians have responsibility for multiple areas (i.e., collection development and acquisitions; circulation and periodicals). Despite the small staff, several measures as presented below indicate that users are satisfied with library staff and services.

Library User Satisfaction with Collier Library Staff

Local User Satisfaction Survey. In 2008, Collier Library conducted a locally produced **User Satisfaction Survey**. Approximately 84% of respondents answered positively when asked to rate the overall **quality of services** provided by Collier Library. Eighty-three percent of the survey respondents agreed that the library faculty and staff are courteous and helpful (**Interaction with Staff**); Eighty-six percent expressed **general satisfaction** with their treatment within the library. A majority of the respondents indicated having adequate opportunities for **library instruction**. Results from the survey indicated high satisfaction with the quality of library services provided

even with a relatively small library staff.

LibQUAL+. In both 2005 and 2010, Collier Library participated in the LibQUAL+ Web-based survey. This instrument, which was originally developed through the **Association of Research Libraries** (ARL) (**PDF**), asks respondents to indicate their perceptions of minimally acceptable levels of service, compared to the levels of service they have received in various areas, and their preferred levels of service. The **2010 survey** posed 22 core questions plus 5 locally defined questions. Respondents were asked to indicate perceptions of quality in three different areas: Affect of Service, Information Control, and Library as Place. Respondents ranked each aspect from 1 to 9 (with 9 being the highest) for the three levels of service quality (minimum, desired, and received). A "Service Adequacy Gap" score is calculated by subtracting the minimum score from the perceived service score on any given question. In general, Service Adequacy is an indicator of the extent to which the library is meeting or exceeding the minimum expectations of the responding users.

Within the LibQUAL+ survey, "Affect of Service" questions deal with human interaction and focus on how library employees deal with library users. The table below shows the minimum, perceived, and desired mean for all of the 2010 "Affect of Service" questions for UNA combined, as well as the gap or adequacy mean - the level at which the delivered service exceeds the minimum.

Table 3.8.3a. 2010 LibQUAL+ Survey Affect of Service Minimum, Perceived, and Desired Mean Results.

Minimum Mean	Perceived Mean	Desired Mean	Adequacy Mean
6.71	7.53	7.88	0.82

These figures show the average desired level for affect of service issues was 7.88 with a perceived level of service averaging 7.53 out of a maximum of 9.0. Thus, the perceived mean, the level of service actually received, exceeded the minimum expectation level of 6.71 by an average of 0.82.

For the 2010 LibQUAL+ survey, the **top 5 highest scores** where the library was deemed most successful in meeting UNA users' expectation were:

- Employees who instill confidence in users (1.01 adequacy gap)
- Readiness to respond to users' questions (0.91 adequacy gap)
- Giving users individual attention (0.89 adequacy gap)
- Employees who have the knowledge to answer user questions (0.88 adequacy gap)
- Employees who deal with users in a caring fashion (0.88 adequacy gap)

The results of the 2010 LibQUAL+ survey indicate that respondents are satisfied with the staff of Collier Library and the assistance they provide. The library staff also received positive ratings during the 2005 LibQUAL+ survey (**2005 results, p. 26**).

Educational Technology Services

Educational Technology Services(PDF) (ETS) is an instructional support unit at UNA consisting of four primary areas: the Learning Resources Center (LRC), Academic Technology, Media Services, and Distance Learning. ETS also oversees an educational computing lab.

- The LRC provides a collection of library materials primarily in support of the College of Education.
- Academic Technology offers individual and group instruction in such areas as ANGEL (classroom management program), Tegrity (class capture web service), Microsoft Office, and other software.
- Media Services staff schedule film, video, and other showings to supplement classroom instruction throughout the university. Personnel are available to assist faculty in the planning, design, and production of audiovisual instructional materials.
- Distance Learning personnel coordinate and provide support for the University's distance education program, including proctored testing.

The staff of ETS is composed of nine positions including two tenured faculty members: the Director, a professor and librarian; and the Coordinator of Academic Technology, an instructor. Full-time staff members include the Coordinator of Distance Learning, the Coordinator of Distance Learning Outreach, the Coordinator of Media Services, the Digital Media Specialist, and a Library Technical

Assistant. Two part-time employees, both library assistants, work during evening and weekend hours. One graduate assistant and 10-to-15 student workers are also employed during fall and spring semesters. The **ETS faculty** and **ETS staff** possess credentials appropriate for their individual positions as depicted in the linked sources that are current as of March 2011.

The Educational Technology Services unit is under the supervision of the **Associate Vice President for Academic Support (VPAA Organization Chart)**. The two ETS faculty members are evaluated by the associate vice president in accordance with the **UNA Faculty Handbook, May 2011, Section 3.13**. The staff members are evaluated annually by their supervisor according to the evaluation plan outlined in the **UNA Staff Handbook, 2011, p. 38**.

Music Library and Listening Center

The **Music Library and Listening Center (PDF)** serves as an instructional facility for UNA's music department. There are 10 full-time music faculty, and up to 14 adjunct (part-time) faculty in a given semester. During 2010-2011, there were 137 undergraduate music majors and 6 graduate education majors with an emphasis in music. To serve these faculty and students the Music Library provides videocassettes, kits, audiocassettes, phonograph records, compact discs, computer software, and music scores. The Listening Center offers equipment to support listening assignments and recreational listening.

The Music Library is administered by a Music Library Specialist who is aided by student assistants. The library specialist possesses appropriate qualifications for this position as outlined in the **chart of qualifications**. Under the supervision of the chair of the Department of Music and Theatre, the Music Library Specialist is employed and evaluated annually in accordance with the guidelines of the **UNA Staff Handbook, 2011, p. 38**).

Kilby School Library Media Center

Kilby School Library Media Center (PDF) (Kilby Library) is a part of the **Kilby Laboratory School(PDF)** operated by the University in conjunction with the teacher education program. Kilby Laboratory School serves 144 students and has a single teacher for each grade - K-6 - plus a director, secretary, resource teacher, Alabama Reading Initiative coach, art instructor, counselor, music instructor, P.E. instructor, speech specialist, and library/media specialist. The media center supports the curriculum of Kilby Laboratory School with materials and services to assist in instruction, to provide access to information, and to promote literacy and the enjoyment of reading, viewing, and listening. The Kilby School Library Media Specialist has the qualifications to fill the role of assisting Kilby instructional faculty and guiding the elementary students in the appreciation of literature and the development of library and information literacy skills (**KSLMS Qualifications**). Kilby School and its library are reviewed separately and **accredited** by the **SACS Council on Accreditation and School Improvement(PDF)** providing additional evidence of the qualifications of the Kilby Library Media Specialist.

As documented, the University employs a sufficient number of qualified library and learning/information resources personnel to accomplish its educational mission.

Library Staff Qualifications Documentation

Additional credential qualifications for all of the professional library staff can be found in the **Credentials** section of this website.

Sources

Academic Support Units

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ACRL Statement on Master's Degree PDF

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[UNA Faculty Handbook, May 2011 Section 3.13](#)

[UNA Faculty Summary Evaluation and Goal Planning Form](#)

[UNA Mission Statement](#)

[UNA Mission Statement PDF](#)

[UNA Organizational Chart](#)

[UNA Staff Handbook, 2011, p. 38](#)

[VPAA Organization Chart](#)

3.9.1 Student Rights

The institution publishes a clear and appropriate statement of student rights and responsibilities and disseminates the statement to the campus community.

Judgment

Compliant

Narrative

The University of North Alabama publishes a clear and appropriate statement of student rights and responsibilities and disseminates the statement to the campus community. The policies related to the rights and responsibilities of students (**Table 1 - Students' Rights and Responsibilities Locator Chart**) are published in the **UNA Undergraduate Catalog, 2011-2012, pp. 16-18**, the **UNA Graduate Catalog, 2011-2012, pp. 15-16**, and the **UNA Student Handbook & Planner, 2011-2012, pp. 10-31** as hard copies; PDF versions of the catalogs are available through the **Office of the Registrar (PDF)** website and the Student Handbook can be accessed through the **Office of Student Engagement (PDF)**.

These policies are appropriate and consistent with the mission of the University, and apply to all students of the University. The policies serve as a catalyst to providing an educational environment wherein all members of the university community adhere to established values expressed in the University's Values Statement (**UNA Undergraduate Catalog, 2011-2012, p. 7**; **UNA Graduate Catalog, 2011-2012, p. 9**; **UNA Student Handbook & Planner, 2011-2012, p. 1**) and are expected to exhibit behaviors conducive to maintaining a learning environment free from distraction, dishonesty, harassment, and discrimination. Furthermore, the policies serve as a tool to educate students who violate the policies by providing educational sanctions that contribute to improved decision-making in the future (**UNA Undergraduate Catalog, 2011-2012, pp. 49-50**; **UNA Graduate Catalog, 2011-2012, pp. 16-17**; **UNA Student Handbook & Planner, 2011-2012, pp. 12-14**).

Both the **UNA Undergraduate Catalog, 2011-2012**, and the **UNA Graduate Catalog, 2011-2012**, as well as the **UNA Student Handbook & Planner, 2011-2012**, are available online to anyone visiting the UNA website. In addition, there are a number of ways hard copies are disseminated, providing multiple opportunities for every student, traditional or non-traditional, as well as online only students, to be aware of and access this information.

During the registration period prior to the beginning of the academic year, all participants in the University's Student Orientation, Advisement and Retention (SOAR) program, as well as all general orientation students, receive a hard copy of the *Student Handbook & Planner* and the catalog appropriate to their enrollment level. At the beginning of each academic year, a campus-wide e-mail is sent notifying faculty and staff of the availability of both PDF and hardcopy versions of the new undergraduate and graduate catalogs through the Office of the Registrar and new Student Handbooks through the Office of Student Engagement. Students may obtain copies of these documents through these offices at any time. Counselor packets, which include hard copies of these resources, are also mailed annually to every high school counselor in the region. They are also mailed to any individual upon request.

The Handbook is made available to all students during Welcome Week at the beginning of each fall semester. Hard copies of the Student Handbook are also disseminated to all students through Residence Life, International Student Services, faculty and staff. In addition, Handbooks are disbursed in the SOAR program throughout the summer. Parent/student workshop sessions conducted during SOAR, review and emphasize student rights, responsibilities and the Code of Conduct in the **Student Handbook, pp. 17-20**. Electronically, the Handbook is publicized through an announcement on the University's intranet at the beginning of the term and a campus-wide e-mail is disseminated to all faculty, staff and students with the **direct link to the Student Handbook**.

Sources

[Office of Student Engagement Student Handbook](#)

[Office of Student Engagement Student Handbook PDF](#)

[Office of the Registrar University Catalogs](#)

[Office of the Registrar University Catalogs PDF](#)

[Table 1 - Student Rights and Responsibilities Locator Chart](#)

[UNA Graduate Catalog, 2011-2012](#)

[UNA Graduate Catalog, 2011-2012 pp. 15-16](#)

[UNA Graduate Catalog, 2011-2012 p. 9](#)

[UNA Student Handbook & Planner, 2011-2012](#)

[UNA Student Handbook & Planner, 2011-2012 PDF](#)

[UNA Student Handbook & Planner, 2011-2012 p. 1](#)

[UNA Student Handbook & Planner, 2011-2012 pp. 10-31](#)

[UNA Student Handbook & Planner, 2011-2012 pp. 12-14](#)

[UNA Student Handbook & Planner, 2011-2012 pp. 17-20](#)

[UNA Undergraduate Catalog, 2011-2012](#)

[UNA Undergraduate Catalog, 2011-2012 p. 7](#)

[UNA Undergraduate Catalog, 2011-2012 pp. 16-18](#)

[UNA Undergraduate Catalog, 2011-2012 pp. 49-50](#)

3.9.2 Student Records

The institution protects the security, confidentiality, and integrity of its student records and maintains special security measures to protect and back up data.

Judgment

Compliant

Narrative

The University of North Alabama protects the security, confidentiality, and integrity of student records and maintains special security measures to protect and back up data.

Registrar

The Office of the Registrar is the primary unit responsible for protecting the security, confidentiality, and integrity of academic student records at the University of North Alabama. The Registrar's Office maintains paper copies of student academic records from 1830 to 1994. These records are stored in secure cabinets. A back-up copy for each of these records has also been microfilmed and stored in secure locations both on and off campus (one copy is stored in the University's Archives in Collier Library and the other in a local bank). Records for the period 1994 to the present are maintained electronically and are backed up regularly both onto compact discs and on back-up tapes stored away from the main UNA campus. Student academic records are kept according to the guidelines of the American Association of Collegiate Registrars and Admissions Officers (AACRAO). An official academic record of an individual student for his or her period of enrollment at a university includes all admissions, enrollment, athletic materials, and academic documentation. Guidelines set by AACRAO specify the minimum length of time that university records must be retained.

Based on AACRAO standards, the accepted practice for permanent academic records is to retain the records indefinitely, either in hard copy, on microfilm, or in computerized form. Retention of supporting documents such as grade reports and enrollment changes is related to available storage

space. In light of this limitation, decisions regarding the retention and disposal of records are made according to UNA's Records Retention and Disposal Schedule Chart.

Family Educational Rights and Privacy Act (FERPA)

The University complies with the Family Educational Rights and Privacy Act (FERPA) with respect to security, confidentiality, and integrity of its student records. The University's policy statement regarding FERPA is included in the UNA Undergraduate Catalog, 2011-2012, p. 17, the UNA Graduate Catalog, 2011-2012, p. 15-16, and the UNA Student Handbook, 2011-2012, p. 22, publications (available online and in print) that are widely disseminated to faculty, staff, and students. In accordance with FERPA, students at the University of North Alabama are informed of their right to access their official records as described in the Act. Information regarding policies and procedures for handling student records is also presented to incoming students and their parents through the Student Orientation and Registration (SOAR) program.

Special Security Measures

Student records are maintained electronically on campus on hard drives located in a secure facility. Back-up tapes of the electronic records are stored on UNA's East Campus. Changes to records are backed up nightly.

Access to student records is controlled at three levels: First, authorization must be granted in writing by the originator of the records (e.g., Registrar's Office) for access to student records. UNA's Computer and Telecommunications Services (CTS) unit maintains a list of the types of records stored and who may have access to them. Next, a dedicated firewall separates student records from other types of records housed within the Banner software program. The firewall prevents accidental access to student records. The CTS unit must install specialized software on individual computers and then grant each individual access through the firewall for creating or modifying student records. The Registrar must then authorize access to student records through

Banner. The third level of security is physical protection—each authorized person has a unique password.

For a system change to be made that impacts student records the change is subjected to an intensive review. The change is first applied to a test system. Once any problems are solved in the test system the change is applied on a limited basis using “live” data. Following additional tests, the change is finally applied to the production database where actual records are generated. The Computer Services and Telecommunications unit preserves and restores (as necessary) the student records, but cannot change or delete records without specific direction from the originator (Registrar’s Office).

Additional Records Protocol

In addition to the Office of the Registrar, several other campus units have guidelines for handling student records according to the specific requirements of their individual responsibilities. Those unique areas include Student Affairs, Health Services, and Athletics.

Student Affairs

Specific records housed in the Division of Student Affairs include records of student conduct, medical and psychological records, assessment data, and records specific to situations handled through the Division. Student Affairs complies with records retention guidelines set by Alabama's State Records Commission (PDF) in the document, Public Universities of Alabama: Functional Analysis & Records Disposition Authority, General Records Schedule for Alabama Universities (PDF). The recommended schedule was reviewed by all administrative assistants within UNA's Division of Student Affairs, and protocol was set for the Division in accordance with the state guidelines. Detailed information is available in the Student Affairs Records Retention and Disposal Chart. Departments within the Division maintain records according to the established protocol and with proper regard for security and confidentiality.

Beginning in 2011, departments within the Division are performing an audit of records each July, submitting a Records Audit form to the Vice President's office no later than August 1 of each year.

Student Health Services

Student Health Services complies with FERPA and the **Health Insurance Portability and Accountability Act (PDF)** (HIPAA). Members of the Student Health Services Staff regularly review these guidelines as indicated by the **sign-in sheet** for health personnel professional development. **HIPAA information** is posted in the health clinic and patients sign a **consent form** when they complete a health history on the first visit.

The Student Health Services unit does not maintain any electronic records nor does the unit submit claims on any insurance. Medical records are stored in locked filing cabinets, and historical records are stored in a licensed safe storage facility. Records are kept for 10 years and then shredded prior to disposal.

Athletics

The Department of Athletics maintains records relevant to a student's status as a UNA student athlete. The department adheres to the requirements of the FERPA Act, follows HIPPA regarding any medical conditions or treatment among student athletes, and maintains records in accordance with NCAA requirements. (**UNA Athletics Policy and Procedures Guide**). Regular staff training ensures compliance with these requirements. Certification and eligibility records are secured on the NCAA website. Records maintained electronically are password protected and backed up regularly.

The process for the storage, release, dissemination, back-up and disposition of student athlete records, including both electronic and printed records, is followed based on the following practices:

- Personal information for student athletes is collected each August at the beginning of the academic year.

- Records are stored in the Compliance Office, which is locked. The previous year's records are stored in a secure office adjacent to the Compliance Office.
- In compliance with NCAA regulations, the athletic department retains personal information for a seven-year period, after which time the records are shredded and disposed.
- Recruiting folders are kept by the Compliance Coordinator and, if the athlete does not sign, the record is kept for six years by the Compliance Coordinator and then shredded for disposal.

In addition, certification and eligibility records are secured on the NCAA website. All information maintained on the Compliance Coordinator's computer is password protected and is backed up regularly. The policies regarding student records are in accordance with federal regulations and follow educational best practices based on regular FERPA training.

Sources

[AACRAO Academic Record and Transcript Guide \(2011 excerpt\)](#)

[AACRAO](#)

[AACRAO PDF](#)

[Alabama Records Commission](#)

[Alabama Records Commission PDF](#)

[Alabama Universities Records Disposal Schedule](#)

[Athletics Policies and Procedures Manual](#)

[Athletics Policies and Procedures Manual PDF](#)

[Family Educational Rights and Privacy Act](#)

[Family Educational Rights and Privacy Act PDF \(34 CFR Part 99\)](#)

[HIPPA Training Sign-in Sheet](#)

[Student Affairs Records Retention and Disposal Chart](#)

[Student Orientation and Registration \(SOAR\)](#)

[Student Orientation and Registration \(SOAR\) PDF](#)

[Summary of the HIPAA Privacy Rule](#)

[Summary of the HIPAA Privacy Rule PDF](#)

[UNA Athletics Policy and Procedures Guide](#)

[UNA Graduate Catalog, 2011-2012, pp. 15-16](#)

[UNA Student Handbook & Planner, 2011-2012, p. 22](#)

[UNA Undergraduate Catalog, 2011-2012, p. 17](#)

[University Health Services Information Release Form](#)

[University Health Services Notice of Privacy Practices](#)

[University Records Retention and Disposal Chart](#)

3.9.3 Qualified staff

The institution employs qualified personnel to ensure the quality and effectiveness of its student affairs programs.

Judgment

Compliant

Narrative

The University of North Alabama employs qualified personnel to ensure the quality and effectiveness of its student affairs programs. The University's student services program encompasses a total of 67 employees in the Division of Student Affairs and 25 employees in the area of Enrollment Services within the Division of Academic Affairs. Those areas include the following:

DIVISION OF STUDENT AFFAIRS:

Career Planning and Development

Counseling Services

Disability Support Services

Health and Wellness Services

Student Conduct

Recreational Sports and Fitness

Residence Life

Student Affairs Assessment

Student Engagement

University Events

University Housing

University Police

Office of the Vice President for Student Affairs

DEPARTMENT OF ENROLLMENT SERVICES:

Admissions

Student Financial Services

University Registrar

These employees are qualified and well-prepared to provide quality student affairs programs.

Professional staff at the University are considered to be "exempt employees." These are employees

who are in executive, administrative, and professional positions, are paid a salary, and are not subject to the time keeping and other provisions of the Fair Labor and Standards Act because of salary level and the nature of their work. Each exempt employee holds a bachelor, master, and/or doctoral degree in the areas of College Student Personnel, Student Personnel Services, Counseling, Business Administration, or other appropriate degrees based on the specific Student Services job requirement. In addition, each exempt employee participates in yearly professional development through conferences, seminars, certification training, and other opportunities to keep them current in the field. The **Student Affairs Qualified Staff Chart** provides thorough clarification/justification of the exempt employees' qualifications.

In addition, professional staff members are evaluated annually utilizing the **Employee Performance Evaluation Form** provided by Human Resources (Employee Performance Evaluations: **Example 1**, **Example 2**). The Division of Student Affairs also facilitated an internal review team assessment and the results from that project can be found at the **Student Affairs 5-Year Review**.

Sources

[Employee Performance Evaluation Form](#)

[Employee Performance Evaluation Example 1](#)

[Employee Performance Evaluation Example 2](#)

[Student Affairs Qualified Staff Chart](#)

[Student Affairs 5-Year Review](#)

3.10.1 Financial stability

The institution's recent financial history demonstrates financial stability.

Judgment

Compliant

Narrative

The University of North Alabama is a financially stable institution. An analysis and discussion of key financial indicators, budget strategy for reduced state appropriations, and the audit opinions of the State of Alabama Department of Examiners of Public Accounts provide evidence of the University's ongoing financial stability.

Stability and Growth in Key Financial Indicators

An analysis of key financial items from the financial statements for the last five years demonstrates that the University of North Alabama is financially stable. The analysis period includes the five most recent annual fiscal periods ending on September 30, 2010, (audited report for 2009-2010 expected mid-September 2011), September 30, 2009, September 30, 2008, September 30, 2007, and September 30, 2006.

The amounts of selected significant financial items are presented in Table 3.10.1a and are examined further using trend analysis which is presented in Table 3.10.1b and Table 3.10.1c. With respect to assets, the aggregate change reported in Table 3.10.1c for the period September 30, 2006 through September 30, 2010, is an increase in total assets of 17.77% and an increase in total net assets (assets minus liabilities) of 28%. It is noteworthy that the amount of unrestricted net assets has increased 13% over the five-year period of this analysis and that the unrestricted amount has been relatively stable over the last three years. Unrestricted net assets are the portion of net assets that is neither restricted nor invested in capital assets. Unrestricted net assets may be designated for specific purposes by action of management or the Board of Trustees. The annual growth in unrestricted net assets was 6.87% in 2007 and 6.92% in 2008 followed by modest changes of a 3.47% decrease in 2009 and a 2.14% increase in 2010. The five-year growth and the

recent stability in unrestricted net assets is an important indication of the financial stability of the University of North Alabama.

Table 3.10.1a. Financial Stability - Selected items from financial statements.

NET ASSETS:	FYE- 9/30/2010	FYE- 9/30/2009	FYE- 9/30/2008	FYE- 9/30/2007	FYE- 9/30/2006
Total Assets	\$130,350,044	\$126,934,060	\$129,133,246	\$122,456,444	\$110,684,342
Total Liabilities	\$38,382,782	\$40,238,840	\$40,566,540	\$40,064,598	\$38,917,749
Total Net Assets	\$91,967,262	\$86,695,220	\$88,566,706	\$82,391,846	\$71,566,593
Unrestricted Net Assets	\$35,329,664	\$34,590,938	\$35,834,777	\$33,515,576	\$31,361,778
REVENUES:	FYE- 9/30/2010	FYE- 9/30/2009	FYE- 9/30/2008	FYE- 9/30/2007	FYE- 9/30/2006
Student Tuition and Fees	\$41,110,199	\$36,104,783	\$36,441,919	\$33,968,721	\$30,164,361
Scholarship Allowances	\$8,577,545	\$6,367,690	\$5,474,879	\$4,656,507	\$4,268,612
Net Tuition and Fees	\$32,532,654	\$29,737,093	\$30,967,040	\$29,312,214	\$25,895,749
State Appropriations	\$25,644,646	\$28,475,819	\$35,125,031	\$30,133,495	\$26,648,541
EXPENSES:	FYE- 9/30/2010	FYE- 9/30/2009	FYE- 9/30/2008	FYE- 9/30/2007	FYE- 9/30/2006
Educational Instruction	\$30,120,164	\$30,333,412	\$30,810,216	\$26,888,237	\$24,061,614
Total Operating Expenses	\$82,806,909	\$82,300,755	\$82,535,357	\$71,215,787	\$63,519,611
Instruction/Total Operating	36.37%	36.86%	37.33%	37.76%	37.88%

Table 3.10.1b. Financial Stability - Trend Analysis of Annual Changes.

NET ASSETS:	FYE- 9/30/2010	FYE- 9/30/2009	FYE- 9/30/2008	FYE- 9/30/2007
Total Assets	2.69%	-1.70%	5.45%	10.64%
Total Liabilities	-4.61%	-0.81%	1.25%	2.95%
Total Net Assets	6.08%	-2.11%	7.49%	14.81%
Unrestricted Net Assets	2.14%	11.30%	6.92%	9.87%
REVENUES:	FYE- 9/30/2010	FYE- 9/30/2009	FYE- 9/30/2008	FYE- 9/30/2007

Student Tuition and Fees	13.86%	-0.93%	7.28%	12.61%
Scholarship Allowances	34.70%	16.31%	17.57%	9.09%
Net Tuition and Fees	9.40%	-3.97%	5.65%	13.19%
State Appropriations	-9.94%	-18.93%	16.56%	13.08%
EXPENSES:	FYE- 9/30/2010	FYE- 9/30/2009	FYE- 9/30/2008	FYE- 9/30/2007
Educational Instruction	-0.70%	-1.55%	14.59%	11.75%
Total Operating Expenses	0.62%	-0.28%	15.89%	12.12%
Instruction/Total Operating	-1.31%	-1.27%	-1.13%	-0.33%

Table 3.10.1c. Financial Stability - Trend Analysis using the year ended September 30, 2006 as the base year.

NET ASSETS:	FYE- 9/30/2010	FYE- 9/30/2009	FYE- 9/30/2008	FYE- 9/30/2007	FYE- 9/30/2006
Total Assets	117.77%	114.68%	116.67%	110.64%	100%
Total Liabilities	98.63%	103.39%	104.24%	102.95%	100%
Total Net Assets	128%	121%	123%	115%	100%
Unrestricted Net Assets	113%	127%	114%	107%	100%
REVENUES:	FYE- 9/30/2010	FYE- 9/30/2009	FYE- 9/30/2008	FYE- 9/30/2007	FYE- 9/30/2006
Student Tuition and Fees	136%	120%	121%	113%	100%
Scholarship Allowances	201%	149%	128%	109%	100%
Net Tuition and Fees	126%	115%	120%	113%	100%
State Appropriations	96%	107%	132%	113%	100%
EXPENSES:	FYE- 9/30/2010	FYE- 9/30/2009	FYE- 9/30/2008	FYE- 9/30/2007	FYE- 9/30/2006
Educational Instruction	125%	126%	128%	112%	100%
Total Operating Expenses	130%	130%	130%	112%	100%
Instruction/Total Operating	96%	97%	99%	100%	100%

The University does not use any endowment funds to support its current operating budget. The two major sources of revenue for the University of North Alabama are student tuition and fees and state appropriations. The net tuition and fees category is made up of student tuition and fees reduced by an allowance for scholarships provided by the University. While substantial increases in tuition and fee revenue occurred in 2007 and 2008, 12.61% and 7.28% respectively; there was a modest decrease of .93% in 2009, followed by a substantial increase of 13.86% in 2010. After considering the scholarship allowances, the increase in net tuition and fees for 2010 is 9.40%. The University has increased its financial commitment to student scholarships each year of the analysis period so that the scholarship allowances have grown at a greater rate than student tuition. This commitment to providing scholarships for worthy students demonstrates the University's emphasis on academics and attracting high-quality students.

The University faced a substantial decrease in state appropriations in the fiscal years (FY) 2008-2009 and 2009-2010. The University's state appropriation in FY 2008-2009 was reduced by \$3,165,079 from the previous fiscal year by the Alabama State Legislature through the state budget process. (Note: Budget deficits are unconstitutional in Alabama. When revenues fall short of projections the state government declares "proration." The budgets of state agencies [excluding salaries and benefits] are subsequently cut to prevent deficits from occurring.) The Governor declared a proration of State Educational Trust Funds in FY 2008-2009 of **11% (\$3,381,559)**, and the University's state appropriation was reduced accordingly. In FY 2009-2010, an additional **9.50% proration (\$2,578,367)** was declared by the Governor. This 9.5% proration was implemented in two stages: 7.5% at the beginning of the FY 2009-2010 and an additional 2% on September 14, 2010. The University's state appropriation for FY 2010-2011 is \$25,105,160. The University has met the challenge of reduced state funding because of its history of sound financial management and the strength of the budget plans of its current administration.

It is important to note that the amount committed to educational instruction has increased 25%

since the beginning of the five-year analysis period. Also, the ratio of educational instruction expense to total operating expenses has been relatively constant over the five years, ranging from 37.88% to 36.37%. Despite declining funds from the State, the University has devoted a consistent proportion of its operating expenses to the core activity of educational instruction.

The University's Budget Strategy for Reduced State Appropriations

The President of the University of North Alabama has effectively lead the administration, faculty and staff in making strategic budget reductions, rather than making arbitrary across-the-board cuts. Transparency has been a hallmark of this budgeting process and preservation of academic quality has been a top priority. Consequently, no academic programs have been eliminated, no faculty or staff has been laid off, and there has been little or no decrease in the operating budgets of academic departments. The President of the University explained the strategy in an open forum with faculty and staff and in written messages to constituents ([President's Message, PDF](#), and page 4 of [Fall 2009 UNA Magazine, PDF](#)).

The University's budgeting strategies to address reductions in annual funding from the State of Alabama included:

- Allowing unspent annual operating budget dollars to roll forward to the next year to encourage stewardship;
- Eliminating budgets for contingency and discretionary accounts;
- Deferring the replacement of some faculty and staff positions;
- Eliminating current operating non-technology equipment budgets;
- Allocating reserve dollars to cover essential unanticipated needs; and
- Utilizing a dedicated student fee (facility fee) to address deferred maintenance.

The University does not use restricted endowment earnings to support its current operating budget. The majority of endowment gifts are held in the University Foundation and the earnings from endowments are used for the purpose stipulated by the donors. Thus the endowment

earnings are used for scholarships and other forms of academic support including professorships.

The University receives no annual capital funding for repair, renovation, or construction of new facilities. In the past ten years, the University has received approximately \$3.8 million from the State of Alabama for capital needs. These funds were from a 1998 state bond issue and the University was not required to repay the State. In order to provide capital funds needed for facility renewal, the **Board of Trustees approved a facility fee** to be assessed to students effective Fall 2006. Currently this fee is assessed to students at the rate of \$10 per credit hour enrolled and the fee generates approximately \$1.3 million to \$1.4 million annually. The funds generated from this facility fee are used specifically for the purpose intended, as provided in the resolution approved by the Board of Trustees.

In addition to preserving academic programs and the quality of the student experience, the University of North Alabama made significant progress in spite of a reduction in state funding. The renovation of Keller Hall, the home of the College of Business, was accomplished largely by using federal and state grant funds. The result is an energy-efficient building with more functional classroom and office space. Important new academic administration positions were added including a Vice Provost for International Affairs and an Associate Vice President for Academic Support.

Debt Servicing for Bonds Payable. The University has a sound plan for covering bond principal and interest payments using dedicated student fees and revenues. The 1999 General Fee Revenue Bonds which provided funds for a parking facility and student recreation center are collateralized by general student fees, including the student recreation facility fee. The 2003 Student Housing Revenue Bonds provided funds for the construction of four suite-style residence facilities that included 232 beds. Revenue from the four residence facilities is used to cover operations of the facilities and to retire the bonds.

State Audit Reports – Unqualified Opinions. The State of Alabama Department of Examiners of Public Accounts audited the financial statements for the four annual periods ending September 30, 2006, September 30, 2007, September 30, 2008, September 30, 2009. The audit of the September 30, 2010 financial statements was conducted during August 2011 and the official audited report is expected mid-September 2011. The audits were conducted in accordance with auditing standards generally accepted in the United States and with the Government Auditing Standards issued by the Comptroller General of the United States, as well as, with the requirements of the State of Alabama.

Unqualified audit opinions were issued on the basic financial statements of the University for all four fiscal years. An unqualified audit opinion indicates that the auditors concluded that the financial statements did present fairly, in all material respects, the financial positions and the results of financial operations in accordance with accounting principles generally accepted in the United States. A review of the Schedule of Findings and Questioned Costs included in the audit reports reveals that the University of North Alabama has a history of no audit findings which demonstrates the integrity of the financial reporting system. However, there were two audit findings stated in the audit report for the year ended September 30, 2008: (1) failure to properly reconcile bank statements and (2) failure to maintain and/or safeguard Student Aid Reports or Institutional Student Information Records for the 2007-2008 award year for the length of time required by regulations. Both of these shortcomings occurred during a time of conversion to a new administrative software system (Banner). The University responded with the implementation of corrective action plans to ensure proper identification of all cash transactions and to maintain and safeguard student financial aid data. The two findings did not affect the overall audit opinion and an unqualified audit opinion was issued.

Sources

11% Proration PDF

9.5% Proration PDFAnnual Report 2009-2010, Alabama Department of Examiners of Public Accounts (unaudited)Annual Report 2009-2010, Alabama Department of Examiners of Public Accounts PDF (unaudited)Audit Report 2005-2006, Alabama Department of Examiners of Public AccountsAudit Report 2005-2006, Alabama Department of Examiners of Public Accounts PDFAudit Report 2006-2007, Alabama Department of Examiners of Public AccountsAudit Report 2006-2007, Alabama Department of Examiners of Public Accounts PDFAudit Report 2007-2008, Alabama Department of Examiners of Public AccountsAudit Report 2007-2008, Alabama Department of Examiners of Public Accounts PDFAudit Report 2008-2009, Alabama Department of Examiners of Public AccountsAudit Report 2008-2009, Alabama Department of Examiners of Public Accounts PDFLetter from PresidentLetter from President PDFPresident's Message 2009 Fall UNA MagazinePresident's Message 2009 Fall UNA Magazine PDFResolution Approving Tuition and Fees for 2006-2007 PDF

3.10.2 Submission of financial statements

The institution provides financial profile information on an annual basis and other measures of financial health as requested by the Commission. All information is presented accurately and appropriately and represents the total operation of the institution.

Judgment

Compliant

Narrative

The **2011 Financial Profile** was submitted to SACS COC in July 2011. In previous years the Financial Profile Report has been submitted at the appropriate times (**2010 Financial Profile**), and no additional financial information has been requested by the Commission.

The Financial Profile is based upon data submitted to the U. S. Department of Education through the annual Integrated Postsecondary Education Data System (IPEDS) survey, and the report is consistent with the University's audited financial statements (**UNA's Office of Financial Affairs, PDF**). The University's financial statements include a Statement of Net Assets; a Statement of Revenues, Expenses, and Changes in Net Assets; and a Statement of Cash Flows.

Additionally, the University submits the required annual Institutional Profile report for General and Enrollment Management to the Commission on Colleges (**2009 Institutional Profile for General Information and Enrollment, 2010 Institutional Profile for General Information and Enrollment**).

Sources

2010 Financial Profile Report with IPEDS Finance Survey 2009

2011 Financial Profile Report with IPEDS Finance Survey 2010

2009 Institutional Profile for General Information and Enrollment

2010 Institutional Profile for General Information and Enrollment

UNA Office of Financial Affairs

UNA Office of Financial Affairs PDF

3.10.3 Financial aid audits

The institution audits financial aid programs as required by federal and state regulations.

Judgment

Compliant

Narrative

The University of North Alabama participates in various federal financial aid programs that enable its students to attain their educational goals. These programs are audited as required by federal and state regulations. Federal financial aid awards and disbursements are provided below.

Table 3.10.3a. Financial aid dollars awarded and disbursed over five academic years.

Academic Year	Number of Students Awarded	Amount Awarded	Total Amount Of Aid Disbursed For Academic Year
2006/2007	3,503	\$19,869,353.00	\$19,869,353.00
2007/2008	3,685	\$23,779,367.00	\$23,779,367.00
2008/2009	3,850	\$25,786,659.00	\$25,786,659.00
2009/2010	4,280	\$32,126,224.00	\$32,126,224.00
2010/2011	5,501	\$37,610,701.00	YTD 7/7/11 \$34,868,256.00

Based upon the significance of federal funding to the University of North Alabama, it is important to maintain the integrity and credibility in the administration of the financial aid program. To ensure the University is performing its fiduciary responsibilities, federal aid programs at the University of North Alabama are audited in accordance with the Single Audit Act Amendments of 1996, the **U. S. Office of Management and Budget Revised Circular A-133, Audits of States, Local Governments and Non-Profit Organizations**, and the Office of Management and Budget (OMB) Compliance Supplement.

The financial aid audit report is incorporated as part of the University's **general audit report**

conducted by the State of Alabama Department of Examiners of Public Accounts. The examiners detailed their scope and objectives of the 2009 audit as follows:

*This report presents the results of an audit, the objectives of which were to determine whether the financial statements present fairly the financial position and results of financial operations and whether the University complied with applicable laws and regulations, including those applicable to its major federal financial assistance programs. This report also presents the results of an audit of the University's component unit, the Foundation, which was audited by other auditors. The University audit was conducted in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards issued by the Comptroller General of the United States, as well as, the requirements of the Department of Examiners of Public Accounts under the authority of the Code of Alabama 1975, Section 41-5-14. The Foundation audit was conducted in accordance with auditing standards generally accepted in the United States of America (**Audit Summary 2009, p. A**).*

For fiscal years ending 2007 through 2010, the University of North Alabama has been in compliance with regulations regarding financial aid and has, therefore, received an unqualified opinion for each year (**2006-2007 audit, 2007-2008 audit, 2008-2009 audit**). The 2009 fiscal year's auditor opinion states the following:

*In our opinion, based on our audit and the report of other auditors, the financial statements referred to above present fairly, in all material respects, the respective financial position of University of North Alabama and University of North Alabama Foundation, as of September 30, 2009, and the respective changes in financial position and cash flows, where applicable, thereof for the year then ended in conformity with accounting principles generally accepted in the United States of America. (**Audit Summary 2009, pp. E-G**)*

The affirmative opinion is also supported by the Schedule of Findings and Questioned Costs which summarizes the audit findings relating to the financial statements required by Government Auditing Standards and the University's findings and questioned costs for federal awards as required by **OMB Circular A-133**. For the years 2007 through 2010 the Federal Awards Findings and Questioned Costs audit has indicated University of North Alabama's compliance with federal audit

standards.

In summary, University of North Alabama has an established **financial aid audit review process** and has a consistent record of compliance with federal regulations and is in compliance with this requirement.

Sources

2006-2007 Audit

2007-2008 Audit

2008-2009 Audit

Audit Summary 2009, p. A

Audit Summary 2009, pp. E-G

Financial Aid Audit Review Process Memorandum

OMB Circular A-133

U. S. Office of Management and Budget Revised Circular A-133

3.10.4 Control of finances

The institution exercises appropriate control over all its financial resources.

Judgment

Compliant

Narrative

The governing control of the University, including the financial resources, is vested in the Board of Trustees established by action of the State Legislature (HB 650, Act No. 773, September 9, 1967, *Code of Alabama*, **Section 16-51-1 through 16-51-15** [1975][1987]).

The **Bylaws of the Board of Trustees** for the University of North Alabama outline the fundamental responsibilities of the Board of Trustees. Included in these responsibilities are specific charges regarding appropriate control over financial resources. Specifically, the Board of Trustees for the University approves admission policies and levies fees and charges; reviews and approves annual budgets and budget changes; approves all major gifts where unusual restrictions are requested by the donor; approves all loans, borrowings, and issuance of bonds; approves compensation policy for faculty and staff; approves all major contractual relationships and other major legal obligations executed in the name of the board; approves all sales of real property and insures that all properties of the University are preserved and maintained; approves auditing policies and standards; approves architects and engineers, awards of construction contracts for certain capital projects, the acquisition of certain new equipment, and the purchase of all land, in any one undertaking where the cost to the University is expected to exceed \$250,000. There is also a standing committee of the Board of Trustees called the Audit, Finance, and Administration Committee that is charged with reviewing policies related to the University's budget, financial condition, and capital spending. Annually this committee receives and reviews the annual audits and operating reports of the University and, in turn, reports its findings to the Board of Trustees. (**Internal Audit Committee Annual Report to Board - June 2011 Agenda**; **Internal Audit Committee Issues to Board - March 2010 Agenda**; **Internal Audit Committee Annual**

Report to Board - March 2009 Agenda).

The **Bylaws of the Board of Trustees** for the University of North Alabama also outline the fundamental responsibilities of the President of the University. Specifically pertaining to financial resources, the President of the University recommends annual budgets to the Board of Trustees; establishes financial, budgetary, audit, and business procedures for the efficient and effective management of the University; and enters into contracts on behalf of the Board of Trustees.

The business and financial functions at the University are centralized under the Vice President of Business and Financial Affairs (VPBFA), the chief financial officer. The Vice President reports to the **University President**. The **Business and Financial Affairs' organizational chart** provides the areas encompassed by VPBFA. The following areas report to the Vice President of Business and Financial Affairs: Controller, Procurement, Human Resources, and Facilities. In addition, two auxiliary functions, food services and university bookstore, also report the Vice President of Business and Financial Affairs.

The job description of the Vice President of Business and Financial Affairs states that the VPBFA is the Chief Financial Officer of the University. The VPBFA reports directly to the President of the University and "directs and administers all financial, business, and procurement activities of the University". (**Job Description of VPBFA**)

The Vice President of Business and Financial Affairs holds a Bachelor of Science in Business Administration, a Master's in Business Administration, and a Doctorate in Higher Education Administration. He is a Certified Government Financial Manager. In addition to his educational background, the VPBFA has held this current position since April 2001 (this includes the interim VP position) and has been employed in the Business and Financial Affairs division of the University since January 1978 (**VPBFA Resume'**).

Banner Finance

The University has established and maintains a comprehensive system of control for the receipt, deposit, and the safeguarding of all university funds. All financial transactions are recorded and accounted for using a fully computerized accounting system, SunGard Higher Education's Banner Finance. This computerized program is a state of the art accounting system for higher education, which allows for full fund accounting as well as Governmental Accounting Standards Board (GASB) reporting. For departments, financial managers, and executive management, the University is able to maintain up-to-the-minute detailed accounting data and budget control by line item and fund. Included in the accounting system are components for fixed assets, purchasing, accounts payable, student accounts receivable, grants accounting, and detailed cash management capabilities. Banner Finance is fully integrated with the Banner Student, Financial Aid, and Human Resources modules (**Description of Banner**).

Internal Control Policy

In March 2003, the University of North Alabama approved an **Internal Control Policy**. This policy was instituted partly in response to the recommendation by the Southern Association of Colleges and Schools' (SACS) reaffirmation committee visit in 2002. The purpose of the policy is to describe the "general guidelines for establishing and maintaining internal control procedures for departments and other university activities." The policy is designed to "safeguard assets; verify the accuracy and reliability of accounting data and other management information; promote operational efficiency; and ensure adherence to prescribed policies and compliance with federal and state regulations." The policy also describes the responsibilities and expectations of administrators and individuals responsible for administering university funds.

The review and evaluation of internal control is the responsibility of the Vice President for Business and Financial Affairs. The Vice President for Business and Financial Affairs is responsible for the

“promulgation of policies and procedures directed toward the establishment of good internal controls (as approved by the President of the University).” The internal control policies require that an **Internal Audit Committee** will “review and measure the effectiveness of controls established within the framework of this policy.” The Internal Audit Committee was originally comprised of one member selected by the University’s Board of Trustees, one member from the College of Business selected by the University President, and one professional staff member not from the Financial Affairs area selected by the University President. The members were appointed annually and provided an annual report to the Board of Trustees. The last meeting of the Internal Audit Committee was March 9, 2009 (**Minutes from Internal Audit Committee**).

The constituency of the committee was changed by the University Board of Trustees in June 2010. The Internal Audit function is now the responsibility of the Audit, Finance, and Administration Committee of the University Board of Trustees. This change was made to prevent any conflict of interest with faculty and staff members serving on the Internal Audit Committee (**Resolution Approving Revised Internal Control Policy for the University of North Alabama**).

External Audits

An annual financial and A-133 audit (**Circular A-133**) is conducted by the State of Alabama according to *Audits of Colleges and Universities* under the jurisdiction of the Government Accounting Standards Board (GASB). For the last decade the University has received unqualified opinions for both financial and compliance audits. An unqualified opinion is the most desirable outcome for an audit and indicates that the financial statements fairly represent the financial position of the University. The **Audit Summary** also states “Tests performed during the audit did not disclose any significant instances of noncompliance with applicable state laws and regulations.” The **audited financial statements for fiscal years 2002 through 2009** are available on the University’s website. Receipt of the 2010 audit for financial statements is anticipated in mid-September 2011.

Cash Management

The **Internal Control Policy** contains the policies and procedures pertaining to all aspects of cash management. The general cash management policy states, "Monies received will be deposited on a daily basis at the University Cashiers Office. The Cashiers Office is the centralized area responsible for the cashiering, depository, and collection function of the University. Only offices approved by the Controller may keep cash overnight. These funds must be secured in a locked safe that has been previously approved by the Controller." The **Cash Management Policy** in the Internal Control Policy provides general guidelines for the safekeeping and control of cash and monies for the following areas:

- Petty Cash
- Bank Accounts
- Deposits
- Accountability of Cash
- Recording Payment Transactions
- Credit Card Payments
- Electronic Transfer of Funds
- Cash Disbursements

Accounts Receivables

The Controller's office is responsible for oversight of accounts receivable at the University. The **Internal Control Policy** contains the policies and procedures pertaining to accounts receivables. The policy states, "All accounts receivable activity should be channeled through the Controller's Office." Receivable accounts are invoiced on a timely basis. If an adjustment must be made to an account, the Controller's Office maintains detailed documentation for such adjustments. When internal collection efforts for delinquent accounts are not successful, the University contracts with an external collection agency that is approved by the Vice President for Business and Financial Affairs. In order to write-off an account, documentation of collection efforts must be provided and approval for the write-off can only be given by the Controller or the Vice President for Business and Financial Affairs.

Procurement Policies

The primary purpose of Office of Procurement is to work with faculty, staff, and students in identifying, selecting, and acquiring needed materials and services. The Office of Procurement is a division of the Office of Business and Financial Affairs and is charged with the responsibility and authority to commit the University to purchases as delegated by the President of the University within the policies prescribed under the authority of the Board of Trustees.

As a state institution, the University is subject to the requirements of the State of Alabama Competitive Bid Law. All expenditures of university funds are subject to the Procurement Policy explaining that all purchases in excess of \$200 require a University Purchase Order and purchases for a common commodity or a single item or service for \$7,500 or more require a formal bid (**Procurement Policy**). The Procurement Office manages a Procurement Card policy to facilitate expenditures less than \$200, airfare arrangements, student group travel, and unique pre-approved on-line purchases where a purchase order document cannot be used (**Purchasing Card Program**).

Travel Policies

The University recently revised its travel policies to streamline the reimbursement process and to update the policies pertaining to travel by university employees and students (**Travel Policies**). The travel policies were developed in accordance with Alabama law and Internal Revenue Service regulations and guidelines.

The policy requires that prior approval of the immediate supervisor must be obtained before traveling or obligating university funds. The policy states: "University employees should, in all cases, seek to obtain the lowest possible fares and rates by scheduling their travel in a manner that will be the most economical to the University. Personal travel for side trips is not reimbursed. It is the employee's responsibility to obtain proper documentation of the travel costs when seeking

reimbursement for incurred expenses. In all cases, there must be a clear, documented business purpose for travel. Excessive or unjustifiable costs are not acceptable and will not be reimbursed."

Entertainment Policies

The University, on occasion, has expenditures related to entertainment. The University recently drafted an Entertainment Policy which encompasses guest meals, business meals, reception gifts, and flowers. This policy was created after reviewing peer institution policies, state laws, and federal laws. The policy states that in all cases of expenditures related to entertainment, there must be a "clear, documented business purpose for the event/expenditure that indicates the event's benefit to the University" (**Entertainment Policies**).

In general, only the President and Vice President of Business and Financial Affairs may sign contractual agreements involving the University. However, so that programs and activities sponsored by registered student organizations could be undertaken in a timely manner, the Vice President for Student Affairs was granted the authority to be the sole signatory on Entertainment Contracts for events and programs of \$7,500 or less (**Resolution Granting Vice President of Student Affairs Signatory on Entertainment Contracts**). This was approved by the University Board of Trustees in March of 2009. (**Approval of Resolution by Board - March 2009 Agenda**)

Investment Management

The University of North Alabama has a Funds Investment Policy that provides policies and practices for the investment of operational funds (short-term) and permanent funds (long-term). The Funds Investment Policy outlines the investment objectives, philosophy, policies, guidelines, and goals for the investment funds (**University of North Alabama Funds Investment Policy**). The Funds Investment Policy is reviewed annually by the Board of Trustees. This review is usually conducted at the March meeting and was last reviewed in March of 2011 (**Excerpt from Board of Trustees meeting minutes-Funds Investment Policy**).

Operational funds are invested in financial institutions in the State of Alabama that are members of the Security for Alabama Funds Enhancement (SAFE) Program ([**SAFE Program Description**](#)). This program requires any bank or financial institution in the State of Alabama that accepts any deposits of public funds, to ensure those funds by pledging eligible collateral to the State Treasurer for the SAFE collateral pool.

Permanent funds are subject to certain types of risks including credit risk, interest rate risk, and foreign currency risk. Funds that normally fall into this category are endowment funds. The University employs a professional money management firm to oversee investment selection, investment transactions, and to monitor asset allocation. A more thorough review of the University's funds is included in the Notes to the Financial Statements ([**Financial Audit 2010 Notes**](#)).

University of North Alabama Foundation

The University of North Alabama Foundation was chartered in 1980 as a non-profit, self-financed Alabama corporation to operate within the framework of the University of North Alabama, but to operate without state funds. It was established to assist the University in acquiring external funding and acts as a receptor and steward of private gifts. Because the UNA Foundation is qualified under [**Section 501\(c\)\(3\) of the Internal Revenue Code \(PDF\)**](#), all gifts made to the UNA Foundation qualify for full charitable gift consideration ([**University of North Alabama Foundation Articles of Incorporation**](#)).

The UNA Foundation Board of Directors is currently comprised of 22 individuals representing major institutional stakeholder groups including UNA alumni, UNA trustees, UNA faculty and staff, and other distinguished friends of the University. All Board members provide their services to the UNA Foundation without compensation and have otherwise invested philanthropically in the UNA Foundation ([**Foundation Board of Directors, PDF**](#)).

A significant function of the University of North Alabama Foundation is the investment of private gifts for the betterment of the University. The **UNA Foundation Funds Investment Policy** outlines the investment objectives, philosophy, policies, guidelines, and goals for the investment funds. The Foundation employs a professional money management firm to oversee the investment selection, investment transactions, and to monitor asset allocation. The Foundation's Investment Committee is charged with the periodic review of the Funds Investment Policy.

Foundation officers and directors are covered by a non-profit organization liability insurance policy with Chubb Group of Insurance for up to \$5,000,000 (**Foundation Liability Insurance**).

The University's Foundation has in place guidelines on depositing Annual Fund donations and procedures for the following activities:

- To process gifts (**Gift Processing**)
- To process gifts-in-kind (**Gifts-in-Kind and GIK form**)
- To create and access endowed funds (**Process to Create and Access Endowed Funds**)
- To create and access non-endowed funds (**Process to Create and Access Non-Endowed Funds**)
- Handling money (**Money Handling Procedure and Financial Log**) and checks (**Check Handling Policies**)

Grants

When the University submits grant proposals to external sponsors and accepts awards for sponsored projects, the University assumes financial and legal obligations. Institutional control over funds from outside agencies is maintained through university policies, state and federal wording in contracts, auditing, and oversight by the Director of Sponsored Programs and the Office of Business and Financial Affairs. The University's Research Guidelines specify the policies and procedures for the principal investigator (**Guidelines for the Acceptance and Use of Externally Funded Grants and Contracts**). Each sponsored project is assigned a principal investigator who

"bears primary responsibility for technical compliance, completion of programmatic work, fiscal stewardship of sponsor funds, and compliance with administrative requirements of the project."

The Vice President of Business and Financial Affairs of the University is the fiscal designee for sponsored projects. For more information see **C.S. 3.10.5**.

Risk Management

As a part of the University's internal control policy, the University conducts an annual risk assessment. This annual review has been conducted since 2006 and resulted from a request of the University's Internal Audit Committee (**Minutes from Internal Audit Committee**). The annual risk assessment is presented to the University's Board of Trustees at each June meeting. This is a comprehensive evaluation of the University's legal, regulatory, and financial risk. Each department that participates in risk assessment conducts a self-assessment of risk and reports the findings of its evaluation to the Director of Human Resources and Affirmative Action. The departments that participate in this comprehensive evaluation include: Academic Affairs, Admissions, Athletics, Business and Financial Affairs, International Student Services, Financial Aid, Health Services, Human Resources, Administration and Planning, President/Board of Trustees, Police, Registrar, Information Security, and Procurement (**2010-2011 Risk Assessment/Internal Audit Activities**).

The University also maintains certain bonding and insurance coverage to mitigate potential losses. The Educator's Limited Liability policy provides \$7,000,000 per claim per year coverage to the University in cases of "Organization Errors and Omissions including Trustee's and Officer's Liability and Employment Practices Liability." The policy covers the University, the University Foundation, Bennett Health Center, and the Sportsman's Club (**Educator's Limited Liability Policy**).

The crime coverage policy specifies limits of \$100,000 for money and securities on premises and

off premises and \$100,000 for public employee dishonesty per loss. There is also excess coverage for the following position.

Table 3.10.4a. Crime Policy Summary

Position	Coverage
Director of Kilby School	\$50,000.00
Administrative Assistant of Kilby School	\$50,000.00
Administrative Assistant (Advancement)	\$450,000.00
Ticket Manager (Athletics)	\$450,000.00
Cashiers (Business Office)	\$450,000.00
Administrative Assistant (University Events)	\$450,000.00
University President	\$450,000.00
Vice President (Advancement)	\$450,000.00
Controller	\$450,000.00
Director (University Events)	\$450,000.00
Vice President (Business and Financial Affairs)	\$450,000.00

Sources

[2010- Risk Assessment/Internal Audit Activities](#)

[Alabama Safe Program](#)

[Business and Financial Affairs' Organizational Chart](#)

[Bylaws of UNA Board of Trustees](#)

[Check Handling Policies](#)

[Code of Alabama Section 16-51-1 through 16-51-15](#)

[Crime Policy Summary](#)

[Description of Banner](#)

[Educators Limited Liability Policy](#)

[Entertainment Policy](#)

[Foundation Board of Directors](#)

[Foundation Liability Insurance](#)

[Gift Processing](#)

[Gifts in Kind and GIK Form](#)

[Guidelines for the Acceptance and Use of Externally Funded Grants and Contracts](#)

Internal Control Policy

Job Description of VPBFA

Minutes from Internal Audit Committee

Money Handling Procedures and Financial Log

Process to Create and Access Endowed Funds

Process to Create and Access Non-Endowed Funds

Procurement Policy

Purchasing Card Program

Resolution Approving Revised Internal Control Policy

Travel Policies

UNA Foundation Articles of Incorporation

UNA Organizational Chart

University of North Alabama Funds Investment Policy

Vice President for Business and Financial Affairs Resume'

3.10.5 Control of sponsored research/external funds

The institution maintains financial control over externally funded or sponsored research and programs.

Judgment

Compliant

Narrative

Role of the Office of Sponsored Programs

The University of North Alabama supports the acquisition of externally funded or sponsored research through the **Office of Sponsored Programs** (OSP) (**PDF**). The Director of Sponsored Programs reports directly to the Vice President of Academic Affairs and Provost (**Organizational Chart**). This Office of Sponsored Programs provides assistance to faculty and staff with associated grant and contract pre-award activities such as locating funding sources, reviewing proposals, legal review processing, obtaining appropriate endorsements, and other related efforts. The Office of Sponsored Programs oversees all post-award administration of grants and contracts and administers institutional policies such as the Intellectual Property Policy, the Human Subject Policy, and the Animal Use Policy. These policies are required by federal and state agencies and provide the ethical framework within which externally funded research and the results of such activities are managed at the University of North Alabama.

The *Faculty Handbook* describes faculty obligations and responsibilities associated with research and consulting activities (**Faculty Handbook, May 2011, Section 3.5**). According to the *Faculty Handbook*, requests for contractual services or proposals for grants are referred for review and approval by the appropriate officials along with the completion of the "Proposal or Contract Transmittal Sheet." Following the approval of the cost center head and the college dean, the transmittal sheet and the proposal or contract are submitted to the Director of Sponsored Programs. The Director of Sponsored Programs is responsible for these activities and functions. Policies, definitions, and procedures which relate to faculty and staff research and consulting activities are set forth in the **Faculty Handbook, May 2011, Appendix 3.A**.

The Office of Sponsored Programs also provides the institution with financial control and oversight of externally funded or sponsored research and programs. To maintain an accurate description of funds from outside sponsors and associated commitments made by the University, all grant and contract proposals for externally funded research and demonstration projects are processed through the Office of Sponsored Programs. This office provides guidance on meeting sponsor requirements for fiscal compliance, record keeping, reporting and evaluation. The **Guidelines for the Acceptance and Use of Externally Funded Grants and Contracts** outline the budgetary guidelines that must be followed by award recipients. As stated in this document all of UNA's external funding policies comply with the instructions, federal regulations and/or information issued by the Office of Management and Budget (OMB) to federal agencies. OMB circulars, A-21, A-110, A-122, and A-133 can be found on the **U.S. Office of Management and Budget** website. **Time and Effort reporting** is encouraged to ensure compliance with agency audit mandates as well as state, university, and federal auditing guidelines. The Vice President for Business and Financial Affairs is fiscal designee for all externally funded grants and/or contracts (**Guidelines for the Acceptance and Use of Externally Funded Grants and Contracts, Fiscal Designee**). The *Guidelines for the Acceptance and Use of Externally Funded Grants and Contracts* identifies oversight of the grant/contract budget. According to this document, the budget as awarded by the funding agency is followed by the OSP to establish the award in the University's accounting system, Banner. The Principle Investigator is expected to provide the following information:

- Salaries - Any salaries need to be identified by category such as faculty, professional (non-faculty), graduate students, etc., in order to budget in the correct Banner account code (expense line). An exception must be approved for charging the salary of clerical and/or administrative staff. Principle Investigator and co-Principle Investigator salaries need to be identified by the individual.
- Travel – Domestic and foreign travel should be shown separately. If foreign travel is not specified within the budget and prior approval from the agency is required, the approval must be obtained before the travel begins.
- Other direct costs – Other costs need to be identified in sufficient detail to budget them within the appropriate account code in Banner (e.g. lab supplies, consulting, sub-contracts).

- Tuition – Although included as “other” in most sponsor budgets, tuition must be budgeted separately within Banner.
- Facilities and Administrative (F&A) rate – The OSP will assess allowable F&A costs.

Once the budget has been established in Banner, the OSP provides a copy of the budget to the primary investigator for his/her records (**Budget Management Guidelines for Grants and Contracts 2011**). The Office of Sponsored Programs maintains a list of all current grants and pending proposals. This information is included in the President’s Annual Report to the Board of Trustees for the University of North Alabama at its annual meeting in June and becomes a part of the permanent record for the University.

Relationship with the University of North Alabama’s Foundation

All efforts to seek external funding through private foundations and corporations are coordinated with the UNA Foundation staff and must be approved by either the Vice President for University Advancement and Administration or the Executive Director of the UNA Foundation. The Vice President for Academic Affairs and Provost or the Associate Vice President for Academic Support must be consulted prior to seeking funds of this type. This approval process is required to optimize benefits to the faculty, the University, and the Foundation.

Sources

Budget Management Guidelines for Grants and Contracts 2011

Faculty Handbook, May 2011, Appendix 3.A

Faculty Handbook, May 2011, Section 3.5

Guidelines for the Acceptance and Use of Externally Funded Grants and Contracts

Office of Sponsored Programs

Office of Sponsored Programs PDF

Time and Effort Reporting

U.S. Office of Management and Budget

U.S. Office of Management and Budget PDF

UNA Organizational Chart

3.11.1 Control of Physical Resources

The institution exercises appropriate control over all its physical resources.

Judgment

Compliant

Narrative

The University of North Alabama exercises appropriate control over all its physical resources. The University makes use of both external and internal audits, as well as multiple oversight offices. Several key personnel share the responsibility for control of the University's physical resources including the Director of Procurement, Controller, and Director of Facilities. All of these department heads report to the **Vice President for Business and Financial Affairs (PDF)**. Additionally, the Directors of **University Events (PDF)** and **Housing (PDF)** are in charge of scheduling and coordinating usage of certain campus facilities, and an online request system, **Express Request (PDF)**, is used to facilitate this process. These additional supporting departments report to the **Vice President for Student Affairs, (PDF)**.

The University has **policies and procedures (PDF)** in place for purchasing and inventorying physical resources. The **Office of Procurement (PDF)** is responsible for maximizing savings to the University through judicious and ethical purchase of material, equipment, supplies, and designated services. Every expenditure is for the direct benefit of the University. There is a **standard process (PDF)** by which purchases are made, and an **online requisition system (PDF)** is utilized. The University conducts business with all suppliers in a fair and ethical manner. The University subscribes to the **Code of Ethics (PDF)** of the National Association of Educational Procurement and abides by the State of Alabama competitive bidding laws (**Code of Alabama 1975, 41-16-20 Competitive Bid Law-Public Contracts; Title 39-Public Works Expenditures**). The University maintains an **inventory** of all capital equipment as required by the State of Alabama, and external audits are conducted by the **Alabama State Examiners of Public Accounts (PDF)** annually. The University maintains insurance coverage (**State Insurance Fund**

Website: Insurance Order 2011) with the State of Alabama. A **report** (note bookmark) is submitted to the State's Department of Finance Division of Risk Management annually.

The **Controller's Office (PDF)** is responsible for oversight of the University's fleet of vehicles. Vehicles are used for university business only. Specific **policies** are in place that detail acceptable vehicle usage, and vehicles are requested via standard university **procedure**. In addition, the Controller's Office has oversight of off-campus university property that is for rent or lease, and any other property not otherwise supervised by the Department of Housing. The Controller and Director of Housing coordinate efforts with the Director of Facilities to aid in managing these properties including regular upkeep and maintenance.

Control over the physical facilities of the University is ensured by periodic assessment of all buildings and space through a **Facilities Inventory** required by the Alabama Commission on Higher Education (ACHE). This document indicates the overall square footage and net assignable building area by funding category. A total of 874,423 net assignable square feet is allocated to general operation with 354,626 assigned to auxiliary (housing). The Facilities Master Plan describes in detail the planned projects and renovations that the University has completed or scheduled for 2011-2012 (**Facilities Master Plan Descriptions**) to maintain the physical resources. A listing of projects and/or renovations from 2006-2010 illustrates the range of projects and/or renovations that the University has completed during that time period (**UNA Deferred Maintenance 2006-2010**). The University and the Board of Trustees are committed to maintaining facilities to support the University's programs and services (**Sample Deferred Maintenance Resolution by Board of Trustees**).

Any theft of inventory or breach of security is reported to, and investigated by **University Police (PDF)**. University Police Officers also aid in control of physical resources through patrol on foot, bicycles, motorized scooters, Segways, and in patrol cars 24 hours a day, 7 days a week, year around, to protect and secure the campus and local assets. Officers perform patrol activities and

other assignments in both uniform and plain clothes. The entire campus receives patrol coverage to prevent crime and to detect security and safety violations.

Sources

[Bidding Process](#)

[Code of Alabama, 1975, 41-16-20 PDF](#)

[Controller's Office](#)

[Controller's Office PDF](#)

[Department of Housing](#)

[Department of Housing PDF](#)

[Express Request](#)

[Express Request PDF](#)

[Facilities Inventory](#)

[Facilities Master Plan Descriptions](#)

[Inventory 8-12-2010 PDF](#)

[Motor Pool Policy PDF](#)

[Online Requisition Manual Banner Finance](#)

[Online Requisition Manual Banner Finance PDF](#)

[Procurement Office](#)

[Procurement Office PDF](#)

[Purchasing Code of Ethics](#)

[Purchasing Policies and Procedures PDF](#)

[Purchasing Process Flow](#)

[Purchasing Process Flow PDF](#)

[Sample Deferred Maintenance Resolution by Board of Trustees](#)

[UNA Deferred Maintenance 2006-2010](#)

[University Events](#)

[University Events PDF](#)

[University Police](#)

[University Police PDF](#)

[Vehicle Request Form PDF](#)

[Vice President for Business and Financial Affairs](#)

[Vice President for Business and Financial Affairs PDF](#)

[Vice President for Student Affairs](#)

[Vice President for Student Affairs PDF](#)

3.11.2 Institutional environment

The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community.

Judgment

Compliant

Narrative

The University of North Alabama takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community. Policies and procedures relating to health and safety are articulated in documents such as the campus **Health and Safety Manual** and the **Student Affairs Crisis Manual**, which are made available to employees and students. Multiple offices and department heads assume responsibilities for health, safety, and security. The University Police Department is a full service law enforcement agency established to provide the highest degree of safety and security possible for the University of North Alabama community. The Campus Safety Officer works closely with the Director of Facilities to ensure that buildings are regularly checked for safety deficiencies. The University Health and Wellness Center is designed to meet the basic health care needs of the students and employees. Additionally, the Safety and Emergency Preparedness Committee reviews information and serves as an advisory committee on the University's emergency/disaster preparedness and other safety and health matters.

University Police

The **University Police Department** ([PDF](#)) employs Alabama-certified law enforcement officers. Officers patrol on foot, bicycles, motorized scooters, Segways, and in patrol cars 24 hours a day, 7 days a week, year around, to protect and secure the university community. Officers perform patrol activities and other assignments in both uniform and plain clothes. The University Police Department is committed to the prevention of crime and the protection of life and property. Like many municipal, county, and state law enforcement agencies, University Police has a Criminal Investigations Division dedicated to investigating crimes occurring on campus, an Emergency Response Team, and other specialized units responsible for duties unique to the campus

environment. Officers are committed to providing personal and property safety information to students and employees to help make educational, living, and working experiences on campus as enjoyable and crime-free as possible.

The University Police Department website provides direct access to programs and information designed to make the campus safe for faculty, staff, students, and visitors. Example programs include the **Student Nighttime Auxiliary Patrol, or SNAP (PDF)**, which makes officers available to escort students and employees around the campus at night; **Operation ID (PDF)**; **CARE (Campus Assistance Referral and Evaluation) Team (PDF)**; and the **Crime Watch/Silent Witness (PDF)** program. Examples of information available for quick and easy access include the **Campus Safety Guide** and other **emergency guidelines (PDF)** such as weather-related emergency procedures. In addition to making information available via the website, the Department has taken a proactive stance against the crimes that are most prevalent on campus by designing and purchasing signage to enhance the awareness of the community. Emergency call stations, or “blue poles,” are strategically placed throughout campus to provide immediate contact with Public Safety in the case of an emergency.

In addition to the staff of full-time university police officers, the University Police Department works closely with, and receives support from, the Florence Police Department, Lauderdale County Sheriff’s Department, Alabama State Troopers, Alabama Alcoholic Beverage Control Board, and the Federal Bureau of Investigation. These agencies are contacted when assistance is needed, and fostering healthy working relationships with these federal, state, county, and local law enforcement agencies is a continual goal.

The University Police Department adheres to all reporting requirements of the **Clery Act (PDF)**. The **annual disclosure** of campus crime statistics is prepared by the University Police Department in conjunction with the Offices of Student Affairs, Judicial Affairs, and the Florence Police

Department. In addition to annual disclosures, the University Police Department issues **timely warnings** (**PDF**) to the campus when specific criminal activity becomes known, and copies of specific police reports can be obtained via **online request** (**PDF**).

The University Police Department has a mission to provide a safe and secure environment to the university community. This vision of the Department is clear and can be summarized as follows:

- The University must maintain a safe and secure environment, free from the distraction of criminal activity and disorder, for the pursuit of education and scholarship that brings people to the University of North Alabama.
- The University Police Department firmly believes in a community-oriented problem-solving philosophy. The core components of the philosophy are prevention, partnerships, and problem solving.
- Officers are committed to preventing crime and disorder, and focus their efforts on eliminating the underlying causes of those problems.
- The University Police Department actively engages in partnerships with the community to address and solve problems.
- Partnerships are the foundation of effective problem solving, safety, security and crime prevention. Through these partnerships and collaborative problem solving, officers deal with problems, prevent crime, and help maintain a community free of disorder and safe from natural and man-made disasters.

Campus Safety Officer

The Campus Safety Officer works closely with the Director of Facilities to ensure that buildings are regularly checked for safety deficiencies. The Campus Safety Officer also oversees the **receiving of hazardous substances** (**PDF**), and assures that hazardous wastes are removed in an appropriate and timely manner. In addition to internal oversight by the Campus Safety Officer, external agencies conduct regular safety audits, examples of which include **fire extinguisher** and **elevator inspections**.

University Health and Wellness Services

The **Department of University Health and Wellness Services** (**PDF**) is dedicated to promoting

optimum wellness by providing targeted medical, counseling, and disability support services to aid and equip students to successfully reduce the individual roadblocks to their personal and academic success. The Health and Wellness Center, located in the Bennett Infirmary, is an outpatient, acute care clinic designed to meet the basic health care needs of students and employees. The Health and Wellness Center is staffed with registered nurses, nurse practitioners, physicians, counselors, and administrative personnel. Services available include: treatment of short-term illnesses and minor injuries; basic physical exams; pap smears; allergy injections; select immunizations and vaccines; wellness screenings; and health education offerings. Student counseling services are also located in the Health and Wellness Center. In addition to the health services provided by the Center, the professional staff has developed and implemented health related policies and procedures such as the **pandemic influenza plan** to increase awareness and preparedness for potential health related emergencies before they are realized and is proactive in **educating students**, faculty, and staff about potential health threats.

Student counseling services (PDF) are also provided in the Health Center. These services are available for on-campus as well as distance education students (**On-line Mental Health Services, PDF**). Counselors can help with a wide variety of issues that students encounter. Issues addressed include: significant behavioral or mood changes (depression), anxiety/stress management, adjustment to campus life, alcohol and substance abuse, relationship problems, eating concerns and body image, self-esteem, grief and loss, anger management, gender identity issues, sexual concerns, spirituality issues, and suicide prevention (**Counseling Services, PDF**). Addressing issues of this type is an important part of maintaining a healthy, safe and secure university community.

Safety and Emergency Preparedness Committee

The **Safety and Emergency Preparedness Committee (PDF)** is a Shared Governance task committee with the following charge:

- to serve as an advisory committee on the University's emergency/disaster preparedness and other safety and health matters
- to continually review the University's emergency/disaster preparedness plans and other policies and procedures on allied safety and health matters
- to develop and edit the University Safety and Health Manual
- to gather information about the University's emergency/disaster preparedness plans and on other allied safety and health matters and assess University performance in these areas in light of the information obtained
- to propose changes in the University's emergency/disaster preparedness plans and in other policies and procedures on allied safety and health matters

The Safety and Emergency Preparedness Committee is composed of 19 members including administrators, faculty, and staff. The Committee schedules monthly meetings during the fall and spring semesters, and [minutes](#) ([PDF](#)) are posted on the Committee's website. The Committee reports directly to the Vice President for Student Affairs, and a [summary report](#) ([PDF](#)) is submitted at the end of each year. The Safety and Emergency Preparedness Committee was responsible for developing the University's Health and Safety Manual, and the Committee edits that document as needed.

In addition to the University Police Department, Campus Safety Officer, Health and Wellness Center, and the Safety and Emergency Preparedness Committee, the Division of Student Affairs has implemented an emergency communications system known as [Lion Alert](#) ([PDF](#)). The system allows students, faculty, and staff to receive time-sensitive emergency messages in the form of e-mail, voice, and text messages. Everyone who has a University of North Alabama e-mail address receives emergency alerts to their campus e-mail address. Students, faculty, and staff may also voluntarily provide phone contact information so as to receive text and voice messaging notification. Although this portion of the Lion Alert service is optional, enrollment is strongly encouraged.

Internet Security

Students enrolled at the University of North Alabama (both on-campus and through distance education) are identified with a unique user name and password which gives them access to their course homepage, as well as their campus e-mail, billing, registration, grade reports, and other services. The unique user name/password provides electronic security for academic processes involved in coursework as well as for those activities identified above. All UNA students (both traditional and distance learning) are issued a user name and password at the time they are admitted to the university. Information clarifying the use of students' user names/passwords (within UNAPortal) is available in a variety of places, including the University's [website \(PDF\)](#), the [**Schedule of Classes, p. 17**](#) and, specifically for Distance Learning Students, on the [**Distance Learning website \(PDF\)**](#) and in the [**University of North Alabama Distance Learning Policies and Procedures Manual**](#). Section 1.9 of the *University of North Alabama Distance Learning Policies and Procedures Manual* notes that:

1.9 IDENTIFICATION OF STUDENTS *The student who registers for an online course must be the same individual who completes the coursework and receives the course credit; this is verified through the use of a secure login and password. Each university student is issued a unique user name (created by the UNA Portal system) which also provides authenticated access to other systems (Banner, ANGEL, etc.) A secure login and password is required to access the student's account, including the course homepage.*

Sources

[Annual Safety and Security Report](#)

[Campus Safety Guide](#)

[CARE Team](#)

[CARE Team PDF](#)

[Clery Act Information](#)

[Clery Act Information PDF](#)

[Clery Act Timely Warnings](#)

[Clery Act Timely Warnings PDF](#)

[Crime Watch/Silent Witness](#)

[Crime Watch Silent Witness PDF](#)

[Elevator Inspections](#)

[Emergency Management](#)

[Emergency Management PDF](#)

[Fire Inspections](#)

[Hazardous Substances](#)

[Hazardous Substances PDF](#)

[Health and Safety Manual](#)

[Health and Wellness Services](#)

[Health and Wellness Services PDF](#)

[Incoming Student Flu Letter](#)

[Lion Alert](#)

[Lion Alert PDF](#)

[Operation Identification](#)

[Operation Identification PDF](#)

[Pandemic Flu Plan](#)

[Police Report On-line Request](#)

[Police Report On-line Request PDF](#)

[Safety and Emergency Preparedness Committee](#)

[Safety and Emergency Preparedness Committee PDF](#)

[Safety and Emergency Preparedness Committee Minutes](#)

[Safety and Emergency Preparedness Committee Report](#)

[*Schedule of Classes, Fall 2011, p. 17*](#)

[Student Affairs Crisis Manual](#)

[Student Nighttime Auxiliary Patrol \(SNAP\)](#)

[Student Nighttime Auxiliary Patrol \(SNAP\) PDF](#)

[UNA Distance Learning Frequently Asked Questions](#)

[UNA Distance Learning Frequently Asked Questions PDF](#)

[*UNA Distance Learning Policies and Procedures Manual*](#)

[UNA Frequently Asked Questions](#)

[UNA Frequently Asked Questions PDF](#)

[UNA Health and Wellness Center](#)

[UNA Health and Wellness Center PDF](#)

[UNA Health and Wellness Center On-line Mental Health Services](#)

[UNA Health and Wellness Center On-line Mental Health Services PDF](#)

[UNA Health and Wellness Center Student Counseling Services](#)

[UNA Health and Wellness Center Student Counseling Services PDF](#)

University Police Department

University Police Department PDF

UNA Student Handbook & Planner, 2011-2012, pp. 41-42

3.11.3 Physical facilities

The institution operates and maintains physical facilities, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities.

Judgment

Compliant

Narrative

The campus occupies approximately 200 acres of landscaped rolling hills and, with the exception of the recently acquired East Campus acreage and two athletic fields located at nearby parks, all primary administrative, educational, and recreational facilities on campus are accessible to pedestrians within about a 10-minute walk or less (**Campus Map**). A pedestrian bridge links the Guillot University Center and the Amphitheater making the core campus handicapped accessible.

The University of North Alabama operates and maintains physical facilities that appropriately serve the needs of its educational programs, support services, and other mission-related activities. The campus consists of approximately 58 buildings of which eight are residential facilities currently housing approximately 1,199 students (Fall 2011). The University has a main campus and a satellite campus (East Campus) one mile away. The campus also leases instructional facilities in China for use with its China MBA program (**UNA Off-Campus Instructional Sites**). The maintenance and successful operation of those facilities is managed as part of the lease agreement. The **Campus Master Plan, 2010** assessed the existing assignable capacity sufficient to meet current needs associated with the support of 50 programs and corresponding administrative activity managing all university affairs. The space assessment for the Campus Master Plan included most of the departments located on the campus. The current space assigned to these departments included in the assessment totals 835,729 assignable square feet. The assessment produced formula-based space needs calculations for each department. Based on current conditions the University's calculated space need was determined to be about 823,650 assignable square feet or a net aggregate surplus of nearly 12,100 assignable square feet. Additional documentation is provided through the Facilities Inventory required by the Alabama

Commission on Higher Education (ACHE). This document indicates the overall square footage and net assignable building area by funding category. A total of 874,423 net assignable square feet is allocated to general operation with 354,626 assigned to auxiliary (housing). When comparing the net assignable square footage (NASF) utilized for classrooms and service per full time equivalent students, the University of North Alabama ranks 5th highest among the fourteen senior institutions in the State of Alabama (**Space Inventory Comparison ACHE Fall 2009**). The NASF per FTE for the University is only slightly lower (19.98 versus 20.03) when compared to the University of Alabama, Huntsville, an institution with similar enrollment. In addition, the most recent **Faculty Attitude Survey** (2010-2011) indicates that the majority of faculty are comfortable in the buildings in which they work on campus.

The Director of the **Facilities Administration and Planning Department** (**PDF**), or Physical Plant, is responsible for the oversight of operations and maintenance of approximately 58 buildings, and the surrounding 200 acres. The Physical Plant is organized into **Building Maintenance** (**PDF**), **Grounds Maintenance** (**PDF**), and **Custodial Services** (**PDF**) Departments. The Director reports to the **Vice President for Business and Financial Affairs** (**PDF**) and is supported by an Assistant Director of Facilities Project Manager, Maintenance Clerk, and Administrative Assistants. The Director of Facilities is charged with documenting operation and maintenance activities each year through submission of annual reports (**2008-2009**, **2009-2010**, and **2010-2011**) an **action plan 2009-2010** to the administration, and by fulfilling annual reporting requirements of the **Alabama Commission on Higher Education** (**PDF**) (**Space Data Report for ACHE**).

Maintenance

All departments within the Physical Plant are dedicated to maintaining physical facilities, both on and off campus, that appropriately serve the needs of the institution's educational programs and support services. This is accomplished through the maintenance, repair, and general upkeep of all

the campus buildings and grounds. Based on the latest **ACHE Report, p. 3**, this encompasses every structure on campus described by a gross square footage of 1,771,441. The University assesses a facility fee to all students enrolled in on-campus courses. This fee, assessed at \$10 per credit hour, has previously generated approximately \$1.3 million per year to address deferred maintenance issues. For FY 2011-2012, a portion of this fee has been dedicated for the new Science and Technology Facility with approximately \$1 million budgeted for addressing deferred maintenance issues (budget approval expected, Board of Trustees to consider September 2011).

University Deferred Maintenance Plan

In addition to work request responses, the Facilities Department works from task lists derived from a **master preventative maintenance plan** last updated on May 20, 2011. This plan is approved annually by the Executive Council and the Board of Trustees. During the last five years, the Facilities Department renovated Willingham Hall and Keller Hall replacing old windows with energy efficient single pane windows, painting walls and replacing flooring. Collier Library, the East Campus Building, and the Guillot Center either received a new roof or some roof repair. New HVAC units have been placed in the Guillot Center and Willingham Hall (**Deferred Maintenance Plan**). This general building repair and upkeep improves utility costs while managing risk of deterioration on old buildings and new. As a result of ongoing maintenance, the University reported to ACHE in 2009 that 92.97% of its current facilities were in fair, satisfactory, or good condition (**ACHE Condition of Buildings Fall 2009**).

To assist with the organization and prioritization of requests, the management of the Physical Plant has adopted a work approval system with **online work order requests (I-Service Help Desk Webpage PDF)** that provides fair treatment to all clients with facilities requirements. This system **organizes and tracks** work request receipt dates, descriptions, building locations, work types, craft assignments, and completion dates for the hundreds of requests that are submitted. Automated e-mails are generated to keep all responsible parties updated. This new process has created a user friendly approach for maintenance requests and has eliminated any potential

miscommunication, while providing a mechanism for the Facilities Department to organize and prioritize appropriately.

Current Plan and Future Construction

Recent renovations and/or buildings completed include the remodeling of two traditional style residence halls to meet the needs of today's student (Rice and Rivers Hall complex) at a cost of approximately \$2.5 million and the building of a new maintenance facility completed in 2011 at a cost of approximately \$4.3 million. This facility added approximately 26,000 square feet to the University's total square footage. Construction projects are underway for three new buildings on the main campus and will provide more than 127,000 additional square feet of assignable space. Additions to Norton Auditorium in the form of a Black Box Theatre began in the spring semester of 2011. Completion is expected by spring 2012. Construction will begin in the fall semester of 2011 on a new building near the entrance of campus, referred to as Student Commons and Academic Resource Center. It will house a new bookstore, at least three new food concepts and two floors of academic space. Completion of the Student Commons and Academic Center is anticipated by spring 2013. Also approved for construction is a new state-of-the-art science building. It will be located just south of Flowers Hall and Bennett Infirmary on the west side of campus. The science building will provide over 100,000 square feet of new instructional and laboratory space enhancing the expanding science curriculum. Construction for the science building is expected to begin by spring of 2012 and projected for completion by fall of 2013.

Infrastructure Development Committee

The Facilities Administration and Planning Department and the **Infrastructure Development Committee** ([PDF](#)) support efforts to effectively operate and maintain the University's physical resources and is given the following charge:

- To review and recommend updates to the **campus master plan** on a periodic basis

- To evaluate recommendations concerning campus facilities that may need renovation or repairs as well as the need for new facilities or modified use of existing facilities
- To prioritize the needs for renovation and repairs to campus facilities and infrastructure, including major technology components
- To review all of these needs in light of the long-range goals of the University
- To communicate its deliberations and findings to the President, and after discussion with the President, to the university community

This Committee is composed of representatives from across campus ensuring input and connectivity between the campus and the physical plant. The Committee meets on a regular basis, and **minutes** (**PDF**) of the meetings are posted on the Shared Governance Task Committee website.

Facilities and Technology Resource Management

Within the current capacity provided the University has over 125 classrooms for academic study. Over the last five years all of these classrooms have been updated to **"Smart" Classrooms** supporting audio/video needs with the latest technologies. A comprehensive Local Area Network (LAN) connecting the majority of buildings at the UNA Main Campus and UNA East Campus is in place to provide faculty, staff, and student access to the internet, the UNA Portal, and many other applications. More information can be found on the **Computer and Telecommunication Services** (CTS) website (**PDF**). The LAN provides a high-performance local area network using a combination of 1GB and 10GB fiber optic cable and 100Mb Cat5 cable. This provides 100Mb per second connectivity to the desktop. Supporting the internet, UNA has a current bandwidth speed of 55Mb per second. UNA utilizes the Alabama Supercomputer Network located in Huntsville as its internet service provider (ISP). The internet connection is balanced, stable, and protected from spam and malware. The eight residence halls share a separate 20Mbs connection to the Alabama Supercomputer Network. (See **C.R. 2.11.2** for additional information).

Sources

ACHE Condition of Buildings Fall 2009

[Alabama Commission on Higher Education](#)

[Alabama Commission on Higher Education PDF](#)

[Building Maintenance](#)

[Building Maintenance PDF](#)

[Campus Map](#)

[Campus Master Plan, 2010](#)

[Computer and Telecommunication Services](#)

[Computer and Telecommunication Services PDF](#)

[C.R. 2.11.2](#)

[Custodial Services](#)

[Custodial Services PDF](#)

[Deferred Maintenance Projects Chart](#)

[Facilities Administration and Planning](#)

[Facilities Administration and Planning PDF](#)

[Facilities Annual Action Plan 2009-2010](#)

[Facilities Annual Report 2008-2009](#)

[Facilities Annual Report 2009-2010](#)

[Facilities Annual Report 2010-2011](#)

[Facilities Inventory 2009](#)

[Facilities Master Plan \(Deferred Maintenance Plan\)](#)

[Faculty Attitude Survey, 2010-2011](#)

[Grounds Maintenance](#)

[Grounds Maintenance PDF](#)

[Infrastructure Development Committee](#)

[Infrastructure Development Committee PDF](#)

[Infrastructure Development Committee Meeting Minutes](#)

[Infrastructure Development Committee Meeting Minutes PDF](#)

[I-Service Desk \(Work Orders\)](#)

[I-Service Desk \(Work Orders\) PDF](#)

[I-Service Desk Sample Work Orders Received](#)

["Smart" Classrooms](#)

[Space Data Report for ACHE](#)

[Space Inventory Comparison ACHE Fall 2009](#)

[UNA Campus Master Plan, 2010](#)

[UNA Off-Campus Instructional Sites](#)

[Vice President for Business and Financial Affairs](#)

[Vice President for Business and Financial Affairs PDF](#)

3.12.1 Substantive change

The institution notifies the Commission of changes in accordance with the substantive change policy and, when required, seeks approval prior to the initiation of changes.

Judgment

Compliant

Narrative

UNA adheres to the substantive change policy of the Commission on Colleges (COC) of the Southern Association of Colleges and Schools (SACS). The University notifies the Commission of any significant modification or expansion of the nature and scope of changes as specified in the Substantive Change for Accredited Institutions of the Commission on Colleges **Policy Statement** and seeks prior approval of changes when required. According to the substantive change policy, a university must provide notification in the form of a letter from the institution's chief executive officer to the president of the Commission summarizing the proposed change and providing the intended implementation date. Since UNA's last reaffirmation by the SACS COC in 2002, the University has submitted notifications of substantive changes (as well as any requested follow-up) as outlined in Table 3.12.1; these notifications have been acknowledged and accepted.

Table 3.12.1. Summary of substantive changes and SACS COC approval since last reaffirmation, 2002

Description of Substantive Change	Approval by SACS COC
Notification of change in instructional delivery for the University's China M.B.A. program. (<u>March 11, 2003</u>)	On <u>March 26, 2003</u> , SACS Commission on Colleges acknowledged notification. The University increased reliance on classroom teaching with distance learning technology used as a supplement within the China M.B.A. program.
Notification of the University's proposed online Master of Science in Nursing (M.S.N.) program. (<u>January 24, 2006</u>)	On <u>February 20, 2006</u> , SACS Commission on Colleges acknowledged notification, including recognition that UNA contracts with Jacksonville State University (also a SACS COC-accredited institution) to deliver 12 of the credit hours. The SACS COC requested additional information (below).

Notification of faculty roster qualifications submitted as part of the online M.S.N. program. (<u>March 7, 2006</u>)	On <u>March 24, 2006</u> , SACS Commission on Colleges accepted information provided on nursing faculty qualification and requested clarification regarding discipline-specific library resources.
Notification of the library's resources relating to online M.S.N. program. (<u>April 11, 2006</u>)	On <u>May 23, 2006</u> , SACS Commission on Colleges accepted the notification and approved the University's online M.S.N. program.
Notification of the University's online B.A. and B.S. in Sociology programs. (<u>December 5, 2006</u>)	On <u>January 10, 2007</u> , SACS Commission on Colleges acknowledged notification and required no further information.
Notification that the Master of Science in Criminal Justice program would soon reach or move beyond the 25% mark of offering curriculum online. (<u>July 17, 2009</u>)	On <u>November 19, 2009</u> , SACS Commission on Colleges acknowledged the University's notification that the Master of Science in Criminal Justice program would soon reach or move beyond the 25% mark of offering curriculum online. No additional information was required.
Notified SACS Commission on Colleges that ten undergraduate programs and three graduate programs would soon reach or move beyond the 25% mark of offering curriculum online and the Master of Science in Criminal Justice program would soon exceed 50% of offering curriculum online. (<u>August 11, 2010</u>)	On <u>November 3, 2010</u> , the SACS Commission on Colleges acknowledged the University's notification that ten undergraduate programs and three graduate programs would soon reach or move beyond the 25% mark of offering curriculum online and that some programs may soon exceed offering 50% or more of the curriculum electronically. The Commission required no additional information.
Notified SACS Commission on Colleges that four undergraduate programs would soon reach or move beyond the 25% mark of offering curriculum online. Also notified SACS COC that nine undergraduate programs and three graduate programs would soon reach or move beyond offering 50% of the curriculum online. (<u>July 27, 2011</u>)	Awaiting acknowledgement by the SACS Commission on Colleges.

As of the summer of 2011, all departments must indicate in the appropriate section of their **Annual Reports** if the percentage of classes taught online exceeds 25% or surpasses the 50% mark that would require substantive change reporting. Examples from the **Accounting and Business Law Department, (pp. 5-6)** and from **Computer Information Systems, (pp. 8, 12, 17, 21, 24)** demonstrate use of the annual report for this purpose. In conjunction with the academic deans, the Vice President for Academic Affairs and Provost determines when the increase in online offerings or a proposed curriculum changes constitutes a substantive change. When such

a determination is made, the academic vice president notifies the university president, who then sends a letter of notification to the Commission on Colleges, including any required documentation (**Substantive Change Letter to SACSCOC 2011**).

Sources

Annual Report-Online Percentages-Accounting and Business Law, p. 6

Annual Report-Online Percentages-CIS, pp. 8, 12, 17, 21, 24

SACS COC Substantive Change Policy

SACS Response, Delivery Change MBA (March 26, 2003)

SACS Response, MSCJ (November 19, 2009)

SACS Response, MSN Notification (February 20, 2006)

SACS Response, Nursing Faculty Information (March 24, 2006)

SACS Response, Nursing Library Resources (May 23, 2006)

SACS Response, Online Offerings (November 3, 2010)

SACS Response, Sociology Online (January 10, 2007)

Substantive Change Letter to SACSCOC 2011

UNA Annual IE Report including Online Percentage Reporting

UNA Notification, Instructional Delivery Change, MBA (March 11, 2003)

UNA Notification, MSCJ (July 17, 2009)

UNA Notification, MSN (January 24, 2006)

UNA Notification, Nursing Faculty (March 7, 2006)

UNA Notification, Nursing Library Resources (April 11, 2006)

UNA Notification, Online Offerings (July 27, 2011)

UNA Notification, Online Offerings (August 11, 2010)

UNA Notification, Sociology Online (December 5, 2006)

3.13.1 Compliance with other Commission policies

Any institution seeking or holding accreditation from more than one U.S. Department of Education recognized accrediting body must describe itself in identical terms to each recognized accrediting body with regard to purpose, governance, programs, degrees, diplomas, certificates, personnel, finances, and constituencies, and must keep each institutional accrediting body apprised of any change in its status with one or another accrediting body.

Judgment

Compliant

Narrative

Institution Regional Accreditation

Using the language specified by the Commission on Colleges, as reflected below, the University reports its current status with SACS COC through a number of sources including its website ([UNA Accreditations, PDF](#)), the [undergraduate](#) and the [graduate](#) catalogs.

The University of North Alabama is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor's, master's and education specialist degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of the University of North Alabama.

UNA has received continuous reaffirmation of accreditation by the Southern Association of Colleges and Schools (SACS) ever since the date of its initial reaffirmation in 1934. UNA last received reaffirmation of accreditation by the Commission on Colleges of SACS in [2002](#). SACS COC is the only regional accrediting body recognized by the U.S. Department of Education through which the University as an institution is accredited.

Sources

[UNA Accreditations](#)

[UNA Accreditations PDF](#)

[UNA Undergraduate Catalog, 2011-2012, p. 3](#)

[UNA Graduate Catalog, 2011-2012, p. 3](#)

[UNA Accreditation Status with SACS COC](#)

3.13.2 Policy and Procedures

Member institutions are responsible for notifying and providing SACSCOC with signed final copies of agreements governing their collaborative academic agreements (as defined in this policy). These arrangements must address the requirements set forth in the collaborative academic arrangements policy and procedures. For all such arrangements, SACSCOC-accredited institutions assume responsibility for (1) the integrity of the collaborative academic arrangements, (2) the quality of credits recorded on their transcripts, and (3) compliance with accreditation requirements.

Judgment

Compliant

Narrative

The University of North Alabama has identified two collaborative/consortial academic agreements pertinent to this standard. These are: Dauphin Island Sea Lab, and the Master of Science in Nursing program. All institutions participating in these two collaborative agreements are SACSCOC-accredited institutions. As such all members of the two consortia arrangements are committed to ensuring integrity of academic standards, the quality of credits awarded, and compliance with SACSCOC related accreditation requirements. Provided below is a description of the two arrangements.

Consortial Relationships

Dauphin Island Sea Lab. The University of North Alabama maintains a consortial relationship with the **Marine Environmental Sciences Consortium (MESC)** ([PDF](#)). This relationship was established by state mandate in **Code of Alabama 1975, Section 16-45-1** and involves the provision of **specialized courses at the Dauphin Island Sea Laboratory (DISL)** ([PDF](#)) near Mobile, Alabama, for UNA students majoring in marine biology as well as the **21 other four-year colleges and universities of Alabama** ([PDF](#)). The program at UNA is administered by the Biology Department of the College of Arts and Sciences. All courses for the degree program are taught on the University's main campus in Florence, Alabama, except for the marine biology courses taught at DISL.

The DISL Board of Directors, the major oversight body, consists of all member institution

Presidents ("Chief Executive Officers, etc."). However, as stated in **Code of Alabama 1975, Section 16-45-1**, "The board of directors shall determine the overall program and general policies of the consortium in accordance with the provisions of this chapter as now enacted or as the same may be hereafter amended" and "The board may elect or appoint such officers as it deems desirable, ..., to have such responsibilities and to exercise such authority as the board may from time to time prescribe." Since its creation in 1971, the Board has appointed a Director of DISL and a Program Committee made up of **Campus Liaison Officers** from all Marine Environmental Science Consortium member institutions to provide guidance and direction in summer university programs and advice to the Director. This program committee has oversight and input on all summer university course offerings, course composition, course rigor and level, and hiring of course instructors including some input in selection of resident DISL faculty in addition to the visiting faculty that may often teach the summer university program courses.

The University has one faculty member appointed by the President who serves as liaison officer to MESC. This faculty member serves as a member of the MESC Program Committee, which meets regularly to advise the University Programs chair in planning academic programs and to aid in maintaining the quality of all courses/programs offered at the Dauphin Island Sea Lab. All courses approved by the MESC Program Committee must then be approved by the appropriate university departmental curriculum committee, College of Arts and Sciences Curriculum Committee, and University Curriculum Committee. Procedures providing for the maintenance of standards of quality are incorporated into the policies of the University through departmental-, college-, and university-level curriculum committees. All educational programs provided to the University through the Marine Environmental Sciences Consortium relationships and contractual agreements are scrutinized first by respective departmental and college curriculum committees and finally by a university-level curriculum committee.

Contractual Agreements

Master of Science in Nursing. The University of North Alabama maintains a **contractual agreement** with Jacksonville State University (JSU) for nursing program courses in the Master of Science in Nursing program. (**MSN Letter of Intent-SACS 1-11-06**; **MSN Letter of Intent-SACS e-mail 1-11-06**; **Cale Letter to SACS - MSN Nursing**).

There is a **Memorandum of Agreement** between the College of Nursing of Jacksonville State (JSU) and the College of Nursing and Allied Health (CONAH) at UNA that spells out the responsibilities of each party. JSU maintains accreditation through the same body that accredits UNA's nursing program, the Commission on Collegiate Nursing Education (CCNE). With CCNE accreditation, the quality of JSU's program and its courses meet accepted standards of the profession. In addition, **Jacksonville State University** is accredited by SACSCOC and meets standards established by that organization. The deans and faculty of both programs are in frequent communication via phone, e-mail, and informal meetings. JSU faculty course evaluations are obtained annually and reviewed by UNA's Online Nursing Department (OD) faculty and administration. These documents are in a file in the OD office. Any problem areas found during the review are placed on the agendas of the Level 6 (MSN) faculty meetings and Online Program Effectiveness and Curriculum Committee (OPECC). Changes deemed necessary by the committees are directed through the proper channels and to the proper entities at both UNA and JSU. The problem areas then undergo continual monitoring by OPECC.

The agreement contains the statement that either party can terminate the relationship any time with a 90-day notice. The College of Nursing and Allied Health at UNA reserves that right. The College of Nursing and Allied Health continually evaluates this relationship and all courses to make sure the needs of UNA students and the outcomes of its program are met. The Online Program Effectiveness and Curriculum Committee (OPECC) receives issues of this nature from either the

faculty or administration of the CONAH's Online Nursing Department. Any quality issues are addressed by this committee's action.

Sources

Code of Alabama 1975, Section 16-45-1

Dauphin Island Sea Lab Bulletin

Dauphin Island Sea Lab Bulletin PDF

DISL Campus Liaison Officers

DISL Members - four-year colleges and universities of Alabama

DISL Members - four year colleges and universities of Alabama PDF

Jacksonville State University Catalog Accreditation Page

Marine Environmental Sciences Consortium (MESC)

Marine Environmental Sciences Consortium (MESC) PDF

MSN Letter of Intent-SACS 1-11-06

MSN Letter of Intent-SACS e-mail 1-11-06

President Cale's Letter to SACS - MSN Nursing

UNA-Jacksonville State Memorandum of Agreement

3.13.3 Complaint Procedures Against the Commission or Its Accredited Institutions

Each institution is required to have in place student grievance and public complaint policies and procedures that are reasonable, fairly administered, and well-publicized. (See FR 4.5). The Commission also requires, in accord with federal regulations, that each institution maintains a record of complaints received by the institution. This record is made available to the Commission upon request. This record will be reviewed and evaluated by the Commission as part of the institution's decennial evaluation.

Judgment

Compliant

Narrative

As noted in **F.R. 4.5** the institution has a formalized process for handling student grievance and public complaints associated with the University. Academic complaints and/or grievances are reported through the appropriate academic leadership for resolution beginning with the faculty members, then department chairs, and deans as appropriate. Information regarding the policies and procedures for students who wish to pursue academic complaints and grievances are detailed in the **UNA Undergraduate Catalog, 2011-2012 (pp.49-50 and pp. 58-59)** and the **UNA Graduate Catalog, 2011-2012 (p.17)**. The **UNA Student Handbook and Planner, 2011-2012 (p. 28-30)** refers students who wish to pursue academic complaints and grievances to the appropriate academic department head and with continuation in line to the Vice President for Academic Affairs and Provost.

Non-academic complaints or student grievances are directed to the Office of Judicial Affairs and Student Affairs Assessment for addressing appropriate action and resolution. This procedure is identified in the **UNA Student Handbook and Planner, 2011-2012, pp. 13-19**. The Vice President for Student Affairs as well as the Vice President for Business and Financial Affairs (and designees for both vice presidents) are responsible for policies and procedures for non-academic and harassment complaints. University policy prohibits sexual harassment (**UNA Undergraduate Catalog, 2011-2012, p. 50**). It is the responsibility of all students and employees to assure that the university community is free from sexual harassment. Accordingly, all members of the

university community must avoid any conduct that is or has the appearance of being sexual harassment. The University Ombudsman and the Office of Student Affairs provide information to students about the University's sexual harassment policy. The University's policy on **sexual harassment** as well as the policy on **consensual relationships** are contained in the **Employee Policy Manual and Handbook, pp. 11-14** and **pp. 45-46**. Harassment complaints or grievances are reported in accordance with the procedures stated in the following publications, all of which are available in hard copy and/or electronic formats:

- **UNA Student Handbook and Planner, 2011-2012, p. 31-32**
- **UNA Undergraduate Catalog, 2011-2012, p. 50**
- **UNA Graduate Catalog, 2011-2012, p. 16**
- **UNA Faculty Handbook, 2011 edition, Section 2.8**

An additional avenue available to faculty, staff, and students with regard to grievances and/or complaints is the University Ombudsman. This office addresses complaints and/or concerns by working to resolve faculty, staff, and student complaints through the involvement of all concerned parties, informing all parties of their rights that are established by law, seeking to resolve problems internally, and providing mediation as an alternative to litigation whenever possible. The role of the Ombudsman and contact information are provided in the **UNA Undergraduate Catalog, 2011-2012, p. 50**, the **UNA Graduate Catalog, 2011-2012, p.16**, and the **UNA Student Handbook and Planner, 2011-2012, p. 27**.

Public Concerns

Addressing complaints arising from the public is coordinated through the Office of the Vice President for Academic Affairs and Provost. All public complaints reaching a university office that cannot be satisfactorily addressed by the office are forwarded to the Vice President for Academic Affairs and Provost. All such complaints must be presented in written form, including electronic submissions. The Vice President for Academic Affairs and Provost then 1) responds directly when

possible, 2) forwards the matter to the proper university office for a response, or 3) initiates an investigation, the outcome of which could end the matter or could lead to initiation of grievance or due process proceedings as described in the **Faculty Handbook**. It is the responsibility of the office investigating the complaint to report the final resolution to the Office of the Vice President for Academic Affairs and Provost once the review process has been completed.

Concerns Associated with Accreditation

Concerns associated with the non-compliance of a SACSCOC standard or requirement are handled through the Office of the Vice President for Academic Affairs and Provost. Information about addressing any SACSCOC concern is also provided. The following statement is available on the

UNA website:

*Interested parties may contact the Commission on Colleges to learn about the accreditation status of UNA, to file a third-party comment at the time of the University's decennial review (the next review by the Commission on Colleges is in 2011-2012), or to file a complaint against the University for alleged non-compliance with a SACSCOC standard or requirement. Normal inquiries about the University of North Alabama, such as admission requirements, financial aid, educational programs, etc. should be addressed directly to the University and not to the SACS Commission on Colleges. To contact the University call **256-765-4258**, or write to: Office of the Vice President for Academic Affairs and Provost, University of North Alabama, UNA Box 5041, Florence, AL 35632-0001. To locate contact information for individual departments, see the campus directory at: **<http://www.una.edu/directory/>**.*

Complaint Records

Records associated with formal grievances that fall within the **student conduct procedures** are identified by a case number and include a document that includes the full report, all processes, case outcomes, correspondence, and case notes (**Student Grievance Example, Student Conduct; Student Grievance Resolution, Student Conduct**).

Records generated by the **Office of the Ombudsman**, including the case file which contains

detailed confidential information and identities of all relevant parties, are kept strictly confidential and secure by the University Ombudsman in his/her office. Each case is assigned a unique case number and a confidential case file is created with detailed information. This record is not released unless required by law. At the end of each semester (and summer), a confidential written summary of cases filed with the Ombudsman's Office (with identifying information removed) is provided to the President. (**Ombudsman Log Spring 2011**)

The President's Office maintains documentation on complaints it receives, ranging from a general file for issues that are resolved quickly (i.e., requiring only a few phone calls and/or e-mails) to person-specific files that involve greater attention or that result in an internal grievance or legal action. A similar process is followed for the Office of the Vice President for Academic Affairs and Provost (**Student Complaint Handled by VPAA**).

Sources

Employee Policy Manual and Handbook

Employee Policy Manual and Handbook, pp. 11-14 (Consensual Relationships)

Employee Policy Manual and Handbook, pp. 45-46 (Harassment Policies)

Ombudsman Log Spring 2011

Office of the Ombudsman

Student Complaint Handled by VPAA

Student Conduct Procedures

Student Grievance Example, Student Conduct

Student Grievance Resolution, Student Conduct

UNA Accreditation

UNA Accreditation PDF

UNA Faculty Handbook, 2011 edition, Section 2.8

UNA Graduate Catalog, 2011-2012, p.17

UNA Graduate Catalog, 2011-2012, p.16

UNA Staff and Service Employees' Personnel Handbook, (with 2009 revisions), Section 5.21

UNA Staff and Service Employees' Personnel Handbook, (with 2009 revisions), Section 3.15

UNA Student Handbook and Planner, 2011-2012, pp. 13-19

UNA Student Handbook and Planner, 2011-2012, pp. 24-25

UNA Student Handbook and Planner, 2011-2012, p. 27

UNA Student Handbook and Planner, 2011-2012, pp. 28-30

UNA Student Handbook and Planner, 2011-2012, pp. 31-32

UNA Undergraduate Catalog, 2011-2012, pp. 49-50

UNA Undergraduate Catalog, 2011-2012, pp. 58-59

UNA Undergraduate Catalog, 2011-2012, p. 50

3.13.4 Distance and Correspondence Education

At the time of review by the Commission, the institution must demonstrate that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit by verifying the identity of a student who participates in class or coursework by using, at the option of the institution, methods such as (1) a secure login and pass code, (2) proctored examinations, and (3) new or other technologies and practices that are effective in verifying student identification.

The institution makes it clear in writing that (1) it has processes that protect student privacy and (2) it notifies students of any projected additional student charges associated with verification of student identity at the time of registration or enrollment.

Judgment

Compliant

Narrative

Distance learning students enrolled at the University of North Alabama are identified with a unique user name and password which gives them access to their course homepage, as well as their campus e-mail, billing, registration, grade reports, and other services. The unique user name/password insures that the student who participates in the course work is the same student who registered for the course. All UNA students (both traditional and distance learning) are issued a user name and password at the time they are admitted to the university, and there is no additional charge for this service.

Information clarifying the use of students' user names/passwords (within UNAPortal) is available in a variety of places, including the University's [website \(PDF\)](#), the [Schedule of Classes](#) and, specifically for Distance Learning Students, on the [Distance Learning website \(PDF\)](#) and in the [**University of North Alabama Distance Learning Policies and Procedures Manual**](#), excerpted below.

1.9 IDENTIFICATION OF STUDENTS *The student who registers for an online course must be the same individual who completes the coursework and receives the course credit; this is verified through the use of a secure login and password. Each university student is issued a unique user name (created by the UNA Portal system) which also provides authenticated access to other systems (Banner, ANGEL, etc.) A secure login and password is required to access the student's account, including the course homepage.*

Most online classes have online testing, which uses the same identification system (unique user name/password), but a few classes require proctored exams. A secondary method of identification is used in the event a student takes a proctored exam; in that case two photo IDs must be presented before the student can take an exam. The complete **testing center rules** are published online and are easily accessible to students.

Students may arrange to use the testing services of the Office of Distance Learning to take proctored exams on campus, but for those students who are truly distant and unable to come to the University, it is necessary to arrange for an off-campus proctor. The Distance Learning Office works with students to find a qualified proctor and sends the appropriate materials (including information on administering exam) to the distant site. Information on using an off-campus proctor is available to students on the **UNA Distance Learning** site (**PDF**).

Protecting Student Privacy

The University has processes in place to protect student privacy in accordance with Family Education Rights and Privacy Act (FERPA), as described in the **UNA Student Handbook & Planner, 2011-2012, p. 25**, the **UNA Undergraduate Catalog, 2011-2012, p. 17**, and the **UNA Graduate Catalog, 2011-2012, pp. 15-16**. Additional details covering student records, confidentiality, and the protection of student privacy are offered in the narrative for **C.S. 3.9.2**.

At the present, the University does not have any current or projected additional student charges associated with verification of student identity.

Sources

C.S. 3.9.2

UNA - Frequently Asked Questions - UNAPortal and Password

UNA - Frequently Asked Questions - UNAPortal and Password PDF

UNA Class Schedule - Fall 2011

[UNA Class Schedule - Fall 2011 PDF](#)

[UNA Class Schedule - Fall 2011, p. 17 PDF](#)

[UNA Distance Learning - Frequently Asked Questions](#)

[UNA Distance Learning - Frequently Asked Questions PDF](#)

[UNA Distance Learning Policies and Procedures Manual, p. 6 PDF](#)

[UNA Distance Learning Proctor Information](#)

[UNA Distance Learning Proctor Information PDF](#)

[UNA Distance Learning Testing Center Rules PDF](#)

[UNA Graduate Catalog, 2011-2012, pp. 15-16](#)

[UNA Student Handbook & Planner, 2011-2012, p. 25](#)

[UNA Undergraduate Catalog, 2011-2012, p. 17](#)

3.13.5a Reaffirmation of Accreditation and Subsequent Reports

An institution includes a review of its distance learning programs in the Compliance Certification.

Judgment

Compliant

Narrative

The University of North Alabama has included a review of its distance learning programs within its Compliance Certification.

Distance Learning Courses at UNA

The University of North Alabama's distance learning program has evolved over time from initial offerings through videotaped and videoconference instruction, to courses offered on DVD, to the present when distance learning classes are predominately delivered online. The University offers a variety of courses through distance learning, including many of the general studies classes that all students are required to complete: for example, communications (speech), English, history, mathematics, and social sciences. Other entry-level undergraduate courses such as modern languages (French, Spanish) and introductory education courses are also offered. Additionally, the University offers upper level courses online, especially in the areas of education, history, marketing, management, nursing, political science, and sociology. (All required and elective courses for majors in sociology, marketing, and management are offered online.) Graduate level courses are offered in business, communications, criminal justice, education, history, and nursing, with other disciplines occasionally represented among course offerings (for example, religion, English). Online course offerings are designated in the **class schedules**. In a number of instances the University offers the same course either electronically or through face-to-face delivery. Other courses are offered in online format only.

UNA Degrees Available Online

Complete degrees offered through distance/online learning are the **Master of Business**

Administration (PDF), **Master of Business Administration-Executive Option (PDF)**, **Master of Science in Nursing (PDF)**, **Bachelor of Science in Nursing** (RN to BSN program, **PDF**) **Bachelor of Interdisciplinary Studies (PDF)**, and **Bachelor of Arts or Science in Sociology (PDF)**.

Distance Learning students are subject to and entitled to the same educational opportunities and support services as on-campus students. No distinction is made between on-campus and distance learning courses in regard to academic quality or credit hours earned. By the same token, distance learning faculty are held to the same standards as on-campus faculty.

Distance Learning Demographics

The majority of students in online classes are located in the University's **primary service area** (Northwest Alabama, Northeast Mississippi, and Southern Middle Tennessee), but UNA also has distance learning students scattered across the country (primarily in Alabama, Mississippi, and Tennessee in particular and the Southeast in general). A number of students taking online classes are traditional on-campus students who take selected courses online for convenience (**UNA Distance Enrollment, Fall 2010**). Occasionally distance learning students are located in countries around the world (international students who are ordinarily on campus but have chosen to go home for a semester and university students travelling abroad for military service, work, or pleasure).

MBA – Asia

An exception within the distance learning offerings from UNA is the MBA-Executive Option offered in China and Taiwan. This program is based on the same curriculum used in the online MBA-Executive Option offered in the United States. However, instruction in the Asia program is delivered in face-to-face instruction through weekend classes and is supplemented with electronic resources. This program targets rising managers and mid-career professionals and requires students to have

at least six years of full-time work experience before beginning the program (**UNA Off-Campus Instructional Sites**).

MBA-Asia Faculty. The majority of faculty members teaching in the MBA Asia program are bilingual, with language skill in Chinese and English. A significant percentage of the Chinese part-time faculty members hold doctorates from U.S. institutions and all must undergo the same credential vetting process as the main campus faculty (see **C.S. 3.7.1**). Two of the on-campus professors who regularly teach in the Asia program also speak Chinese. For main campus faculty teaching in the program that do not speak Chinese, a translator is used in Taiwan when needed and sophisticated simultaneous translation technology, similar to that employed at the United Nations, is used in Beijing.

MBA-Asia Student Services. Student recruitment, arrangement for class facilities, and routine clerical details are provided by local service providers. Two corporate service partners facilitate delivery of the MBA-Asia program. In Taiwan, UNA maintains a Memorandum of Agreement with the International University Center (IUC) for recruitment and delivery of on-site administrative support. In Beijing, the University maintains a Memorandum of Agreement with Aura, Inc. for recruitment and delivery of on-site administrative support. The staff of the local service providers works closely with UNA's on-campus MBA Coordinator and Advisor to provide appropriate scheduling and advising assistance to the students. Professional staff located in China and Taiwan process applications, communicate with students, order textbooks, and handle other local administrative details. One of the local professional staff members reviews with each student the program outline provided by UNA. To support this activity, the University's on-campus MBA Coordinator and Advisor conducts annual training for the on-site professional staff members.

MBA-Asia Program Facilities. The University of North Alabama does not maintain a separate campus in any Asian location. The MBA-Asia program is provided as a distance learning program

using face-to-face and electronic delivery via local corporate-supported facilities. Additional support is provided by Kainan University in Taipei (a private university), and Tsinghua University in Beijing (a leading public university in China), particularly in providing access to local library resources. Through an agreement with UNA, MBA-Asia students also have access to resources at the National Library of China.

The service partners—International University Center in Taiwan and Aura Educational Group in Beijing—provide **classroom facilities** comparable to classrooms on the UNA campus. All classrooms include state-of-the art projection equipment. In the Beijing classroom, a simultaneous translation booth, equipment and earphones are provided.

The University has reviewed its distance learning/online programs in the Compliance Certification, including the following standards:

Core Requirements

2.5 - Institutional Effectiveness

2.8 - Faculty

2.9 - Learning Resources and Services

2.10 - Student Support Services

Comprehensive Standards

3.2.14 - Governance and Administration: Intellectual property rights

3.3.1 - Institutional Effectiveness

3.4.1 - Educational Programs: All: Academic program approval

3.4.2 - Educational Programs: All: Continuing education/service programs

3.4.5 - Educational Programs: All: Academic policies

3.4.6 - Educational Programs: All: Practices for awarding credit

3.4.9 - Educational Programs: All: Academic support services

3.4.12 - Educational Programs: All: Technology use

3.5.4 - Educational Programs: Undergraduate: Terminal degrees of faculty

3.7.1 - Faculty: Faculty competence

3.7.2 - Faculty: Faculty evaluation

3.8.1 - Library and Other Learning Resources: Learning/information resources

3.8.2 - Library and Other Learning Resources: Instruction of library use

3.8.3 - Library and Other Learning Resources: Qualified staff

3.11.2 - Physical Resources: Institutional Environment

3.12.1 - Substantive change

3.13.4 - Distance and Correspondence Education

3.13.5a - Reaffirmation of Accreditation and Subsequent Reports

Federal Requirements

4.1 - Student achievement

4.2 - Program curriculum

4.5 - Student complaints

4.6 - Recruitment materials

Sources

UNA Class Schedule - Fall 2011, p. 17

UNA Distance Learning Enrollment - Fall 2010

UNA Distance Learning Enrollment by State, 2010-2011

UNA MBA Executive Option Online Program

UNA MBA Executive Option Online Program PDF

UNA MBA Online

UNA MBA Online PDF

UNA MSN Online Program

UNA MSN Online Program PDF

UNA RN to BSN Online Program

UNA RN-to-BSN Online Program PDF

3.13.5b Reaffirmation of Accreditation and Subsequent Reports

If an institution is part of a system or corporate structure, a description of the system operation (or corporate structure) is submitted as part of the Compliance Certification for the decennial review. The description should be designed to help members of the peer review committees understand the mission, governance, and operating procedures of the system and the individual institution's role within that system.

Judgment

Not Applicable

Narrative

The University of North Alabama is not a part of a system or corporate structure; therefore, this standard does not apply.

3.13.6a Separate Accreditation for Units of a Member Institution

All branch campuses related to the parent campus through corporate or administrative control (1) include the name of the parent campus and make it clear that its accreditation is dependent on the continued accreditation of the parent campus and (2) are evaluated during reviews for institutions seeking candidacy, initial membership, or reaffirmation of accreditation. All other extended units under the accreditation of the parent campus are also evaluated during such reviews.

Judgment

Not Applicable

Narrative

The University of North Alabama has no branch campuses and therefore, this standard does not apply.

3.13.6b Separate Accreditation for Units of a Member Institution

For an extended unit to be eligible for accreditation as a separate institution, it is located in and chartered or incorporated within one of the eleven states, Latin America, or other international sites approved by the Commission on Colleges. Furthermore, if the institution is part of a system covering more than one accrediting region, the locus of administrative control for the institution is within the geographic jurisdiction of the Southern Association of Colleges and Schools.

Judgment

Not Applicable

Narrative

The University of North Alabama has no extended units, nor is it part of a system covering more than one accrediting region, therefore, this standard does not apply.

3.13.6c Separate Accreditation for Units of a Member Institution

If the Commission on Colleges determines that an extended unit is autonomous to the extent that the control over that unit by the parent or its board is significantly impaired, the Commission may direct that the extended unit seek to become a separately accredited institution. A unit which seeks separate accreditation should bear a different name from that of the parent. A unit which is located in a state or country outside the geographic jurisdiction of the Southern Association of Colleges and Schools and which the Commission determines should be separately accredited or the institution requests to be separately accredited, applies for separate accreditation from the regional accrediting association that accredits colleges in that state or country.

Judgment

Not Applicable

Narrative

The University of North Alabama has no extended units, and therefore, this standard does not apply.

3.14.1 Publication of accreditation status

A member or candidate institution represents its accredited status accurately and publishes the name, address, and telephone number of the Commission in accordance with Commission requirements and federal policy.

Judgment

Compliant

Narrative

The University of North Alabama, a member institution since 1934, represents its accredited status accurately and publishes the name, address, and telephone number of the Commission in accordance with Commission requirements and federal policy. The statement is published in both online and print copies of the **Undergraduate Catalog**, the **Graduate Catalog**, and the **Student Handbook and Planner**. It also appears on the University of North Alabama **website**, (**PDF**). The information is presented as follows:

The University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelors, masters and education specialist degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of the University of North Alabama.

To clarify the reason for publishing the address and contact information of the Commission on Colleges as well as to distinguish between the types of questions that should be addressed to the Commission as opposed to the types of queries that should be submitted directly to the institution UNA has added the following statement to its website:

*Interested parties may contact the Commission on Colleges to learn about the accreditation status of UNA, to file a third-party comment at the time of the University's decennial review (the next review by the Commission on Colleges is in 2011-2012), or to file a complaint against the University for alleged non-compliance with a SACSCOC standard or requirement. Normal inquiries about the University of North Alabama, such as admission requirements, financial aid, educational programs, etc. should be addressed directly to the University and not to the SACS Commission on Colleges. To contact the University call **256-765-4258**, or write to: Office of the Vice President for Academic Affairs and Provost, University of North Alabama, UNA Box 5041, Florence, AL 35632-0001. To locate contact information for individual departments, see the campus directory at: **<http://www.una.edu/directory/>**.*

Additionally, in accordance with Commission requirements, the University of North Alabama makes no claims about possible future accreditation status with the Commission on Colleges of the Southern Association of Colleges and Schools, nor does it use the logo or seal of the Southern Association in any of its publications or documents.

Sources

[University Directory](#)

[UNA Graduate Catalog, 2011-2012, p. 3](#)

[UNA Student Handbook, 2011-2012, p. 1](#)

[UNA Undergraduate Catalog, 2011-2012, p. 3](#)

[UNA's Accreditations](#)

[UNA's Accreditations PDF](#)

4.1 Student achievement

The institution evaluates success with respect to student achievement, including as appropriate, consideration of course completion, state licensing examinations, and job placement rates.

Judgment

Compliant

Narrative

The University of North Alabama uses relevant direct and indirect measures to evaluate success with respect to student achievement, including course completion rates, **Collegiate Assessment of Academic Proficiency** (CAAP) results, graduation rates, retention rates, licensing exam results, and job placement results, as outlined below. Students are considered in these data without regard to whether they are on-campus or distance learning scholars.

Course Completion and Performances on Standardized Assessment

The University carefully monitors students' academic performances in core curriculum courses and performances on national standardized tests as part of the **assessment of student achievement**. In addition, the University utilizes student grade distributions to determine trends in student achievement as illustrated by the **Grade Distribution of Core Curriculum Classes, 2003-2008**.

Retention and Graduation Rates. One method of examining course completion is through student retention, progression, and graduation data. The University of North Alabama closely monitors this data as illustrated in a Spring 2009 report, **University of North Alabama Retention, Progression, and Graduation Spring 2009**. As depicted in Table 4.1a, the most recent retention and graduation data show that an average of 66.84 percent of UNA freshmen return for their second year. Furthermore, during this same period, an average 55.29 percent returned for the third year and an average of 44.55 percent returned for their fourth year. (**University of North Alabama Retention, Progression, and Graduation Spring 2009**). The four-year graduation rate averages 13.6 percent and the five-year average is 30.9 percent.

The six-year graduation rate average of 37.57 percent is comparable to the Consortium for Student Retention Data Exchange (CSRDE) peer group average of 38.2 percent.

Table 4.1a. UNA Freshman Student Retention and Graduation Rates: Cohorts 2000 – 2008.

	Entered	Fall '02	Fall '03	Fall '04	Fall '05	Fall '06	Fall '07	Fall '08	Fall '09
Mean	ACT	20.7	20.6	20.6	21.1	21.2	21	20.8	21.2
	HSGPA	2.84	2.97	2.94	2.92	2.96	2.94	2.92	2.97
1st Yr	N =	790	803	856	982	1019	1023	988	1064
2nd Yr	Fall	546	538	580	662	647	3648	705	694
		69.10%	67.00%	67.80%	67.40%	63.50%	63.30%	71.40%	65.20%
3rd Yr	Fall	441	434	451	509	489	482	565	
		55.80%	54.00%	62.70%	61.80%	48.00%	47.10%	57.20%	
4th Yr	Fall	375	379	394	438	393	444		
		47.50%	47.20%	46.00%	44.60%	38.60%	43.40%		
5th Yr	Fall	252	215	223	264	279			
		31.90%	26.80%	26.10%	26.90%	27.40%			
6th Yr	Fall	88	72	72	96				
		11.10%	9.00%	8.40%	10.00%				
Graduation Rate	N =	108	141	110	110	113			
	4 yr	13.20%	17.60%	12.50%	11.00%	11.00%			
	N =	263	275	246	269				
	5 yr	33.30%	34.20%	28.70%	27.40%				
	N =	321	288	283					
	6 yr	40.60%	39.00%	33.10%					

*Each entering class includes all entering freshmen enrolled full-time whose first term is the fall indicated or the previous summer.

Source: Office of Institutional Research, Planning & Assessment

University of North Alabama Freshmen Cohort Retention, Graduation and Transfer Rates

Fall 2001 - Fall 2009.

Additional details on completion rates are provided in [UNA's Data Book \(PDF\)](#), for example, Completions by Semester ([p. 57](#)), Undergraduate Degree Completions by CIP Code ([pp. 64-66](#)), and Graduate Degree Completions by CIP Code ([pp. 67-68](#)).

Licensing Examinations

At the University of North Alabama there are two academic programs in which students participate in the national licensing examinations: Education, in the College of Education, and Nursing, in the College of Nursing and Allied Health. The two licensing examinations help measure students' preparedness for their intended professions. Pass rates for the licensing examinations are part of academic program reviews for these two programs as well as part of their discipline-specific accreditation through the National Council for Accreditation of Teacher Education (NCATE) and the Commission on Collegiate Nursing Education (CCNE). Licensing examination results of their respective students are maintained by the College of Education and College of Nursing and Allied Health. Nursing licensing examination (NCLEX) results show that from 2005 through 2009, nursing students pass rates have consistently been above 90%. During some semesters the pass rate has been 100 percent (See Table 4.1b based on data supplied by the College of Nursing and Allied Health). College of Education PRAXIS results show that passing rates from Fall 2005 through Summer 2010 ranged from 68% to 91%. The average PRAXIS passing rate for the period examined was 82% (See Table 4.1c based on data supplied by the College of Education).

Table 4.1b. College of Nursing and Allied Health NCLEX Scores, 2005-2009.

Semester/Year	Number of Graduates	Number Passing Exam	Percent Passing
Fall 2009	35	34	97%
Spring 2009	34	32	94%
Fall 2008	35	35	100%
Spring 2008	39	39	100%
Fall 2007	35	33	94%
Spring 2007	41	38	93%
Fall 2006	46	46	100%
Spring 2006	32	29	91%
Fall 2005	38	37	97%
Spring 2005	29	27	93%
Average	364	350	96%

Source: The University of North Alabama College of Nursing and Allied Health

Table 4.1c. College of Education PRAXIS Scores, 2005-2010.

Semester/Year	Number Taking Exam	Number Passing Exam	Percent Passing
Summer 2010	63	43	68%
Spring 2010	117	98	84%
Fall 2009	68	54	79%
Summer 2009	73	59	81%
Spring 2009	90	78	87%
Fall, 2008	54	44	81%
Summer 2008	59	48	81%
Spring, 2008	123	109	89%
Fall, 2007	65	48	74%
Summer 2007	99	75	76%
Spring, 2007	185	149	81%
Fall, 2006	100	83	83%
Summer 2006	96	80	83%
Spring, 2006	139	115	83%
Fall, 2005	74	67	91%
Average	1405	1150	82%

Source: The University of North Alabama College of Education

Job Placement

The Office of Career Planning and Development (OCPD) is committed to empowering students and alumni to engage in all phases of career development (**Office of Career Planning and Development Mission Statement, PDF**). In support of this mission, the OCPD serves as the primary resource on campus for career-related information, providing necessary resources, services and programs to facilitate successful career development as it relates to students, alumni, faculty and employers.

The Office of Career Planning and Development (OCPD) collects job placement data as students near graduation. Raw data for Fall 2008, Fall 2009, and Spring 2010 have been analyzed. For the fall 2008 graduating class, only about one-third of the total survey respondents (N=338) said they were not currently employed but were still seeking a position at the time of graduation. Fall 2009

survey results show that fewer than 40 percent of the total respondents (N=323) were unemployed but still seeking a position at the time of graduation. Spring 2010 survey results indicate that about 40 percent of total respondents (N=303) were not yet employed but were still seeking a position at the time of graduation.

The OCPD uses assessment data such as this to inform its planning processes. For example, for 2009-2010, the OCPD developed annual goals regarding increased visibility to students, alumni and employers. The office works closely with employers and regularly provides career fairs on campus and uses an [online platform \(PDF\)](#) to provide career and internship opportunities. Further information on the annual goals of this department is available in the [Three-Year Planning and Assessment Audit Report](#) Career Planning and Development department listing.

Additional support is provided to UNA students by UNA's [Center for Academic Advising and Retention Services \(PDF\)](#) (CAARS), a unit that offers guidance in relation to occupation selection and academic preparation. CAARS provides academic programming for orientation sessions, advising assistance, and academic counseling. In addition, CAARS also provides testing services (e.g., ACT, SAT, and PRAXIS).

Summary

Data indicate that the University uses diverse assessments to monitor student success including consideration of course completion, state licensing examinations, and job placement rates.

Additional information is available in the narrative for [C.S. 3.3.1.3](#).

Sources

[Center for Academic Advising and Retention Services \(CAARS\)](#)

[Center for Academic Advising and Retention Services \(CAARS\) PDF](#)

[Collegiate Assessment of Academic Proficiency](#)

[C.S. 3.3.1.3](#)

[Grade Distribution of Core Curriculum Classes, 2003-2008 Report](#)

[Lion Jobs](#)

[Lion Jobs PDF](#)

[Office of Career Planning and Development and Mission Statement](#)

[Office of Career Planning and Development and Mission Statement PDF](#)

[Three-Year Planning and Assessment Audit Report](#)

[UNA Data Book, 2009-2010, p. 57](#)

[UNA Data Book, 2009-2010, pp. 64-66](#)

[UNA Data Book, 2009-2010, pp. 67-68](#)

[UNA Data Book, 2009-2010](#)

[UNA Freshman Cohort Retention, Graduation, and Transfer Rates, Fall 2001-Fall 2009](#)

[UNA Retention, Progression, and Graduation, Spring 2009](#)

4.2 Program curriculum

The institution's curriculum is directly related and appropriate to the purpose and goals of the institution and the diplomas, certificates, or degrees awarded.

Judgment

Compliant

Narrative

The University of North Alabama's curriculum is directly related and appropriate to the purpose and goals of the institution and the certificates and degrees awarded.

Mission

As a regional, state-assisted institution of higher education, the University of North Alabama pursues its mission of engaging in teaching, research, and service in order to provide educational opportunities for students, an environment for discovery and creative accomplishment, and a variety of outreach activities meeting the professional, civic, social, cultural, and economic development needs of our region in the context of a global community ([UNA Mission Statement, PDF](#)).

Goals

To carry out its mission, the University adopts strategies and develops programs to meet its goals, which are (1) to offer high quality programs, (2) to build and maintain a student-centered university, (3) to promote and celebrate diversity, (4) to foster a strong university community, and (5) to enhance and support regional development and outreach ([UNA Strategic Plan, 2007-2012, p. 4](#)). In fulfillment of its mission and goals the University structures its curriculum to support the degrees and certificates it awards.

The University of North Alabama is authorized by the State of Alabama, through the Alabama Commission on Higher Education (ACHE), to offer selected certificate programs and undergraduate and graduate degrees ([ACHE Program Inventory](#)). These academic programs are offered through four colleges: Arts and Sciences, Business, Education, and Nursing and Allied Health ([UNA Undergraduate Catalog, 2011-2012, p. 9](#)). The curriculum approval process at both the university ([UNA Faculty Handbook, May 2011, Section 3.3.3](#)) and state level ([ACHE New](#)

Program Review, ACHE Criteria for Evaluating Proposals for New Programs) ensures the appropriateness of each academic program for the purpose and goals of the University.

The alignment of UNA's curriculum is further refined through two related processes. The University's Strategic Plan is formally reviewed and revised every five years (**UNA Strategic Plan, 2007-2012, p. 7**). During the review process the University's academic programs are examined and changes may be made to reflect the University's mission and goals. For example, one of the initiatives within **UNA's 2007-2012 Strategic Plan, p. 8**, is to "identify new program offerings consistent with the University mission and resources, and with needs of our service region." Through its review processes the University has recently added such programs as undergraduate degrees in mass communications, the entertainment industry, and a culinary arts option within human environmental sciences as well as a graduate program in geospatial science (**Curriculum Committee Minutes, February 2010, September 2009, October 2006; Graduate Council Minutes, January 2010**). During the approval process conducted by the University, as well as by the Alabama Commission on Higher Education, each program was examined for its appropriateness and fit with the University's mission and goals (**Undergraduate Curriculum Committee Form, Graduate Council Curriculum Change Proposal Form**). Additionally, within the University's institutional effectiveness process (**Five Year Program and Department Reviews, PDF**), academic programs undergo a formal program review every five years. These reviews provide assessment data for improving existing degree programs. The Distance Learning Program participated in this process as part of Educational Technology Services (**Educational Technology Annual Report; Distance Learning Policies and Procedures Manual, Section 1.2**). Additional information about the University's program content and curriculum review process is provided in the narrative for **C.R. 2.7.2**.

Undergraduate Programs

General Education. The University of North Alabama has five college-level general education

competencies that are designed to give all students both a breadth and depth of the total undergraduate educational experience. **UNA's Core Competencies**, as listed in the undergraduate catalog, are as follows:

1. Effective Communication – the ability to communicate orally, and/or in writing in a variety of contexts;
2. Critical Thinking – the ability to state, understand and evaluate arguments and evidence;
3. Use of Existing and New Technologies – the ability to use information technologies;
4. Analysis and Reasoning - the ability to understand and evaluate complex data, information, or arguments; and
5. Seeking Out and Acquiring Knowledge – the ability to understand and employ various methodologies for the purpose of seeking out and acquiring knowledge.

Students are expected to acquire these competencies through the general education curriculum as well as within major and minor coursework. A major component of all undergraduate programs at the University is a core curriculum known as the General Education Component (described in greater detail in **C.R. 2.7.3** and **C.S. 3.5.1**). The general education curriculum consists of a compilation of courses in four areas as follows: Area I – Written Communication; Area II – Humanities and Fine Arts; Area III – Natural Sciences and Mathematics; Area IV – History, Social and Behavioral Sciences (for more information refer to **C.R. 2.7.3**). To ensure that the University's General Education Component is congruent to UNA's role, scope, and mission, the program must support the institution's core competencies. The University conducted an internal audit to review all general education courses and determine which course learning outcomes support the institution's core competencies.

The General Education Audit form consists of an assessment matrix for the General Education Component program and is designed to demonstrate that each department has identified the extent to which students are attaining the Core Competencies through the general education courses. Assessment of these courses ensures that program learning outcomes are established and

related Core Competencies have been identified, assessments of student learning outcomes are ongoing, and program modifications are taking place as needed (**Core Competency Matrix**).

Undergraduate Requirements. Requirements for all undergraduate programs offered at the University are outlined in the undergraduate catalog (**UNA Undergraduate Catalog, 2011-2012, pp. 67-197**). The catalog gives information specifying the total number of credit hours to be earned for graduation (minimum of 128 student credit hours), any specified distribution of general education credits needed, and other requirements that students must meet in order to receive a degree. These requirements vary according to the degree, but all programs must meet minimum program length requirements identified by the Commission on Colleges. For example, a Bachelor of Arts degree in Foreign Languages requires 64 credit hours of General Education coursework (including three credit hours each of Art 170, Mathematics 110 or higher, Geography 102, History 101 and History 102). Major Core Requirements total 21 credit hours, while each of the three options within the major (Foreign Languages, Foreign Languages for Commerce, and Foreign Languages, Professional) requires 21 credit hours of 300- and 400-level coursework. Finally, General Elective credit hours, if required, bring the total to 128 credit hours (**UNA Undergraduate Catalog, 2011-2012, pp. 103-105**). All undergraduate programs with discipline-specific accreditation also meet the requirements of the particular accrediting body. (Additional information about program length is provided in the narrative for **C.R. 2.7.1**)

Graduate Programs

Requirements for all graduate programs offered at the University are outlined in the graduate catalog (**UNA Graduate Catalog, 2011-2012, pp. 39-158**). The catalog specifies the total number of credit hours to be earned for graduation (which is a minimum of 30 student credit hours), any prerequisite courses or experience, residency requirements, and any additional requirements such as a comprehensive exam or thesis. For example, a Master of Arts in English degree requires a minimum of 36 semester hours of credit, to include six semester credit hours of

core courses; 18 semester credit hours of literature courses, at least 15 of which are in the student's area of concentration; and 12 semester credit hours of elective, six of which may be used for completing a thesis (*UNA Graduate Catalog , 2011-2012, pp. 39-40*). All graduate programs with discipline-specific accreditation also meet the requirements of the particular accrediting body. Using these various measures the University ensures that its curriculum supports the purpose and goals of the institution and is appropriate for the academic programs it offers.

Accreditations

A number of the University's academic programs are accredited, certified, or endorsed by national accrediting agencies. Curriculum development of programs within these disciplines is shaped by standards set by the accrediting body. The accreditors in turn require continual evaluation of the programs. The University currently holds discipline-specific recognition from the following agencies:

Accreditation Council for Business Schools and Programs (PDF) (ACBSP)

Applied Science Accreditation Commission (ASAC) of the Accreditation Board for Engineering and Technology (PDF) (ABET)

Computing Accreditation Commission (CAC) of the Accreditation Board for Engineering and Technology (PDF) (ABET)

Council for Accreditation of Counseling and Related Educational Programs (PDF) (CACREP)

Commission on Collegiate Nursing Education (PDF) (CCNE)

Commission on English Language Program Accreditation (PDF) (CEA)

Council on Social Work Education (PDF) (CSWE)

National Council for Accreditation of Teacher Education (NCATE)

National Association of Schools of Art and Design (PDF) (NASAD)

National Association of Schools of Music (PDF) (NASM)

American Chemical Society (PDF) (ACS) (Program certification)

National Kitchen and Bath Association (PDF) (NKBA) [Given "endorsement" in the past, currently under review for accreditation]

Approval by such national accrediting agencies, as well as the other measures described in this narrative, affirms the appropriateness of UNA's curriculum to the degree programs it offers.

Sources

[ACHE Criteria for the Evaluation of Proposals for New Programs](#)

[ACHE New Program Review](#)

[ACHE Program Inventory](#)

[Accreditation Council for Business Schools and Programs](#)

[Accreditation Council for Business Schools and Programs PDF](#)

[Alabama Commission on Higher Education Review of Extensions and Alteration to Existing Programs and Units of Instruction](#)

[Alabama Commission on Higher Education New Program Review for Public Institutions](#)

[Alabama Commission on Higher Education Program Viability](#)

[American Chemical Society](#)

[American Chemical Society PDF](#)

[Applied Science Accreditation Commission of ABET](#)

[Applied Science Accreditation Commission of ABET PDF](#)

[Commission on Collegiate Nursing Education](#)

[Commission on Collegiate Nursing Education PDF](#)

[Commission on English Language Program Accreditation](#)

[Commission on English Language Program Accreditation PDF](#)

[Computing Accreditation Commission of ABET](#)

[Computing Accreditation Commission of ABET PDF](#)

[Council for Accreditation of Counseling and Related Educational Programs](#)

[Council for Accreditation of Counseling and Related Educational Programs PDF](#)

[Council on Social Work Education](#)

[Council on Social Work Education PDF](#)

[Core Competency Matrix](#)

[C.R. 2.7.1](#)

[C.R. 2.7.2](#)

[C.R. 2.7.3](#)

[C.S. 3.5.1](#)

[Curriculum Committee Minutes, October 2006](#)

[Curriculum Committee Minutes, September 2009](#)

[Curriculum Committee Minutes, February 2010](#)

[Distance Learning Policies and Procedures Manual, Section 1.2](#)

[Educational Technology Annual Report 2009-2010](#)

[Five year Program and Department Reviews](#)

[Five year Program and Department Reviews PDF](#)

[Graduate Council Curriculum Change Proposal Form](#)

[Graduate Council Minutes, January 2010](#)

[National Association of Schools of Art and Design](#)

[National Association of Schools of Art and Design PDF](#)

[National Association of Schools of Music](#)

[National Association of Schools of Music PDF](#)

[National Kitchen and Bath Association](#)

[National Kitchen and Bath Association PDF](#)

[UNA Faculty Handbook, May 2011, Section 3.3.3](#)

[UNA Graduate Catalog, 2011-2012, pp. 39-40](#)

[UNA Graduate Catalog, 2011-2012, pp. 39-158](#)

[UNA Mission Statement](#)

[UNA Mission Statement PDF](#)

[UNA Strategic Plan, 2007-2012, p. 4](#)

[UNA Strategic Plan, 2007-2012, p. 7](#)

[UNA Strategic Plan, 2007-2012, p. 8](#)

[UNA Undergraduate Catalog, 2011-2012, p. 9](#)

[UNA Undergraduate Catalog, 2011-2012, pp. 67-197](#)

[UNA Undergraduate Catalog, 2011-2012, pp. 103-105](#)

[Undergraduate Curriculum Committee Form](#)

4.3 Publication of policies

The institution makes available to students and the public current academic calendars, grading policies, and refund policies.

Judgment

Compliant

Narrative

The University of North Alabama uses a variety of printed and electronic methods to make the current academic calendars, grading policies, and refund policies available to students and the public.

Current Academic Calendars

The University's [Academic Calendar \(PDF\)](#) is available to students through the UNA website, the [UNA Undergraduate Catalog, 2011-2012, pp. 5-6](#), and the [UNA Graduate Catalog, 2011-2012, p. 7](#).

Grading Policies

Faculty are expected to adhere to university policy regarding acceptable grading practices ([UNA Faculty Handbook, May 2011, Section 5.7](#)). This information is available to students and the public in the [UNA Faculty Handbook, May 2011 edition \(PDF\)](#) which can be accessed through the UNA website. Specific information for students is available in the [UNA Undergraduate Catalog, 2011-2012, p. 64](#), and the [UNA Graduate Catalog, 2011-2012, p. 33](#). The [UNA Student Handbook and Planner, 2011-2012 \(PDF\)](#), provides specific information to students and the public regarding grade point requirements for university awards ([p. 8-9](#)) and disciplinary sanctions related to academic standing ([p. 12](#)). The [UNA Undergraduate Catalog, 2011-2012 \(PDF\)](#), the [UNA Graduate Catalog, 2011-2012 \(PDF\)](#), and the [UNA Student Handbook and Planner, 2011-2012 \(PDF\)](#), are available in both hard copy and electronic formats. Course syllabi provide students with grading practices associated with specific courses ([Syllabus 1](#); [Syllabus 2](#)).

Refund Policies

Various types of refund policies and procedures are made available to students and the public.

These policies and procedures include the percentage of refunds at specific points of the semester/session or term, the types of tuition/fees that are refundable or non-refundable, dates that refunds will be available to students and how refunds may be reimbursed to students. The information is made available via a variety of means, in both printed and electronic formats. Print documents that provide this information include the *UNA Undergraduate Catalog, 2011-*

2012, p.42, the *UNA Graduate Catalog, 2011-2012, p.20*, the *UNA Student Handbook and Planner, 2011-2012, pp. 9-10*, and the *UNA Semester Schedule of Classes, Fall 2011, p.3.*

Electronic formats include the *UNA Undergraduate Catalog, 2011-2012, p. 42*, the *UNA Graduate Catalog, 2011-2012, p.20*, the *UNA Semester Schedule of Classes, Fall 2011, pp. 3 and 9*, the *UNA Student Handbook and Planner, 2011-2012, pp. 9-10*, and the *Office of Student Accounts/Business Office* web page.

Sources

[Academic Calendar](#)

[Academic Calendar PDF](#)

[Office of Student Accounts/Business Office Refund Policies](#)

[Office of Student Accounts/Business Office Refund Policies PDF](#)

[Syllabus 1](#)

[Syllabus 2](#)

[UNA Faculty Handbook](#)

[UNA Faculty Handbook PDF](#)

[UNA Faculty Handbook, May 2011, Section 5.7](#)

[UNA Graduate Catalog, 2011-2012](#)

[UNA Graduate Catalog, 2011-2012 PDF](#)

[UNA Graduate Catalog, 2011-2012, p. 7](#)

[UNA Graduate Catalog, 2011-2012, p. 20](#)

[UNA Graduate Catalog, 2011-2012, p. 33](#)

[UNA Semester Schedule of Classes, Fall 2011](#)

[UNA Semester Schedule of Classes, Fall 2011 PDF](#)

[UNA Semester Schedule of Classes, Fall 2011, pp. 3 and 9](#)

[UNA Student Handbook & Planner, 2011-2012](#)

[UNA Student Handbook & Planner, 2011-2012 PDF](#)

[UNA Student Handbook & Planner, 2011-2012, pp. 8-9](#)

[UNA Student Handbook & Planner, 2011-2012, pp. 9-10](#)

[UNA Student Handbook & Planner, 2011-2012, pp. 12-14](#)

[UNA Undergraduate Catalog, 2011-2012](#)

[UNA Undergraduate Catalog, 2011-2012 PDF](#)

[UNA Undergraduate Catalog, 2011-2012, pp. 5-6](#)

[UNA Undergraduate Catalog, 2011-2012, pp. 42](#)

[UNA Undergraduate Catalog, 2011-2012, pp. 64-66](#)

4.4 Program length

Program length is appropriate for each of the institution's educational programs.

Judgment

Compliant

Narrative

External Influences

The length of academic programs at the University of North Alabama is influenced by both external and internal factors. Externally, the Alabama Commission on Higher Education (ACHE) carefully evaluates a number of aspects, including program length, during its required evaluation of each new academic program proposed by the University. The Alabama Commission on Higher Education is the state agency responsible for the overall statewide planning and coordination of higher education in Alabama, the administration of various student aid programs, and the performance of designated regulatory functions. All existing and new undergraduate and graduate degree programs must be approved by ACHE ([ACHE New Program Review, PDF](#)). In the program proposal format that is submitted to the Commission, applicants must outline the curriculum for the proposed program. This review process requires that institutions identify similar degrees offered at other institutions ([ACHE Program Review Example](#)). The University of North Alabama is currently approved by ACHE to offer 35 undergraduate degrees, 14 master's degrees, and one educational specialist degree ([ACHE Program Inventory](#)).

Program length and content are also shaped by the requirements of state boards, licensing boards, and discipline-specific accrediting bodies. For example, standards set by the Alabama State Board of Nursing and accrediting requirements of the [Commission on Collegiate Nursing Education](#) (CCNE) ([PDF](#)) shape the program length and content for both the undergraduate and graduate nursing degrees offered by UNA. All teacher certification programs at the University are approved by the Alabama State Department of Education and accredited by [The National Council for Accreditation of Teacher Education](#) (NCATE) ([PDF](#)). Requirements of these two bodies influence the curriculum and program length of UNA's education programs. Program length in other

programs throughout the University is influenced by standards set by the **Accreditation Council for Business Schools and Programs** (ACBSP) ([PDF](#)), the **American Chemical Society** (Program certification) (ACS) ([PDF](#)), the **Applied Science Accreditation Commission of ABET** (ASAC) ([PDF](#)), the **Commission on English Language Program Accreditation** (CEA) ([PDF](#)), the **Computing Accreditation Commission of ABET** (CAC) ([PDF](#)), the **Council for Accreditation of Counseling and Related Educational Programs** (CACREP) ([PDF](#)), the **Council on Social Work Education** (CSWE) ([PDF](#)), the **National Association of Schools of Art and Design** (NASAD) ([PDF](#)), the **National Association of Schools of Music** (NASM) ([PDF](#)), and the **National Kitchen and Bath Association** (NKBA) ([PDF](#)) [given “endorsement” in the past, currently under review for accreditation].

Internal Review

The University’s internal review processes for new curricula and for changes in existing curricula ensure that the length of each program is appropriate to the discipline, meets national accreditation standards if they apply, and is commensurate with other programs offered at the University.

The curriculum review and approval processes are described in the Curriculum Development section of the **UNA Faculty Handbook, May 2011, Section 3.3.3**. In general, the review and approval of curricular change originates at the department level and continues at the college level where review is conducted by the college curriculum committee. Proposed curricular changes that receive approval at the college level are then transmitted to the Vice President for Academic Affairs and Provost with recommendation for submission to either the Undergraduate Curriculum Committee or the Graduate Council, as appropriate. Proposals for change that are approved at this level are then submitted to the President for final action. A description of the charges for the University’s standing curriculum committee and the Graduate Council may be viewed via the following links: **Undergraduate Curriculum Committee Charge**, and **Members -**

Undergraduate Curriculum Committee; Members - Graduate Council). In addition, the Graduate Council composition is explained in the Organization section of the **UNA Faculty Handbook, May 2011, Section 1.7**.

Undergraduate Programs

All degree programs offered by the University of North Alabama (UNA) require at least the minimum number of semester credit hours specified by the Southern Association of Colleges and Schools Commission on Colleges. UNA requires 128 semester credit hours for graduation for all programs at the baccalaureate level (**UNA Undergraduate Catalog, 2011-2012, p 55**). (See **C.S. 2.7.1** for more information.)

The State of Alabama maintains guidelines for the general education component of all of the University's undergraduate programs. Additional detail about general education is provided in **C.R. 2.7.3**.

Program length is predicated on the assumption that the normal or average undergraduate class load for a regular semester is 16 semester hours. Students may take a maximum of 14 hours distributed over the summer (Session I, Session II and/or the regular summer term). A maximum of seven hours may be taken per four-week session (Session I or Session II) (**UNA Undergraduate Catalog, 2011-2012, p 51**). Additional hours may be required in specific areas due to accreditation requirements, state requirements, or licensure requirements. The list below links to descriptions of the individual undergraduate academic programs.

College of Arts and Sciences:

Art

Biology

Chemistry

Communication Arts

Computer Science

Criminal Justice

English

Entertainment Industry

Foreign Languages

Geography

History

Industrial Hygiene

Interdisciplinary Studies

Marine Biology

Mass Communications

Mathematics

Music

Physics

Political Science

Psychology

Social Science

Social Work

Sociology

College of Business:

Accounting

Computer Information Systems

Economics

Finance

Management

Marketing

College of Education:

Health, Physical Education, and Recreation Non-Teaching

Human Environmental Sciences

Professional Education Grades P-12

Secondary Education

Elementary Education

College of Nursing and Allied Health:**Nursing****Graduate Programs**

Graduate programs (master's degrees and education specialist degree) at UNA require a minimum of 30 semester credit hours. According to the 2011–2012 *Graduate Catalog* all students seeking to complete a graduate degree at UNA must satisfy the minimum credit hour, course, and other requirements prescribed for the program selected (Table 4.4a).

Table 4.4a. Required semester hours for graduate degree programs in the four university colleges.

College/Graduate Degree Program	Required Semester credit hours required
Arts and Sciences	
Criminal Justice	33
English	36
Geospatial Science	33
History	33
Business	
Master's of Business Administration	33
Education	
Alternative Plan	30
Community Counseling	48
Education Specialist	33
Elementary Education K - 6	33
Health Promotion and Human Performance	33
Instructional Support School Counseling (P-12)	48-51
Instructional Support Instructional Leadership (P-12)	33-36
Special Education (K-6, 6-12)	45
Secondary Education (6-12)	33
Nursing and Allied Health	
Nursing	42

As mentioned previously, accrediting bodies influence the length and content of graduate programs at the University, including CACREP, CCNE, ACBSP, and NCATE.

Sources

[Accreditation Council for Business Schools and Programs](#)

[Accreditation Council for Business Schools and Programs PDF](#)

[ACHE New Program Review](#)

[ACHE Program Inventory](#)

[American Chemical Society](#)

[American Chemical Society PDF](#)

[Applied Science Accreditation Commission of ABET](#)

[Applied Science Accreditation Commission of ABET PDF](#)

[Commission on Collegiate Nursing Education](#)

[Commission on Collegiate Nursing Education PDF](#)

[Commission on English Language Program Accreditation](#)

[Commission on English Language Program Accreditation PDF](#)

[Computing Accreditation Commission of ABET](#)

[Computing Accreditation Commission of ABET PDF](#)

[Council for Accreditation of Counseling and Related Educational Programs](#)

[Council for Accreditation of Counseling and Related Educational Programs PDF](#)

[Council on Social Work Education](#)

[Council on Social Work Education PDF](#)

[C.S. 2.7.1](#)

[C.R. 2.7.3.](#)

[National Association of Schools of Art and Design](#)

[National Association of Schools of Art and Design PDF](#)

[National Association of Schools of Music](#)

[National Association of Schools of Music PDF](#)

[National Council for Accreditation of Teacher Education](#)

[National Council for Accreditation of Teacher Education PDF](#)

[National Kitchen and Bath Association](#)

[National Kitchen and Bath Association PDF](#)

[Table 4.4a](#)

[UNA 2011-2012 Undergraduate Curriculum Committee](#)

[UNA 2011-2012 Graduate Council](#)

[UNA Faculty Handbook, May 2011 Edition](#)

[UNA Faculty Handbook, May 2011, Section 1.7](#)

[UNA Faculty Handbook, May 2011, Section 3.3.3](#)

[UNA Graduate Catalog, 2011-2012](#)

[UNA Graduate Catalog, 2011-2012, p. 11](#)

[UNA Undergraduate Catalog, 2011-2012 Art](#)

[UNA Undergraduate Catalog, 2011-2012 Biology](#)

[UNA Undergraduate Catalog, 2011-2012 BIS](#)

[UNA Undergraduate Catalog, 2011-2012 Business](#)

[UNA Undergraduate Catalog, 2011-2012 Chemistry](#)

[UNA Undergraduate Catalog, 2011-2012 Communications](#)

[UNA Undergraduate Catalog, 2011-2012 Computer Science](#)

[UNA Undergraduate Catalog, 2011-2012 Criminal Justice](#)

[UNA Undergraduate Catalog, 2011-2012 Elementary Education](#)

[UNA Undergraduate Catalog, 2011-2012 English](#)

[UNA Undergraduate Catalog, 2011-2012 Entertainment Industry](#)

[UNA Undergraduate Catalog, 2011-2012 Foreign Languages](#)

[UNA Undergraduate Catalog, 2011-2012 Geography](#)

[UNA Undergraduate Catalog, 2011-2012 History](#)

[UNA Undergraduate Catalog, 2011-2012 HPER](#)

[UNA Undergraduate Catalog, 2011-2012 Human Environment Science](#)

[UNA Undergraduate Catalog, 2011-2012 Industrial Hygiene](#)

[UNA Undergraduate Catalog, 2011-2012 Marine Biology](#)

[UNA Undergraduate Catalog, 2011-2012 Mass Communications](#)

[UNA Undergraduate Catalog, 2011-2012 Mathematics](#)

[UNA Undergraduate Catalog, 2011-2012 Music](#)

[UNA Undergraduate Catalog, 2011-2012 Nursing](#)

[UNA Undergraduate Catalog, 2011-2012 Physics](#)

[UNA Undergraduate Catalog, 2011-2012 Political Science](#)

[UNA Undergraduate Catalog, 2011-2012 Professional Education](#)

[UNA Undergraduate Catalog, 2011-2012 Psychology](#)

[UNA Undergraduate Catalog, 2011-2012, p. 51](#)

[UNA Undergraduate Catalog, 2011-2012, p. 55](#)

[UNA Undergraduate Catalog, 2011-2012 Secondary Education](#)

[UNA Undergraduate Catalog, 2011-2012 Social Science](#)

[UNA Undergraduate Catalog, 2011-2012 Social Work](#)

[UNA Undergraduate Catalog, 2011-2012 Sociology](#)

4.5 Student Complaints

The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints. (See Commission policy “**Complaint Procedures for the Commission or its Accredited Institutions**.” (PDF))

Judgment

Compliant

Narrative

The University of North Alabama has clearly stated and widely disseminated policies and procedures informing students how and where to report formal complaints/grievances. The policies and procedures described below are applicable to both on-campus and distance learning students. Complaints/grievances fall into three basic categories and are reported and handled according to the category. These categories are academic, non-academic and harassment incidents. As documented in the following narrative, the University follows these procedures for resolving student complaints. The University addresses public complaints via the following process:

Informal complaints should first be made with the University office or department that is most relevant to the complaint. Any office or department receiving a complaint should seek resolution of the complaint in a timely manner. If, after seeking remedy on an informal basis, the complaining party feels the complaint has not been satisfactorily addressed, he/she may make a formal complaint through the Office of the Vice President for Academic Affairs and Provost using the following guidelines:

A written or electronic complaint should be prepared providing 1) the nature of the complaint, 2) all relevant background information, 3) the informal attempts the complaining party has made and to whom they were made, 4) why the outcome of the informal complaint process was considered unsatisfactory, and 5) the desired outcome of the formal complaint, if any.

Upon receipt of a formal complaint, the Vice President for Academic Affairs and Provost will 1) respond directly when possible, 2) forward the matter to the proper university office for a response, or 3) initiate an investigation as outlined in the following paragraph.

If the complaint can be resolved with a direct response from the Vice President of Academic Affairs and Provost or by another administrative office, the complaining party will receive a written response within 10 days of the University's receipt of the written complaint. If the University feels an investigation is warranted, the complaining party

will be informed of the initiation of an investigation and of the date he/she should receive a report of its outcome.

*Following the investigation process outlined above, the Vice President for Academic Affairs and Provost will provide a written response to the complaining party that will address the appropriate action(s) taken by the University. Once this response has been sent to the complaining party, the matter will be considered closed (**Public Complaints Policy**).*

Due Process

The University's procedures regarding grievances and due process are outlined in the **University Employee Policy Manual and Handbook, pp. 37-44**. These procedures apply to students as well as university faculty and staff. Exceptions to due process in relation to student discipline, academic probation, suspension, and dismissal are addressed on pages 43-44 of the policy manual. Additional sources described below address student complaints of various types.

Student complaints/grievances fall into three basic categories and are reported and handled according to the category. These categories are academic, non-academic and harassment incidents.

Academic Complaints/Grievances

Academic complaints and/or grievances are reported through the appropriate academic leadership for resolution beginning with the faculty members, then department chairs, and deans as appropriate. The same grievance procedures are available to distance learning students as to on-campus students. Information regarding the policies and procedures for students who wish to pursue academic complaints and grievances are detailed in the **UNA Undergraduate Catalog, 2011-2012, pp.49-50, 58-59** and the **UNA Graduate Catalog, 2011-2012, pp. 16-17**. The **UNA Student Handbook and Planner, 2011-2012, p. 28-31**, refers students who wish to pursue academic complaints and grievances to the appropriate academic department head and with continuation in line to the Vice President for Academic Affairs and Provost.

Grade Appeals. Faculty members have the authority to grade student work and to assign grades; these are academic judgments. A faculty member's syllabus (**Syllabus 1**; **Syllabus 2**) enumerates student academic performance expectations and consequences. Faculty members render academic judgments when a student's academic performance violates established standards or fails to meet stated expectations. Academic judgments made by faculty are based on academic content, course requirements, and student performance. Students may not appeal grades based on allegations concerning the competence of a faculty member, the fairness of examinations, the difficulty of a course, or other matters of a purely academic nature. Grades for individual assignments and exams may not be appealed. While it is recognized that faculty hold the right and responsibility to grant a grade, a student who receives a course grade that he or she believes to be unwarranted for reasons other than those listed above may appeal that grade according to the following guidelines as outlined in the **UNA Faculty Handbook, May 2011 edition, Section 5.7**:

The faculty member is the sole determiner of the grade awarded and is responsible for the justification of the grade. Students are entitled to an appropriate grade review on request, and students who question the grade received are referred directly to the faculty member for review. If the problem remains unresolved at this level, further appeal may be directed through the established academic channels and grievance procedures. Grade distributions are prepared each term by level, college, department, and individual faculty member (coded), and the grade distributions are subject to review by the faculty member, chairs of departments, deans, and the Vice President for Academic Affairs and Provost.

Students may not use this procedure to appeal grades resulting from violations of academic honesty. Students should refer to the *UNA Student Handbook and Planner, 2011-2012* (**Academic Honesty, p. 23**, **Grievances, pp. 28-31**) for guidance regarding these appeals. The **UNA Undergraduate Catalog, 2011-2012, p. 59** and the **UNA Graduate Catalog, 2011-2012, p. 29** include information on final grade appeals, academic dismissal, and readmission requirements.

Non-academic Complaints/Grievances

Students submit non-academic complaints or grievances to the Office of Judicial Affairs and Student Affairs Assessment for appropriate action and resolution. This procedure is identified in the

UNA Student Handbook and Planner, 2011-2012, (pp. **28-31**), which is available to students in both hard copy and electronic formats. Additional information is provided through the **Office of Student Conduct website (PDF)**, which outlines the **Code of Conduct (PDF)**, describes the **student conduct process (PDF)**, provides associated **forms (PDF)**, describes **policies and procedures (PDF)**, and addresses **frequently asked questions (PDF)**. See the following links for an example of a student conduct grievance and/or complaint (**Student Grievance Example, Student Conduct; Student Grievance Resolution, Student Conduct**). For additional information regarding record keeping processes for complaint see **C.S. 3.13.3**.

Harassment Complaints/Grievances

The University describes its stance on harassment in several different sources, including the **Employee Policy Manual and Handbook (PDF pp. 45-46)** and the **UNA Student Handbook and Planner, 2011-2012 (PDF pp. 19, 31-32, 36, 55)**. University policy prohibits sexual harassment (**UNA Undergraduate Catalog, 2011-2012, p. 50**). It is the responsibility of all students and employees to assure that the university community is free from sexual harassment. Accordingly, all members of the university community must avoid any conduct that is or has the appearance of being sexual harassment. The University's policy on **sexual harassment** as well as the policy on **consensual relationships** are contained in the **Employee Policy Manual and Handbook (pp. 11-14 and pp. 45-46)**. Harassment complaints or grievances are reported in accordance with the procedures stated in the following publications, all of which are available in hard copy and/or electronic formats:

- **UNA Student Handbook and Planner, 2011-2012, p. 31-32**
- **UNA Undergraduate Catalog, 2011-2012, p. 50**
- **UNA Graduate Catalog, 2011-2012, p. 16**
- **UNA Faculty Handbook, May 2011 edition, Section 2.8**

The University follows these policies regarding student complaints and takes the review and disposition of these complaints seriously. The Vice President for Student Affairs as well as the Vice President for Business and Financial Affairs (and designees for both vice presidents) are responsible for policies and procedures for non-academic and harassment complaints. The Vice President for Academic Affairs and Provost and his designees are responsible for policies and procedures through the college deans to ensure that these policies and procedures are in place for each university student.

University Ombudsman

The University Ombudsman provides an additional internal avenue for addressing grievances and complaints. The role of the Ombudsman and contact information are provided in the UNA Undergraduate Catalog, 2011-2012, p. 50, the UNA Graduate Catalog, 2011-2012, p.16, the UNA Student Handbook and Planner, 2011-2012, pp. 32-33 and the Employee Policy Manual and Handbook, p. 66. The responsibilities of the Ombudsman include:

- Resolving faculty, staff, and student complaints through involvement of all concerned parties;
- Informing all parties of their rights that are established by law;
- Seeking to resolve problems internally;
- Keeping all information confidential;
- Establishing a relationship of trust with and among all constituencies; and
- Providing mediation as an alternative to litigation whenever possible.

Records generated by the Office of the Ombudsman, including the case file which contains detailed confidential information including identities of all relevant parties, are kept strictly confidential and secure by the University Ombudsman in his/her office (Ombudsman Log Spring 2011).

Samples of academic and non-academic student complaints are provided that illustrate that the University follows published procedures for resolving student complaints (Sample Documents-Student Complaints-Academic; Sample Documents-Student Complaints-Non-Academic;

Student Complaint Handled by VPAA; Student Grievance Example, Student Conduct; Student Grievance Resolution, Student Conduct

Sources

[Code of Conduct](#)

[Code of Conduct PDF](#)

[C.S. 3.13.3 -- Complaint Procedures](#)

[Employee Policy Manual and Handbook](#)

[Employee Policy Manual and Handbook, pp. 11-14](#)

[Employee Policy Manual and Handbook, pp. 37-44](#)

[Employee Policy Manual and Handbook, pp. 45-46](#)

[Employee Policy Manual and Handbook, p. 66](#)

[Office of Student Conduct](#)

[Office of Student Conduct PDF](#)

[Office of Student Conduct-Forms](#)

[Office of Student Conduct-Forms PDF](#)

[Ombudsman Log Spring 2011](#)

[Sample Documents-Student Complaints-Academic](#)

[Sample Documents-Student Complaints-Non-Academic](#)

[Student Complaint Handled by VPAA](#)

[Student Conduct Policies and Procedures](#)

[Student Conduct Frequently Asked Questions](#)

[Student Conduct Frequently Asked Questions PDF](#)

[Student Conduct Policies and Procedures PDF](#)

[Student Conduct Process](#)

[Student Conduct Process PDF](#)

[Student Grievance Example, Student Conduct](#)

[Student Grievance Resolution, Student Conduct](#)

[Syllabus 1](#)

[Syllabus 2](#)

[UNA Faculty Handbook, May 2011](#)

[UNA Faculty Handbook, May 2011 Section 2.8](#)

[UNA Faculty Handbook, May 2011, Section 5.7](#)

[UNA Graduate Catalog, 2011-2012](#)

[UNA Graduate Catalog, 2011-2012, pp. 16-17](#)

[UNA Graduate Catalog, 2011-2012, p. 29](#)

UNA Human Resources Handbooks and Policies

UNA Human Resources Handbooks and Policies PDF

UNA Policy on Consensual Relationships

UNA Policy on Harassment of Employees

UNA Student Handbook and Planner, 2011-2012, pp. 19, 31-32, 36, 55

UNA Student Handbook and Planner, 2011-2012, p. 23

UNA Student Handbook and Planner, 2011-2012, pp. 28-31

UNA Student Handbook and Planner, 2011-2012, pp. 32-33

UNA Undergraduate Catalog, 2011-2012

UNA Undergraduate Catalog, 2011-2012, pp.49-50, 58-59

UNA Undergraduate Catalog, 2011-2012, p. 50

UNA Undergraduate Catalog, 2011-2012, p. 59

4.6 Recruitment materials

Recruitment materials and presentations accurately represent the institution's practices and policies.

Judgment

Compliant

Narrative

The University of North Alabama (UNA) provides recruitment materials and presentations that accurately represent the institution's practices and policies. Recruitment resources include a wide array of print and electronic materials, as well as presentations, that depict student life at UNA, provide guidance for applying, and direct interested parties to resources describing individual academic programs. Materials are produced for the prospective undergraduate and graduate students, students taking classes online, and for specific audiences, such as international students.

The Office of Admissions (PDF) serves as the central unit overseeing recruitment materials and presentations. This office handles admission activities for all undergraduate and graduate programs, except for the Master of Nursing Program that requires credentials to be submitted directly to the College of Nursing and Allied Health.

The most comprehensive sources for information regarding the University's programs, services, and facilities are found in the **UNA Undergraduate Catalog, 2011-2012** and the **UNA Graduate Catalog, 2011-2012** which are available in hard copy and online. The Office of Admissions provides numerous materials beyond the University's catalogs, including resources targeting such groups as prospective students, transfer students, graduate students, non-degree seeking students, early scholars, and distance learning students.

All recruitment materials and presentations are guided by the University's **mission statement (PDF)** and the University's goals. They are designed to reflect the University's branding of **"History in the Making" (PDF)** that was developed and implemented in 2008 by Mindpower, an

Atlanta-based brand strategy agency specializing in education, healthcare, and professional services.

Print Materials

Print materials available from the Office of Admissions include, but are not limited to, the following:

- **UNA Undergraduate Catalog, 2011-2012**
- **UNA Graduate Catalog, 2011-2012**
- **General Travel Brochure**
- **ViewBook**
- **Transfer Brochure**
- **Scholarship Brochure**

Online Materials

The Office of Admissions website (PDF) directs visitors to detailed information regarding the application process, student life, student involvement, and other helpful resources such as advising, financial aid, and health services. Topics include admission requirements, requests to visit, residency requirements, fees and deadlines, the academic calendar, class schedules, residence living, scholarship information, disability services, and Shoals area resources. An online **admissions video** is also posted on the website that provides the public with an introduction to the University of North Alabama. In addition, UNA maintains numerous links from its **homepage (PDF)** that provide an introduction to the University. (**About UNA, PDF**; **Admissions, PDF**; **Visitors & Family, PDF**)

Distance Learning

The **Office of Distance Learning (PDF)** website provides a number of resources to help prospective distance learners understand the **unique challenges (PDF)** of online courses, identify **courses delivered online (PDF)**, locate answers to questions about getting started, technology expectations, and to identify **helpful resources (PDF)** the University offers.

Face-to-Face Recruiting

Direct interaction with prospective students and the public occurs both on and off-campus. These interactions include:

- Daily On-campus tours
- Group campus tours and presentations
- College fairs in Alabama, Tennessee and Mississippi
- Visits to area high schools by Admissions Counselors
- Various receptions
- **Preview Day**

These face-to-face recruiting activities serve to provide information on the University and its various undergraduate and graduate programs. All student recruitment presentations are made by well-qualified admissions staff members (**Admissions employee resumes**) as well as staff members from other areas of campus, including but not limited to, Student Financial Services, Career Planning and Development, Housing, Residence Life and qualified alumni and student volunteers. An annual retreat is held to ensure that all student volunteers (**LaGrange Society, PDF**) are knowledgeable about current University programs and information (**Retreat Agenda**).

International Recruitment

The **Office of International Affairs** (**PDF**) oversees the recruitment and admission of all international students. This office produces international recruiting materials including, but not limited to, online resources, printed materials (**International Recruiting Brochure**), and presentations. Two of the recruiting avenues employed by the Office of International Affairs include **hotcoursesabroad.com** (**PDF**) and **uniguru.com** (**PDF**).

Review for Accuracy

The undergraduate and graduate catalogs are reviewed annually by academic departments and administrators and updated to ensure accuracy.

To ensure that recruiting materials accurately represent the institution's policies and practices,

each of the recruiting pieces is reviewed jointly during development and annually thereafter by the Office of Admissions and the Office of University Advancement as well as by relevant university administrators. Statements regarding academic programs made in the recruiting materials are reviewed by various constituent groups as well as the academic department chairs, deans, and the Vice President for Academic Affairs and Provost when needed. All recruiting materials adhere to the policies outlined in the **UNA Graphics Standards Manual**, a publication which is reviewed annually by the **UNA Graphic Standards and Web Page Committee (PDF)**. This committee is comprised of representatives from the Offices of Admissions, Advancement, Athletics, as well as members of the faculty. When recruiting materials are updated, the information included in each piece is verified by the various constituent groups to ensure accuracy and to make sure that the materials meet the needs of the respective audiences and that they accurately convey the services that students, parents, faculty, staff, and the larger community can expect from UNA.

Information provided online is reviewed on a more frequent basis than the printed materials, and changes are made on an "as-needed" basis. The UNA Web Communications Manager is responsible for key content and has delegated responsibility for academic content to the individual departments.

Sources

[About UNA](#)

[About UNA PDF](#)

[Admissions Employee Resumes](#)

[Admissions Video](#)

[Distance Learning at UNA](#)

[Distance Learning at UNA PDF](#)

[General Travel Brochure](#)

[Guide to Graphics Standards](#)

[History in the Making](#)

[History in the Making PDF](#)

[HotCoursesAbroad.com](#)

[HotCoursesAbroad PDF](#)

[Internet Course Listing](#)

[Internet Course Listing PDF](#)

[LaGrange Society](#)

[LaGrange Society PDF](#)

[Office of Admissions](#)

[Office of Admissions PDF](#)

[Office of International Affairs](#)

[Office of International Affairs PDF](#)

[Preview Day](#)

[Questions for Prospective DL Students](#)

[Questions for Prospective DL Students PDF](#)

[Retreat Agenda](#)

[Scholarship Brochure](#)

[Tips for Students Taking Online Classes](#)

[Tips for Students Taking Online Classes PDF](#)

[Transfer Brochure](#)

[UNA Graduate Catalog, 2011-2012](#)

[UNA Graphic Standards and Web Page Committee](#)

[UNA Graphic Standards and Web Page Committee PDF](#)

[UNA Mission Statement](#)

[UNA Mission Statement PDF](#)

[UNA On-Campus Tours](#)

[UNA On-Campus Tours PDF](#)

[UNA Undergraduate Catalog, 2011-2012](#)

[UNA website](#)

[UNA website PDF](#)

[Uniguru.com](#)

[Uniguru PDF](#)

[ViewBook](#)

[Visitors & Family](#)

[Visitors & Family PDF](#)

4.7 Title IV program responsibilities

The institution is in compliance with its program responsibilities under Title IV of the 1998 Higher Education Amendments. (In reviewing the institution's compliance with these program responsibilities, the Commission relies on documentation received from the Secretary of Education.)

Judgment

Compliant

Narrative

The University of North Alabama is in compliance with its program responsibilities under Title IV of the 1998 Higher Education Amendments. The United States Department of Education has declared the university eligible to participate in and receive Title IV funds as indicated in the **Eligibility and Certification Approval Report** and the **Program Participation Agreement**. The U.S.

Department of Education has imposed no limitations, suspensions, or terminations with respect to student financial aid programs at the University of North Alabama. UNA has not been placed on the reimbursement method for receiving payments of federal funds.

The University of North Alabama has submitted all required annual compliance reports to the U.S. Department of Education. These reports are submitted electronically using the URL links that are provided by the Department of Education. In addition, the **University of North Alabama 2010 Unaudited Report (PDF)** indicates compliance with managing federal funds.

The Examiners of Public Accounts for the State of Alabama audit the records of the University as a whole. The University of North Alabama **2009 Audit Report (PDF)** and the **2010 unaudited report (PDF)** indicate compliance with managing federal funds. (Note: The official audit of the University's financial statements was underway in August 2011 as this report was being finalized. UNA anticipates providing this audit to the Commission on Colleges prior to the on-site visit.)

There have been no findings that would impede or jeopardize Title IV Federal aid programs as indicated in the **Department of Health & Human Services, Letter FY 2009**. There are no

impending litigation issues with respect to financial aid activities. The University has not been made aware of any infractions to regulations that would jeopardize its Title IV funding.

Sources

Department of Health & Human Services, Letter FY 2009

Eligibility and Certification Approval Report

Program Participation Agreement

UNA Annual Financial Report, 2009-2010 Unaudited

UNA Annual Financial Report, 2009-2010 Unaudited PDF

UNA Audit, 2008-2009

UNA Audit, 2008-2009 PDF