



Alabama Commission on Higher Education

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New Program Proposal

The following must be submitted to complete a new program request:

Submission Checklist:

- New Program Proposal
- Business Plan (<https://www.ache.edu/index.php/forms/>)
- Undergraduate or Graduate Curriculum Plan (<https://www.ache.edu/index.php/forms/>)

Primary Contact Information

Institution: University of Montevallo

Contact: Dr. Courtney C. Bentley

Title: Provost & Executive Vice President of Academic Affairs

Email: cbentle2@montevallo.edu

Telephone: 205.665.6015

Program Information

Date of Proposal Submission: Click or tap to enter a date.

Award Level: Bachelor's Degree

Award Nomenclature (e.g., BS, MBA): BA/BS

Field of Study/Program Title: Civic Leadership

CIP Code (6-digit): 44.0201

Administration of the Program

Name of Dean: Dr. Sean Atkinson

Name of College/School: College of Fine Arts

Name of Chairperson: Dr. Raymond R. Ozley

Name of Department/Division: Communication

Implementation Information

Proposed Program Implementation Date: 8/19/2026

Anticipated Date of Approval from Institutional Governing Board: 2/13/2026

Anticipated Date of ACHE Meeting to Vote on Proposal: 3/13/2026

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

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



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I. Program Description

A. Concise Program Summary (one paragraph) to be included in ACHE Agenda:

The Civic Leadership program at the University of Montevallo fills a long-standing gap in the preparation of civic leaders in central Alabama. The program focuses on training students in ethical leadership and public accountability; communication, advocacy, and public engagement; civic knowledge, citizenship and social responsibility; and management, administration, and organizational leadership. The program will prepare students for the realities, complexities, and opportunities of civic life and career paths.

B. Specific Rationale (Strengths) for the Program

List three (3) to five (5) strengths of the proposed program as specific rationale for recommending approval of this proposal.

1. Alabama is experiencing rapid demographic shifts, significant challenges in community capacity, and renewed interest in grassroots civic engagement particularly in the local area. This program will provide foundational training and education for the next generation of civic leaders in central Alabama.
2. The curriculum offers a unique blend of cross-disciplinary coursework, experiential learning, and capstone-level synthesis that will produce graduates who are ready to step into their careers in a variety of contexts.
3. The program will prepare students for contemporary needs of civic leadership but will also help strengthen communities, enhance democratic resilience, and encourage civic awareness and responsibility.

C. External Support (Recommended)

List external entities (more may be added) that may have supplied letters of support attesting to the program's strengths and attach letters with the proposal at the end of this document.

External support letters from the following community partners are included at the end of this proposal.

1. American Village
2. David Mathews Center for Civic Life
3. Auburn University Outreach, Office of Public Service
4. Keys to the City Community Coaching, LLC
5. Shelby Emergency Assistance

D. Student Learning Outcomes

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

1. SLO 1: Recognize, evaluate, and apply principles of ethical leadership in diverse civic, organizational, and community contexts.
2. SLO 2: Communicate effectively, persuasively, and responsibly to advocate for civic causes, influence policy, and engage diverse communities.



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3. SLO 3: Develop the knowledge and skills necessary to participate effectively, responsibly, and critically in civic life and to contribute to the wellbeing of their communities and society.
4. SLO 4: Effectively plan, organize, manage, and evaluate civic and organizational initiatives that promote public good.

E. Similar Programs at Other Alabama Public Institutions

List programs at other Alabama public institutions of the same degree level and the same (or similar) CIP codes. If no similar programs exist within Alabama, list similar programs offered within the 16 [SREB](#) states. If the proposed program duplicates, closely resembles, or is similar to any other offerings in the state, provide justification for any potential duplication.

Many states provide academic minors or certificates, but no baccalaureate programs in civic leadership. Among other states there are relatively few bachelor's degrees in civic leadership. A search of ACHE's program inventory for bachelor's degrees in civic leadership did not yield helpful comparative programs in Alabama. The programs listed in this table are a representative sample of similar programs in the 16 SREB states.

CIP Code	Degree Title	Institution with Similar Program	Justification for Duplication
44.0401	Nonprofit Leadership & Administration (BA)	Augusta University (GA)	University of Montevallo's Civic Leadership major will be more accessible for students in Alabama, especially those in central Alabama, who otherwise do not currently have other in-state options for this degree program.
01.0899	Community & Leadership Development (BS)	University of Kentucky	Same as above
52.0213	Nonprofit Leadership Studies (BA/BS)	Murray State University (KY)	Same as above
52.0206	Nonprofit Leadership (BS)	Cappin State (MD)	Same as above
30.5101	Business & Government Leadership (BS)	Florida International University	Same as above
24.0199	Leadership in the Public Sector (BA)	North Carolina State University	Same as above
45.1001	Civics Honors (BA)	University of Texas, Austin	Same as above
(can't find)	Civic Leadership & Policy Studies (BA)	University of Delaware	Same as above

F. Relationship to Existing Programs within the Institution

Nearly all new programs have some relationship to existing offerings through shared courses, faculty, facilities, etc. Is the proposed program associated with any existing offerings within the institution, including options within current degree programs? **Yes** **No**

If **yes**, please describe these relationships including whether or not the program will replace or compete with existing offerings: (**Note:** If this is a graduate program, list any existing undergraduate programs which are directly or indirectly related. If this is a doctoral program, also list related master's programs.)



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The Civic Leadership program intentionally includes courses from disciplines across the university including Communication Studies, Business, Environmental Studies, History, Peace & Justice Studies, Political Science, and Theatre.

The proposed major is meant to be inclusive of relevant programs and should help support those disciplines by providing extra opportunities for students to see connections and to add relevant course work. One of the strengths of the program is the cross-disciplinary approach that will allow students to individualize their programs of study by seeing how Civic Leadership connects with other disciplines. Students in the program will be required to choose a minor, which will encourage them to actively look for connections while tailoring their career paths to fit their unique situations.

Admittedly some students might opt to switch majors, but we hope that by requiring the minor we will build up related programs.

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

G. Collaboration

Have any collaborations **within your institution** (i.e., research centers, across academic divisions, etc.) been explored? **Yes** **No**

If **yes**, provide a brief explanation of the proposed collaboration plan(s) for the program:

We have identified potential campus partners for collaborations, including:

- Falcon Scholars in Action is a campus organization that we can partner with to collaborate on providing experiential learning opportunities and internships.
- Falcon Facilitators is a campus organization that trains students to be peer leaders and communication facilitators on campus and in the community, also providing opportunities for immersive learning and internships.
- Other academic programs as listed above, including Communication Studies, Business, Peace & Justice Studies, and Political Science have potential for collaboration.

Have collaborations with **other institutions or external entities** (i.e., local business, industries, etc.) been explored? **Yes** **No**

If **yes**, provide a brief explanation of the proposed collaboration plan(s) for the program:

We have identified potential external partners for collaborations, including:

- David Mathews Center – The University already collaborates with the David Mathews Center, as they provide two \$10,000 grants to support separate Jean O’Conner Snyder Internship programs. There is potential to expand this partnership.
- American Village – There is great potential for collaborations between the University and American Village through curriculum partnerships, experiential programming, leadership development, or service-learning initiatives that deepen students’ engagement with



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constitutional self-government. Our relationship with American Village, which serves 35,000 to 40,000 K-12 students annually, can also strengthen recruitment efforts for the major.

- Shelby Emergency Assistance—The University has an ongoing relationship with SEA that supports student internships and volunteering providing students with experiential learning opportunities while also serving their community. There is potential to continue to develop this partnership.
- Keys to the City Coaching, LLC—This is an organization that specializes in strategic planning, ripple effects mapping, and promoting community deliberation and problem solving. There is potential for internships and partnering on projects in the local community (i.e. Tri-County Housing Initiative).

H. Programmatic Accreditation

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

None

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

N/A

I. Professional Licensure

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

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

If **yes**, please explain:

Select the appropriate licensure body from the table below:

Choose an item.

N/A

Select the appropriate license from the table below:

Choose an item.

N/A

J. Professional Certification

Will students earn industry certifications while completing the degree or be prepared for industry certifications upon graduation? **Yes** **No**

If **yes**, please explain:



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K. Admissions

Provide any additional admissions requirements beyond the institution's standard admissions process/policies for this degree level. Include prerequisites, prior degrees earned, etc.

The Civic Leadership major will align with UM's standard admissions policies, with no additional requirements.

L. Mode of Delivery

Provide the planned delivery format(s) of the program as defined in policy (i.e., in-person, online, hybrid). Please also note whether any program requirements can be completed through competency-based assessment.

Can students complete the entire degree program through distance education (100% online) based on the following definition? **Yes** **No**

Distance Education: An academic program for which required instructional activities can be completed entirely through distance education modalities. A distance education program may have in-person requirements that are non-instructional (e.g., orientation, practicum).

M. Instructional Site(s)

Provide the planned location(s) where the program will be delivered (i.e., main campus, satellite campus, off-campus site.) If the program will be offered at an off-campus site, provide the existing site name or submit an **Off-Campus Site Request** if new.

This program will be offered on the main campus, with the possibility of some elective courses also being offered online.

Will more than 50% of this program be offered at an off-campus site(s) **Yes** **No**

If **yes**, which sites?

N. Industry Need

Using the federal **Standard Occupational Code (SOC) System**, indicate the top three occupational codes related to post-graduation employment from the program. A full list of SOCs can be found at <https://www.onetcodeconnector.org/find/family/title#17>.

SOC 1: 11-9151.00 (Social and Community Service Managers)

SOC 2: 11-9111.00 (Medical and Health Services Managers)

SOC 3: 23-2011 (Public Affairs/Public Relations Specialists)

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



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industries as identified by [Innovate Alabama](#) or the [Economic Development Partnership of Alabama](#) (EDPA).

A vibrant national trend in higher education is the evolving focus on civic leadership programming. Many colleges and universities have “centers” that provide extracurricular enrichment opportunities for students, various community engagement initiatives, and workshops for community members. While several schools offer academic minors and certificates, relatively few currently offer bachelor’s degrees that focus specifically on civic leadership. Several universities have begun initiating plans to create prospective majors in Civic Leadership (or similar areas). Examples of schools currently moving in this direction include University of Alabama; University of North Carolina, Chapel Hill; University of South Carolina; University of Texas, Austin; and University of Oklahoma.

Alabama has an average of 4,630 annual openings in occupations related to civic leadership. Meanwhile, there is a dearth of opportunity in the state for academic training in this field. While some colleges in the state offer academic minors and certificate programs in related fields, these efforts remain insufficient for the state’s needs. This gap in higher ed’s response to Alabama’s need for civic leadership training—especially at the bachelor’s level—is manifested in part by The University of Alabama’s recent announcement of their new School of Leadership and Public Policy, which includes plans for a prospective major in leadership. UA’s efforts underscore the need for such programming, but no single institution can satisfy the state’s needs on its own.

The University of Montevallo is uniquely positioned to respond to the gap in this field. With its central location in the state, strong community partnerships, and proven success in developing student leaders, UM can increase Alabama’s capacity to train and retain future leaders by offering the proposed Civic Leadership major.

Summary of 2025 Alabama Statewide In-Demand Occupations Related to Civic Leadership				
Occupation Title (SOC)	AL Avg. Annual Openings	US projected growth rate*	AL median annual salary	US median annual salary
Clergy (21-2011)	820	1%	\$48,881	\$60,820
Compliance Officers (13-1041)	225	3%	\$65,693	\$78,420
Directors, Religious Activities & Education (21-2021)	770	2%	\$44,373	\$60,540
Fundraisers (13-1131)	225	4%	\$50,465	\$66,540
Medical & Health Services Managers (11-9111)	995	23%	\$82,242	\$117,960
Occupational Health & Safety Specialists (19-5011)	240	12%	\$71,009	\$83,910
Paralegals & Legal Assistants (23-2011)	435	0%	\$47,962	\$61,010
Public Relations Specialists (27-3031)	210	5%	\$57,147	\$69,780
Social & Human Service Assistants (21-1093)	450	6%	\$29,896	\$45,120



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Social & Community Service Managers (11-9151)	260	6%	\$57,866	\$78,240
*US growth rate of 3-4% = avg.; 5-6% = faster than avg; 7% and higher = much faster than avg.				
Data Sources:				
<ul style="list-style-type: none"> Alabama Statewide In-Demand Occupations (https://www.ache.edu/index.php/policyguidance/) Standard Occupational Code System (https://www.onetcodeconnector.org/find/family/title#17) Occupational Outlook Handbook (https://www.bls.gov/ooh/) 				

O. Additional Education/Training

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

Additional education and training will likely help graduates be more competitive in some relevant career fields but is not an essential requirement for the occupations listed above.

P. Student Demand

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

Student Interest Survey Data

In November, 2025, UM's Director of Institutional Research, Planning, and Assessment (IRPA) administered interest surveys to current UM students (number of responses = 76) and current high school students (number of responses = 142).

Summary of Highlights from Current UM Students' Responses	
Survey Question	Favorable Responses
If you could change your major to Civic Leadership right now, would you make the change?	Maybe = 19; Yes = 5
If a Civic Leadership Major had been available when you initially applied to the University of Montevallo, would you have applied for that major rather than your current major?	Maybe = 22; Yes = 8
A major in Civic Leadership would make the University of Montevallo more attractive to prospective students.	Agree = 42; Strongly Agree = 20
I am surprised we do not already have a major in Civic Leadership at University of Montevallo.	Agree = 22; Strongly Agree = 13
I knew (know) people in my high school, family, or community who would have applied to the University of Montevallo for its Civic Leadership program were it available.	Agree = 18; Strongly Agree = 10

Summary of Highlights from High School Students' Responses	
Survey Question	Favorable Responses



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Would you be interested in pursuing a college degree in Civic Leadership?	Maybe = 69; Yes = 8
Would you be interested in pursuing that degree in Civic Leadership at the University of Montevallo?	Maybe = 49; Yes = 17
To what extent do you agree with the following statement: "A major in Civic Leadership would definitely make the University of Montevallo more attractive to prospective students."	Agree = 66; Strongly Agree = 21

UM's IRPA office provided new student enrollment and degree completion projections as reported in the Business Plan for this proposal. Key summary points about methodology for the projections include:

- These estimates are based on interest indicated by survey responses from current UM students and high school students.
- Subsequent year enrollment projections were based on an initial retention of 70% and then 85% on current year enrollments plus new students, minus those who complete in the out years.
- Completion rates are based on a 50% graduation rate (40% at year 4 for new students in relevant cohort, 5% more at year 5, and 5% at year 6). The projections also assume 1 additional each year for high achievers who finish early and/or those who transfer into the program with credits.

Civic Leadership Student Survey Methodological Considerations

There are no significant survey methodology issues with either the survey sent to high school students or the survey sent to current UM students. The questions are straightforward. A description of the proposed program was provided to both survey populations. All undergraduate UM students were solicited (2,100). A rather large and comprehensive database of area high school students (53,000) kept and updated by UM's Admissions office was used for the HS survey. So, there are no sampling issues. Finally, while one can never rule out selection bias, there are no obvious indicators of self-selection bias in the respondent pool. The difficulty, as with so much surveying nowadays relates to the low response rate in both surveys which makes estimation difficult – the smaller the sample the larger your standard deviation, and the lower the computed proportion from your sample, the more likely your estimation range will include zero.

So, for example, the 5.6 percent sample proportion for high school students indicating "yes" for enrolling in the new program suffers from the low end of the 95 percent confidence interval crossing into negative territory because of the mere 142 respondents. However, a mere 2 percent of 1000 high schoolers across the region enrolling in the new program gets us 20 enrollees per year – there are 53,000 in the admissions office data set - or 13,000 potential HS seniors a year. So, while we did rely on 7 of the 39 "maybes" converting to "yes" getting us to a low-end estimate of 2 percent (10 percent point estimate with standard deviation of 4 percent x 1.96) given the SD, assuming that 7 is not unreasonable. Finally, 5 percent for one major (statistics aside) given the existence of 100s of available major interests is quite impressive.

Recruitment Partnerships

In addition to interest and projected enrollments based on our surveys of current UM students and high schoolers, we have rich prospects for recruitment opportunities through our relationships with community organizations like the David Mathews Center and American



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Village. Collaborations with these organizations can provide us access to students, stakeholders, and opinion leaders for strategic recruitment efforts. For example, American Village’s educational programs serve approximately 35,000 to 40,000 students annually.

Discussions with these organizations about collaborations to support UM’s Civic Leadership program are still in the initial phases. We plan to continue these discussions throughout the Spring 2026 semester with the goal of formalizing recruitment agreements in Fall 2026.

II. Program Resources and Expenses

A. All Proposed Program Personnel

Provide all personnel counts for the proposed program.

Employment Status of Program Personnel		Personnel Information		
		Count from Proposed Program Department	Count from Other Departments	Subtotal of Personnel
Current	Full-Time Faculty	5	17	22
	Part-Time Faculty	0	1	1
	Administration	1	2	3
	Support Staff	1	0	1
**New To Be Hired	Full-Time Faculty	1	0	1
	Part-Time Faculty	0	0	0
	Administration	0	0	0
	Support Staff	0	0	0
Personnel Total				28

Provide justification that the institution has proposed a sufficient number of faculty (full-time and part-time) for the proposed program to ensure curriculum and program quality, integrity, and review:

Virtually all the curriculum for this program will come from pre-existing courses that are already taught by current faculty. The curriculum plan for this program does include five new classes, all of which will be covered by realigning instructional duties of current faculty. Thus, we will not need new faculty to begin this program. However, enrollment projections do indicate we may need an additional FT faculty line in Year 3.

The proposed major will utilize pre-existing support structures and will not require any new Administrators or Support Staff.

Note: Include *any new funds* designated for compensation costs (faculty, administration, and/or support staff to be hired) in the **Business Plan, Line 7 - Personnel Salaries and Benefits**. Current personnel salary/benefits *should not be included* in the Business Plan.

B. Proposed Faculty Roster*



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

***Note:** Institutions must maintain and have current as well as additional faculty curriculum vitae available upon ACHE request for as long as the program is active, but CVs are **not** to be submitted with this proposal.

Current Faculty			
1	2	3	4
CURRENT FACULTY NAME (FT, PT)	COURSES TAUGHT including Term, Course Number, Course Title, & Credit Hours (D, UN, UT, G, DU)	ACADEMIC DEGREES and COURSEWORK Relevant to Courses Taught, including Institution and Major; List Specific Graduate Coursework, if needed	OTHER QUALIFICATIONS and COMMENTS Related to Courses Taught and Modality(ies) (IP, OL, HY, OCIS)
Jeff Adams (PT)	MG 371: Non-Profit Organizations (fall; 3 hours; UT; IP)	<ul style="list-style-type: none"> MBA, Management and Operations, University of Alabama at Birmingham BBA, Business Administration and Management, University of Montevallo 	
Dr. Carl Doerfler (FT)	<ul style="list-style-type: none"> POS 200: American National Government (spring and fall; 3 hours; UT; IP) POS 250: State and Local Government (spring and fall; 3 hours; UT; IP) POS 370: Research Methods in Social Sciences (fall; 3 hours; UT; IP) POS 422: American Political Thought (spring; 3 hours; UT; IP) 	<ul style="list-style-type: none"> Ph.D., Political Science, Texas A & M University B.A., Political Science, Brigham Young University 	
Dr. Andrea Eckelman (FT)	<ul style="list-style-type: none"> POS 250: State and Local Government (spring and fall; 3 hours; UT; OL) POS 330: Gender and Politics (fall; 3 hours; UT; IP) POS 444: Public Policy (fall; 3 hours; UT; IP) POS 445: Public Administration (spring; 3 hours; UT; IP) 	<ul style="list-style-type: none"> Ph.D., Political Science, University of Houston M.A., Political Science, University of Houston B.A., Political Science and French, University of Texas 	
Dr. Sherry Ford (FT)	<ul style="list-style-type: none"> COMS 141: Interpersonal Comm. (every spring; 3 hours; UT; IP) COMS 355: Intercultural Comm. (every spring; 3 hours; UT; IP) COMS 420: Interpersonal Conflict Managements (odd fall; 3 hours; UT; IP) 	<ul style="list-style-type: none"> Ph.D., Communication Theory, Louisiana State University M.A., Speech Communication, University of Montevallo B.A., Communication, Jacksonville State University 	
Dr. Sally Hardig (FT)	<ul style="list-style-type: none"> CIVL 491: Civic Leadership Special Project (spring and fall; 3 hours; UT; IP) CIVL 499: Civic Leadership Capstone (spring; 3 hours; UT; IP) COMS 330: Persuasion: (spring; 3 hours; UT; IP) COMS 400: Deliberative Comm.: (spring; 3 hours; UT; IP) COMS 410: Environmental Comm. (fall; 3 hours; UT; IP) COMS 430: Argumentation & Debate: (fall; 3 hours; UT; IP) 	<ul style="list-style-type: none"> Ph.D., Communication, University of Memphis M.A., Communication, University of Memphis B.A., Communication, University of Kentucky 	
Jennifer Lane (FT)	<ul style="list-style-type: none"> THEA 204: Theatre Management (spring; 3 hours; UT; IP) THEA 404: Non-Profit Marketing and Development (fall; 3 hours; UT; IP) 	<ul style="list-style-type: none"> MFA, Stage Management, University of Alabama B.A., Theatre, Louisiana Tech University 	



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Current Faculty			
1	2	3	4
CURRENT FACULTY NAME (FT, PT)	COURSES TAUGHT including Term, Course Number, Course Title, & Credit Hours (D, UN, UT, G, DU)	ACADEMIC DEGREES and COURSEWORK Relevant to Courses Taught, including Institution and Major; List Specific Graduate Coursework, if needed	OTHER QUALIFICATIONS and COMMENTS Related to Courses Taught and Modality(ies) (IP, OL, HY, OCIS)
Dr. Gwendolyn "Grace" London (FT)	<ul style="list-style-type: none"> HIST 211: History of the United States I (fall; 3 hours; UT; IP) HIST 212: History of the United States (spring; 3 hours; UT; IP) HIST 325: Women's History (spring; 3 hours; UT; IP) 	<ul style="list-style-type: none"> Ph.D., History, Auburn University M.A., History, Auburn University B.A., History, Georgia College & State University 	
Dr. Deborah Lowry (FT)	<ul style="list-style-type: none"> SOC 240: Social Problems (fall; 3 hours; UT; IP) SOC 360: Social Change (spring; 3 hours; UT; IP) 	<ul style="list-style-type: none"> Ph.D., Sociology, Michigan State University M.A., Sociology, Western Michigan University B.A., Sociology and East Asian Studies, Grand Valley State University A.A., Liberal Arts, Grand Rapids Community College 	
Dr. Norman Lee May (FT)	ES 200: Environment & Society (spring and fall; 3 hours; UT; IP)	<ul style="list-style-type: none"> Ph.D., Ecology and Conservation Biology, Texas A&M University B.A., Geography, James Madison University 	
Dr. Alexander Mechitov (FT)	MG 308: Business & Society (spring; 3 hours; UT; OL)	<ul style="list-style-type: none"> Ph.D., Management Information Systems, Institute for Systems Analysis of the Russian Academy of Sciences M.S., Economic Cybernetics, Moscow State University 	
Dr. James Montgomery (FT)	<ul style="list-style-type: none"> MG 361: Principles of Management and Organizational Theory (spring; 3 hours; UT; IP) MG 466: Entrepreneurial Leadership (spring; 3 hours; UT; IP) 	<ul style="list-style-type: none"> Ph.D., Manufacturing Management, University of Toledo MBA, Business Administration, The Citadel B.S., Human Resources Management, New School University 	
Withrow Newell (FT)	FCS 320: Event Planning (spring; 3 hours; UT; IP)	<ul style="list-style-type: none"> MSL, Healthcare Policy and Legal Project Management, Samford University B.S., Business Administration and Management, Charter Oak State College A.S., Charter Oak State College 	
Dr. Ray Ozley (FT)	<ul style="list-style-type: none"> COMS 220: Intro to Public Relations (every spring; 3 hours; UT; IP) COMS 344: Organizational Comm. (even fall; 3 hours; UT; IP) COMS 390: Communication, Leadership, & Society (odd fall; 3 hours; UT; IP) COMS 415: Crisis Comm. (even fall; 3 hours; UT; IP) COMS 495: Public Relations Campaigns (odd spring; 3 hours; UT; IP) 	<ul style="list-style-type: none"> Ph.D., Communication Studies, University of Kansas M.A., Communication, University of Memphis B.A., Communication & Spanish, University of Central Arkansas 	
Dr. Gerald "Bart" Pitchford (FT)	<ul style="list-style-type: none"> THEA 123: Foundations in Theatre History (spring; 3 hours; UT; IP) THEA 424: Theatre History II (spring; 3 hours; UT; IP) 	<ul style="list-style-type: none"> Ph.D., Performance as Public Practice, The University of Texas at Austin M.A., Speech and Theatre, Louisiana Tech University B.A., Speech and Theatre, Louisiana Tech University 	
Dr. Jennifer Rickel (FT)	PJS 200: Intro to Peace & Justice Studies (fall; 3 hours; UT; IP)	<ul style="list-style-type: none"> Ph.D., English, Rice University B.A., English, University of California, Santa Barbara 	



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CURRENT FACULTY NAME (FT, PT)	COURSES TAUGHT including Term, Course Number, Course Title, & Credit Hours (D, UN, UT, G, DU)	ACADEMIC DEGREES and COURSEWORK Relevant to Courses Taught, including Institution and Major; List Specific Graduate Coursework, if needed	OTHER QUALIFICATIONS and COMMENTS Related to Courses Taught and Modality(ies) (IP, OL, HY, OCIS)
Dr. Shaftqat Shad (FT)	DATA 200: Data Visualization (fall; 3 hours; UT; IP)	<ul style="list-style-type: none"> Ph.D., Computer Science and Technology, University of Science and Technology of China MCS, Computer Science, COMSATS Institute of Information Technology (Pakistan) 	
Dr. Joelle Smith (FT)	FCS 386: Family Policy (spring; 3 hours; UT; IP)	<ul style="list-style-type: none"> Ph.D., Human Development and Family Science, University of Missouri-Columbia M.S., Human Development and Family Studies, Auburn University B.S., Psychology, Berry College 	
Richard Thayer (FT)	<ul style="list-style-type: none"> BL 283: Legal Environment of Business (spring; 3 hours; UT; IP) BL 384: Business Law (spring; 3 hours; UT; IP) 	<ul style="list-style-type: none"> J.D., Law, University of Mississippi B.S., Finance, Birmingham-Southern College 	
Dr. Kathryn Tucker (FT)	<ul style="list-style-type: none"> HIST 423: Civil Rights History (fall; 3 hours; UT; IP) HIST 473: African-American History (fall; 3 hours; UT; IP) 	<ul style="list-style-type: none"> Ph.D., History, University of Georgia M.A., History, University of Georgia B.A., History, Wake Forest University 	
Dr. T. Scott Turner (FT)	<ul style="list-style-type: none"> POS 200: American National Government (spring and fall; 3 hours; UT; IP) POS 250: State and Local Government (spring and fall; 3 hours; UT; IP) POS 385: Political Philosophy (fall; 3 hours; UT; IP) 	<ul style="list-style-type: none"> Ph.D., Political Science, University of Georgia M.A., Political Science, University of Georgia B.S., Political Science, Middle Tennessee State University 	
Dr. Jeff Walker (FT)	<ul style="list-style-type: none"> CIVL 200: Intro to Civic Leadership (fall; 3 hours; UT; IP) CIVL 475: Civic Leadership Internship (spring and fall; 3 hours; UT; IP) COMS 435: U.S. Public Address (fall; 3 hours; UT; IP) 	<ul style="list-style-type: none"> Ph.D., Communication & Information Sciences, University of Alabama M.A., Communication Studies, University of Alabama B.S. Communication Studies & History, University of Montevallo Graduate Certificate, Nonprofit Management, University of Alabama at Birmingham 	
Dr. Tiffany Wang (FT)	<ul style="list-style-type: none"> COMS 200: Communication Research Methods (fall; 3 hours; UT; IP) COMS 360: Small Group Communication (fall; 3 hours; UT; IP) 	<ul style="list-style-type: none"> Ph.D., Communication Studies, University of Nebraska M.S., Communication Studies, Texas Christian University B.S., Communication Studies, Texas Christian University 	
Dr. Feigu Zhou (FT)	MG 464: Leadership and Organizational Change (fall; 3 hours; UT; IP; OL)	<ul style="list-style-type: none"> Ph.D., Business Administration and Management, The University of Memphis M.A., Human Resources and Industrial Relations, University of Minnesota BBA, Human Resources Management and Personnel Administration, The University of Iowa 	
Additional Faculty (To Be Hired)			
1	2	3	4
FACULTY POSITION (FT, PT)	COURSES TO BE TAUGHT including Term, Course Number, Course Title, & Credit Hours (D, UN, UT, G, DU)	ACADEMIC DEGREES and COURSEWORK Relevant to Courses Taught, including Institution and Major; List Specific Graduate Coursework, if needed	OTHER QUALIFICATIONS and COMMENTS Related to Courses Taught and Modality(ies) (IP, OL, HY, OCIS)



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Current Faculty			
1	2	3	4
CURRENT FACULTY NAME (FT, PT)	COURSES TAUGHT including Term, Course Number, Course Title, & Credit Hours (D, UN, UT, G, DU)	ACADEMIC DEGREES and COURSEWORK Relevant to Courses Taught, including Institution and Major; List Specific Graduate Coursework, if needed	OTHER QUALIFICATIONS and COMMENTS Related to Courses Taught and Modality(ies) (IP, OL, HY, OCIS)
1 FT, to begin Year 3*	<ul style="list-style-type: none"> • CIVL 200: Intro to Civic Leadership (fall and spring; 3 hours; UT; IP) • CIVL 475: Civic Leadership Internship (fall and spring; 3 hours; UT; IP) • CIVL 491: Civic Leadership Special Projects (fall and spring; 3 hours; UT; IP) • CIVL 499: Civic Leadership Capstone (fall and spring; 3 hours; UT; IP) 	Terminal degree in a relevant discipline such as Communication, Business, Political Science, or Sociology.	

Abbreviations: (FT, PT): Full-Time, Part-Time; (D, UN, UT, G, DU): Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate, Dual: High School Dual Enrollment Course Modality: (IP, OL, HY, OCIS): In-Person, Online, Hybrid, Off-Campus Instructional Site

* No additional faculty are needed to begin the program. Based on enrollment projections, we anticipate a need for one additional FT Faculty in Year 3.



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C. Equipment

Will any special equipment be needed specifically for this program? Yes No

If **yes**, list the special equipment and include all special equipment costs in the **Business Plan, Line 8**:

\$1,000 is listed in Line 8 of year 3 as a one-time start up expense for one new FT faculty line (projected to begin year 3).

D. Facilities

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

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

E. Assistantships/Fellowships

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

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

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

\$10,000 is listed in Line 10 to support the growth of the Falcon Facilitator program, which provides students immersive educational opportunities (including internships and applied special projects) related to deliberative communication, civic engagement, and leadership development.

F. Library

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

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

According to UM's Library staff, Carmichael Library has adequate resources to support the new program in civic leadership.

G. Accreditation Expenses

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

N/A

H. Other Costs



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Please include all other costs incurred with program implementation, such as marketing or recruitment, in the **Business Plan, Line 13** and explain below:

\$1,500 is included in Line 13, beginning Year 3, to support faculty travel.

III. Program Revenue and Funding

A. Tuition Revenue: Please describe how you calculated the tuition revenue that appears in the **Business Plan, Line 17**. Specifically, did you calculate using cost per credit hour or per term? Did you factor in differences between resident and non-resident tuition rates?

Note: Tuition Revenue should be proportional to total enrollment.

Tuition and fees were based on the estimated full-time students taking 15 credit hour per term and part-time students taking 6 per term. This was doubled to account for two semesters. Additional UM fees were factored in. Technology and general usage fees were capped at 12 hours per term for each student. Orientation fees were controlled for by only using new students for that valuation beginning in Year 3. Scholarships and non-resident status were not accounted for.

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

If **yes**, please include all external funding in the **Business Plan, Line 18** and explain specific sources and funding below:

We have identified several potential grant opportunities specifically related to civic leadership.

- **David Mathews Center (DMC) Jean O’Conner Snyder Internship (JOIP)** –The University currently has two \$10K grants with the DMC. One supports the Falcon Facilitator program and the other supports the Montevallo Legacy Project. Both programs provide immersive learning experiences in leadership and community engagement. There is potential for further collaboration and grant opportunities with this ongoing partnership.
- **Trust for Civic Life Grant** that offers Civic Hub grants for local groups that act as critical connectors in their communities, and bring people together to create a shared vision, solve problems, and distribute resources. **Grants Available:** 20-25 per year **Grant Amount:** \$250,000-\$500,000 each.
- **Civic Experiment grants** are distributed in partnership with Civic Hubs, and fund projects and initiatives that spark civic participation and bring community members together in new and creative ways. **Grant Amount:** \$5,000-\$25,000 per project
- **Ben & Jerry’s Foundation** includes the **National Grassroots Organizing Program** (NGO), which offers two-year unrestricted, general operating support grants of up to \$30,000 per year, with an average grant size of \$20,000 per year, to small (budgets under \$350,000), constituent-led grassroots organizations throughout the United States and its territories.

Broad goals are to further social and environmental justice, and primary purpose is to support the local leadership and grassroots organizing activities of our grant partners rather than any



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specific issues the organizations are addressing; interested in supporting groups that are carrying out activities that build support and collective action to address impacts of inequity and injustice in their communities and guided by common principles of community organizing which we look for in proposals. In general these are:

- The organization is led by the people directly impacted by the issues the organization works on, and those people have clear decision-making power.
- A plan with clear goals to gain rights, win collective political power and create positive community change.
- An assessment of the problem being addressed and best tactics to employ.
- Outreach, networking, and ally gaining activities that build support and momentum.
- Educational activities and events that inform and motivate and build support

C. Reallocations: For each year will tuition revenue and/or external funding cover projected expenses? **Yes** **No**

If **not**, budget reallocation may be required. Please include all reallocations in the **Business Plan, Line 19** and describe below how your institution will cover any shortfalls in any given year.

ACADEMIC DEGREE PROGRAM BUSINESS PLAN									
1									
2	INSTITUTION:	University of Montevallo							
3	PROGRAM NAME:	Civic Leadership	CIP CODE:	44.0201					
4	SELECT LEVEL:	UNDERGRADUATE (BACHELOR'S)							
5	ESTIMATED *NEW* EXPENSES TO IMPLEMENT PROPOSED PROGRAM								
6		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	TOTAL
7	PERSONNEL SALARIES & BENEFITS			\$84,000	\$85,680	\$87,393	\$89,141	\$90,924	\$437,138
8	EQUIPMENT			\$1,000					\$1,000
9	FACILITIES								\$0
10	ASSISTANTSHIPS/FELLOWSHIPS		\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$60,000
11	LIBRARY								\$0
12	ACCREDITATION								\$0
13	OTHER COSTS (Faculty Travel)			\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$7,500
14	TOTAL EXPENSES	\$0	\$10,000	\$96,500	\$97,180	\$98,893	\$100,641	\$102,424	\$505,638
15	*NEW* REVENUES AVAILABLE FOR PROGRAM SUPPORT								
16		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	TOTAL
17	TUITION + FEES		\$476,820	\$726,482	\$963,528	\$1,080,776	\$1,139,400	\$1,153,716	\$5,540,722
18	EXTERNAL FUNDING		\$0	\$0	\$0	\$0	\$0	\$0	\$0
19	REALLOCATIONS		\$0	\$0	\$0	\$0	\$0	\$0	\$0
20	TOTAL REVENUES	\$0	\$476,820	\$726,482	\$963,528	\$1,080,776	\$1,139,400	\$1,153,716	\$5,540,722
21	ENROLLMENT PROJECTIONS								
22									
23		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	AVERAGE
24	FULL-TIME ENROLLMENT HEADCOUNT	No data reporting	31	48	64	72	76	77	61.33
25	PART-TIME ENROLLMENT HEADCOUNT		2	2	2	2	2	2	2.00
26	TOTAL ENROLLMENT HEADCOUNT		33	50	66	74	78	79	63.33
27	NEW ENROLLMENT HEADCOUNT		21	23	25	26	26	26	24.50
28	Validation of Enrollment			YES	YES	YES	YES	YES	
29	DEGREE COMPLETION PROJECTIONS								
30	<i>Note: Do not count Lead "0"s and Lead 0 years in computing the average annual degree completions.</i>								
31		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	AVERAGE
32	DEGREE COMPLETION PROJECTIONS	No data reporting	0	1	7	10	12	13	8.60

Undergraduate Curriculum Plan

Undergraduate Curriculum Checklist:

1. Overview
2. Components
3. Options (as required)

1. Undergraduate Overview

Enter the credit hour value for all applicable components (N/A if not applicable).
The credit hours **MUST** match the credit hours in the Curriculum Components table.

Curriculum Overview of Proposed Program	
Credit hours required in General Education	60-65
Credit hours required in Program Courses & Required Electives	33
Credit hours in Program Options (concentrations/specializations/tracks)	N/A
Credit hours in Free Electives	16-21
Credit hours in required Capstone/Internship/Practicum	6
Total Credit Hours Required for Completion:	120

Maximum number of credits that can be transferred in from another institution and applied to the program:	64
Intended program duration in semesters for full-time students:	8
Intended program duration in semesters for part-time students:	12

Does the program require students to demonstrate industry-validated skills, specifically through an embedded industry-recognized certification, structured work-based learning with an employer partner, or alignment with nationally recognized industry standards?:

NO

If **yes**, please explain (i.e., number of hours required, etc.):

Does the program include any concentrations/ tracks/ options?

NO

If **yes**, please explain (i.e., define):

2. Undergraduate Components

Please provide all course information as indicated in the following table. Indicate new courses with “Y” in the associated column. If the course includes a required work-based learning component, such as an internship or practicum course, please indicate with a “Y” in the WBL column.

Insert Additional Rows as Needed				
Institution:	University of Montevallo			
Program Name:	Civic Leadership			
Program Level:	UNDERGRADUATE (BACHELOR'S)			
Curriculum Components of Proposed Program				
Course Number	Course Name	Credit Hours	New? (Y)	WBL? (Y)
General Education Courses		60-65		
UM 101	First Year Experience	3	N	N
ENG 101 & Eng 102	Composition I & Composition II	6	N	N
ENG 231 or ENG 232	Global Literature: Perspectives Across Periods and Locations or Global Literature: Perspectives Within a Period or Location	3	N	N
COMS 101	Foundations of Oral Communication	3	N	N
-----	Fine Arts (choose 1 course)	3	N	N
-----	Humanity (choose 1 course)	3	N	N
-----	Additional Humanities or Fine Arts (choose 2 courses not used above)	6	N	N
-----	Natural Science with lab (choose 2 courses)	8	N	N
-----	Mathematics (choose 1 course)	3	N	N
HIST 101 or 102	History of World Civilizations I or History of World Civilizations II	3	N	N
Choose 3 (not used above): EC 231, 232; HIST 101, 102; POS 200, 250; SOC 100 or 102	Intro to Macro Economics, Intro to Micro Economics, History of World Civilizations I, History of World Civilizations II, American National Government, State & Local Government, or Intro to Sociology	9	N	N
-----	Personal Development (choose 1 course)	3	N	N
-----	Choose Additional Requirements for the B.A. degree (up to 12 hours) or the B.S. degree (7 hours)	7 to 12	N	N
Program Courses and Required Electives		33		
CIVL 200	Introduction to Civic Leadership	3	Y	N
Choose one: COMS 200, DATA 200, or POS 370	Communication Research Methods, Data Visualization, or Research Methods in Social Sciences	3	N	N
-----	Communication & Advocacy (choose 3 courses)	9	N	N
-----	Citizenship & Society (choose 3 courses)	9	N	N
-----	Management & Leadership (choose 3 courses)	9	N	N
Program Options (enter total credit hours from all options below)		N/A		
Free Electives		16-21		
-----	A minor is required; credits toward a minor can be used to satisfy these elective hours.	16-21	N	N
Capstone/Internship/Practicum		6		
Choose one: CIVL 475, CIVL 491, or other approved	Civic Leadership Internship, Civic Leadership Special Project, or other experiential learning course approved by CIVL advisor	3	Y	N
CIVL 499	Civic Leadership Capstone	3	Y	N
Total Credit Hours Required for Completion:		120		