

**GRADUATE COUNCIL
MINUTES
April 20, 2015
(Approved September 21, 2015)**

Present: Scott Collier, Patty Dale, Pollyanne Frantz, Elizabeth Graves, Dru Henson, Holly Hirst, Marie Hoepfl, Lisa Houser, Gary McCullough, Brittany Means, Vachel Miller, William Pollard, Max Poole, Terry Rawls, Martin Root, Robert Sanders, Tracy Smith, Jennifer Snodgrass, Glenda Treadaway, Sandra Vannoy

Excused: John Abbott, Mark Bradbury, Jill Ehnenn

Absent: Susan Davies, Robin Groce, Heather Norris, William Pelto

Guests: Lisa Houser, Linda Johansen, Sarah Jordan, Katherine Ledford, Debbie Race, Susan Roggenkamp, Dave Williams

1. Call to order and welcome – Max Poole
2. Announcements
 - A. Effective 2015-16, Faculty Senate will fill vacant positions of the Graduate Council. Members will continue to fill their terms, but members rotating off of the Council include Drs. Bradbury, Vannoy, Pollard, and Root. These members have the option of being nominated for reappointment by Faculty Senate to another 3-year term. Please notify Dr. Poole if you desire to continue your service, and he will nominate you to the Faculty Senate’s Committee on Committees. Members who currently hold administrative (non-voting) memberships will continue to be a part of Graduate Council. The GSAS representative will continue to be appointed by GSAS in 2015-16.
 - B. Dr. Poole thanked Council members for their thoughts and good wishes during his recovery over the past several months.
 - C. The Graduate Studies Faculty and Staff Awards Reception was well attended. There was positive feedback regarding the merger of these two awards receptions.
3. Curriculum Proposals. College of Health Sciences: Appendix C: Master of Health Administration

MOTION 1: Approve HS-NUR-2015-13 Change Graduate Bulletin description for Master of Science in Nursing (MSN) program of study, to make it clear that research/thesis courses can be spread out over several terms, with the following comments and clarifications:

- The bulletin description for this program will be changed to make it clear that the major is Nursing (code 850*) with a concentration in Nursing Education (code 850B). In addition, in the program of study table the courses that constitute the concentration will be separated out and the

number of hours in the program will be corrected (should be 39). See the program of study table below.

- Information on hybrid / online / face-to-face will not be listed in the bulletin.

NURSING PROGRAM OF STUDY TABLE

Course Requirements for the Master of Science in Nursing with a concentration in Nursing Education (code: 850B)		
Semester Hours Required (minimum): 39		
Major Courses	NUR 5040 - Theories for Advanced Nursing Practice (3) NUR 5070 - Contemporary Issues in Nursing (3) NUR 5150 - Advanced Health Assessment for Adults (3) NUR 5200 - Advanced Pathophysiology (3) NUR 5250 – Nursing Research for Evidence-Based Practice (3) NUR 5800 - Advanced Pharmacology for Nursing (3) NUR 5820 – Nursing Program Development and Evaluation (3) NUR 5901 – Advanced Clinical Practicum (3)	24
Concentration Coursework	NUR 5050 - Educational Theories for Nursing Academic & Practice Settings (3) NUR 5715 – Instructional Strategies for Nursing and Informatics (3) NUR 5810 - Educational Tests and Measurement in Nursing (3) NUR 5900 – Nursing Education Practicum (3)	12
Thesis Option	NUR 5999: Thesis (3 SH, 1+1+1) OR NUR 5600: Research Project (3 SH, 1+1+1)	3

Other Requirements for the MSN:

- **Thesis:** Option of completing either thesis or Research Project
- **Proficiency:** Not required
- **Candidacy:** Required for the thesis option; Program director can provide specific timeline and requirements for admission to candidacy.
- **Comprehensive:** Required; Oral defense of thesis or presentation of research project fulfills the comprehensive requirement.
- **Product of Learning:** Not required

VOTE 1: With clarifications/edits noted above, motion carried unanimously. None opposed. No abstentions.

MOTION 2: Approve MHA proposed program and courses, with the following comments and clarifications as noted below:

HS_NHM_MHA_2015_1 Add a new degree program, Master of Health Administration (MHA), CIP 51.0701 (Program of Study and Appendix C attached)

HS_NHM_MHA_2015_2 Add HCM 5210, Foundations of the US Health Care System

HS_NHM_MHA_2015_3 Add HCM 5220, Statistics for Health Administration

HS_NHM_MHA_2015_4 Add HCM 5240, Health and Disease

HS_NHM_MHA_2015_5 Add HCM 5270, Organizational Development and Behavior in Health Care

HS_NHM_MHA_2015_6 Add HCM 5570, Financial Management for Health Organizations I

HS_NHM_MHA_2015_7 Add HCM 5575, Financial Management for Health Organizations II

HS_NHM_MHA_2015_8 Add HCM 5590, Performance Improvement Concepts and Application in Health Care

HS_NHM_MHA_2015_9 Add HCM 5610, Health Economics

HS_NHM_MHA_2015_10 Add HCM 5680, Management and Human Resources in Health Organizations

HS_NHM_MHA_2015_11 Add HCM 5700, Healthcare Informatics

HS_NHM_MHA_2015_12 Add HCM 5710, Healthcare Data Management

HS_NHM_MHA_2015_13 Add HCM 5720, Data Analytics in Health Care

HS_NHM_MHA_2015_14 Add HCM 5725, Health Information Project Management

HS_NHM_MHA_2015_15 Add HCM 5730, Leadership in Health Care

HS_NHM_MHA_2015_16 Add HCM 5735 Health Care Operations Management

HS_NHM_MHA_2015_17 Add HCM 5740, Marketing in Health Care

HS_NHM_MHA_2015_18 Add HCM 5800, Executive Skills

HS_NHM_MHA_2015_19 Add HCM 5910, Health Law and Policy

HS_NHM_MHA_2015_20 Add HCM 5950, Strategic Management in Health Care

- Proposal 1: Application deadlines are not listed in the Graduate Bulletin.
- Proposal 1: There are several typos in course names and numbers in the program table. See the below program of study table for corrections.
- The word “online” is included in prerequisite statement for many of the courses and we recommend striking that word. *Prerequisite: Admission to the **online** MHA program or permission of the instructor.*
- The proposals vary in the use of “healthcare” versus “health care”. All instances of “healthcare” will be changed to “health care” in both course titles and descriptions.
- Proposal 2: The bulletin description should be worded “United States” not “United Statesd.”
- Proposal 4: The wrong proposed description was listed on the original APP form. It should read: *HCM 5240. Health and Disease (3). SS. This course explores the theories, principles and methods of managerial epidemiology. Content explores the definitions, theories and models of health, illness, and disease. Foundations of disease transmission, risk factors, diagnosis and treatment and tools used in epidemiology are discussed. Additional exploration of the foundations of population-based health management, health promotion and prevention are included. Prerequisite: Admission to the **online** MHA program or permission of the instructor.*
- Proposal 8: The title should use the word “Applicationsg.”
- Appendix C:
 - Collaboration with ECU is mentioned, but there is no indication that this will actually be possible given the lack of course flexibility and online mode of instruction. What is the plan?
 - Check titles for courses throughout the Appendix – they vary in places from the curriculum proposals.

- The total number of hours for the degree should be checked in the document – on page 24 for example, 47 is listed, and that should be changed to 46.

MHA PROGRAM OF STUDY TABLE

Course Requirements for the Master of Health Administration		
Total Semester Hours Required (minimum): 46		
Required Coursework	HCM 5210: Foundations of the US Health Care System (3) HCM 5220: Statistics for Health Administration (3) HCM 5240: Health and Disease (3) HCM 5270: Organizational Development and Behavior in Health Care (3) HCM 5570: Financial Management for Health Organizations I (3) HCM 5575: Financial Management for Health Organizations II (3) HCM 5590: Performance Improvement Concepts and Applications in Health Care (3) HCM 5610: Health Economics (3) HCM 5680: Management and Human Resources in Health Organizations (3) HCM 5700: Health Care Informatics (3) HCM 5800: Executive Skills Development (1) HCM 5910: Health Law and Policy (3) HCM 5950: Strategic Management in Health Care (3)	37
Concentration (CHOOSE ONE)	Information Systems (Code:xxx) HCM 5710: Health Care Data Management (3) HCM 5720: Data Analytics in Health Care (3) HCM 5725: Health Information Project Management (3) OR Leadership (Code:xxx) HCM 5730: Leadership in Health Care (3) HCM 5735: Health Care Operations Management (3) HCM 5740: Marketing in Health Care (3)	9

Other Requirements for the MHA:

- **Thesis:** Not required
- **Proficiency:** Not required
- **Candidacy:** Not required
- **Comprehensive:** Not required
- **Product of Learning:** Not required

When developing Appendix C, the department will address and/or document

- collaboration with East Carolina University which has not been finalized at this time,

- flexibility, if any, of elective courses,
- support from the Provost for three new faculty positions,
- learning outcomes, and
- checkpoints in the program to maintain student quality.

Appendix G for distance education delivery will come through at same time.

Proposed catalog descriptions, change “healthcare” to “health care”:

Proposal 3, line 4	Proposal 12, Title & lines 1 & 2
Proposal 6, line 1	Proposal 14, line 1
Proposal 7, line 2	Proposal 16, line 3
Proposal 10, line 4	Proposal 19, line 4
Proposal 11, Title & line 1	

Proposals catalog descriptions, remove reference to online:

Proposal 2, line 7	Proposal 13, line 5
Proposal 3, line 4	Proposal 14, line 5
Proposal 4, line 5	Proposal 15, line 5
Proposal 6, line 5	Proposal 16, line 5
Proposal 9, line 5	Proposal 17, line 5
Proposal 11, line 5	Proposal 18, line 3
Proposal 12, line 5	

VOTE 2: With clarifications/edits noted above, motion carried unanimously. None opposed. No abstentions.

4. Items of Information

- Appendix A: Rural Clinical Psychology was distributed to the UNC Graduate Council for feedback from the various UNC institutions. If approved, ASU will be allowed to develop Appendix C. For doctoral programs, Appendix A gets vetted by graduate programs across state.
- The Health Education program moved from the College of Education, Curriculum and Instruction to the College of Health Sciences, Recreation Management and Physical Education.
- The College of Fine and Applied Arts announced that the Department of Technology and Environmental Design proposes to reorganize into two new academic units effective July 1: 1) Sustainable Technology and the Built Environment and 2) Applied Design.

5. It was moved (Hirst) and seconded (Means) that the minutes of the January 26 meeting be approved with one correction: Dr. Treadaway was present. Motion unanimously approved. None opposed. No abstentions.

6. Old Business

A. Thesis/dissertation Report – Holly Hirst

In Fall 2013, Graduate Council tasked a subcommittee to clarify policies and procedures for theses and dissertation. The subcommittee was composed of Drs. Holly Hirst (recorder), George Olson, Rob Sanders, Jill Thomley, Rose Mary Webb, and Alecia Youngblood Jackson.

- *Recommendation 1:* Revise the committee/prospectus approval process to include guiding questions regarding research methodology that are reviewed not only for potential research compliance issues (as is currently the case), but also to identify earlier in the process any questions pertaining to methodology.
Listed are questions for the prospectus to be addressed in the document submitted with the Committee approval form.
- *Recommendation 2:* Provide specific information in the Handbook for Theses and Dissertations regarding what should be addressed in the introductory section in the alternate thesis format and also what should be addressed in the traditional thesis/dissertation.
- *Recommendation 3:* Include a section in the Handbook for Theses and Dissertations that provides advice on statistical techniques in the form of guiding questions for both qualitative and quantitative approaches.
Listed are questions intended as a guide for students to consider when designing their research plans: quantitative and qualitative considerations.

For the complete report, visit:

<http://graduate.appstate.edu/facultystaff/council/agendas/sep14/stat-workgrp-report.pdf>

The Revised Handbook can be found at

<http://graduate.appstate.edu/students/REVISEDthesisdissertation/index.html>

The Handbook contains templates for formatting front pages, e.g., table of contents, acknowledgement, list of tables, and list of figures within the thesis/dissertation. This is a WORD template that can be downloaded. It was suggested that this Handbook be shared with the Office of Research as academic research writing tips. Such a link would assist student who are engaged in research but prior to the thesis/dissertation stage.

MOTION 3: It was moved (Root) and seconded (Hirst) that the Graduate Council endorse the recommendations of the subcommittee and accept the Handbook revisions.

VOTE 3: Motion carried unanimously. None opposed. No abstentions.

B. Report from the Assessment and Review Committee on the Graduate Program Review Process vs. Institutional Effectiveness Cycle

At the October 2014 Graduate Council meeting, a subcommittee was charged with comparing the Graduate Council Graduate Program Review policy to the University's Institutional Effectiveness Cycle. This subcommittee is composed of Drs. Mark Bradbury, Marie Hoepfl, and Scott Collier.

The subcommittee recommends review of 35 graduate programs in cycles of 5-7 years for assessment. The reviews could be cross walked to satisfy various criteria, such as

XiTracs™, and aligned with accreditation reviews. The standards recommended are presented as guiding questions. The goal is that the program provides evidence that the standard is met, but there is flex in showing how it is met. It is recommended that data reside with the Graduate Council.

Suggestions included

- bringing in external reviewers for a 1-2 day visit
- allowing programs to interpret the data and determine trends
- having brief presentations to the Graduate Council summarizing review findings
- making modifications to incorporate feedback per discussion
- surveying to faculty about the appropriateness of different indicators
- incorporating a section on the review process

Next steps:

- Obtain input from graduate faculty and IRAP;
- Revise the document, bring back to the Graduate Council in Fall 2014, and invite IRAP representatives for continued discussion of merging Graduate Program Review and the Institutional Effectiveness cycle;
- Create a chart to track periodic or annual review; and
- Drs. Snodgrass (Music) and Hirst (Mathematical Sciences) offered to “test drive” the recommended standards.

Appreciation was expressed to Drs. Hoepfl, Collier, and Bradbury. For the complete report, see Appendix A.

7. Other

- Name change of the Cratis D. Williams Graduate School to Cratis D. Williams School of Graduate Studies was effective Fall 2014.
- Dr. Sanders reported he is chairing the search committee to replace Bobby Sharp. The committee is currently conducting SKYPE interviews.
- See report from Grants Resources and Services (Appendix B).

8. Adjournment

Upcoming topics for discussion:

- GRD_2014_2. Change language in Graduate Bulletin to clarify policy regarding Double Major and Double Degree.
- Report from the Workgroup on Interdisciplinary Minors and Certificates – Mark Bradbury: <http://www.graduate.appstate.edu/facultystaff/council/agendas/jan15/Interdisciplinary-Minors.pdf>
- Update on Accelerated Admissions (4+1)
- GA Workload / ACA compliance
- Re-evaluation of Dual-listed courses
- Policy regarding pre-approval vs ad hoc dual degrees.

APPENDIX A

Graduate Program Institutional Effectiveness Review Standards

Graduate Program Comprehensive Review Standards and Quality Indicators

Assumptions that guide the review of graduate programs:

1. Assessment will focus on the *program* level.
2. Assessment should be an ongoing process that is used to drive program improvement.
3. Programs should be assessed in relation to a set of identified standards.

This document presents a set of standards to guide the development and review of graduate programs, along with associated indicators of quality that can be used to assess the extent to which programs meet those standards. Use of a common set of required indicators allows a comparative analysis of graduate programs, but additional evidence to document effectiveness may also be included.

Following each indicator listed is a note about the source of information and a recommendation about how frequently that information should be collected. Consistent with the Appalachian State University [Institutional Effectiveness model](#), all programs will be expected to complete annual progress reports as well as periodic comprehensive reviews that incorporate a unit self-study and an external review of the program. Annual data collection and analysis for some indicators will facilitate continuous improvements and will help programs stay on track for completion of the periodic comprehensive reviews, which will occur every 5-7 years.

PART 1: GRADUATE PROGRAM REVIEW STANDARDS & QUALITY INDICATORS

Standard 1: The program has a clear, current, and comprehensive mission that supports the mission of the College or School and of the University. –Required documentation should include:

1. Current *Graduate Bulletin* entry for the program (Registrar web site, annual review)
2. Brief historical and contextual description of the program, with a focus on recent changes (Program, periodic review)
3. Organizational chart or flow chart showing program/department structure (Program/Department, periodic review)

Standard 2: The program recruits, retains, and graduates high quality students. Required documentation should address:

1. What are the program's admission standards? (Program, periodic review)
2. How many complete applications have been received by the program, on average, over the past five years? What is the program's capture and yield rate? (Graduate School, periodic review)

3. What are the average UGPAs and standardized test scores of admitted students? (Graduate School, annual review)
4. What are the program enrollment trends over the past five years, broken out by majors, certificates, concentrations, and minors (as applicable)? (IRAP, annual review)
5. What factors explain these enrollment trends? (Program, periodic review)
6. What actions have been taken to maintain enrollments? In other words, what recruitment strategies has the program employed, including strategies to attract a diverse population of students? (Program, periodic review)

7. What are the student credit hour trends within the program over the past five years? (IRAP, annual review)
8. What is the enrollment in similar programs (same CIP code) at each UNC campus? If your program is markedly smaller than others in the UNC system, provide a rationale for maintaining the program's enrollment, or a description of what steps are being taken to increase the program's enrollment. (Program, periodic review)
9. What is the program's target, and average, time-to-degree (in years)? If more than 10% of students have taken longer than the target, and average, time to degree, explain why and provide evidence that the program can offer courses and mentoring that would allow for a timely completion of the degree (Program, annual review)
10. **DISTANCE EDUCATION PROGRAMS ONLY:** How many cohorts/sites are active? What is the enrollment in each cohort/site? How are students recruited for these distance education cohorts/sites? (IRAP/Distance Education, annual review)

Standard 3. The program has established a high-quality curriculum that focuses on student learning and scholarly engagement, that is responsive to information from stakeholders, and that contributes to student success following graduation. Required documentation should address:

1. What are program goals and student learning outcomes, as entered into Xitrac? What action plans have been adopted and implemented as a result of the assessment of student learning outcomes? (Program, annual review)
2. What notable indicators of student scholarly and creative endeavors are evident, as demonstrated by student presentations, publications, performances, awards, etc.? (Program, annual review)
3. What percentage is employed in the field of study within six months of program completion? If working in a different field of study within six months of program completion, where are graduates employed? What percentage of graduates is admitted to doctoral or other terminal degree programs? What factors can be identified to explain these trends? (Program, annual review)
4. What do data from the Graduate Student survey of program completers reveal about program quality? (Graduate School, annual review)
5. What do periodic data collection efforts (surveys, focus groups, etc.) of alumni reveal about program quality? (Program, periodic review)
6. When was the curriculum revised most recently, and how did program assessment results lead to these changes? Describe the outcomes of these revisions. (Program, periodic review)
7. Is program accreditation available in the field, and is the program accredited? If accredited, what were the results of the most recent accreditation effort? (Program, periodic review)
8. What efforts has the program taken to recruit and retain a qualified and diverse graduate faculty? (Program, periodic review)
9. How does the program support the University's current QEP (*Global Learning: A World of*

Opportunities for Appalachian Students)? (Program, periodic review)

Standard 4. The program is supported by engaged and effective graduate faculty members. Required documentation should address:

1. How many tenure-track faculty members are teaching in this program? How many non-tenure track (NTT) faculty are teaching in the program, and what process is in place to review their qualifications to teach graduate courses? (Program, periodic review)

2. What percentage of graduate courses is taught by tenure-track or tenured faculty, and what percentage by NTT faculty? (Program, annual review)
3. Describe how the program is structured for effective mentoring of graduate student work. This might be demonstrated by the ratio of students to graduate faculty who actively mentor graduate student work, the percentage of research-active graduate faculty, scholarly productivity of students, time toward completion of capstone research/creative endeavors, assistance with career placement, or other factors as determined by the program. (Program, periodic review)
4. What notable indicators of graduate faculty scholarly and creative endeavors are evident, as demonstrated by presentations, publications, external funding, performances, awards, etc.? (Program, annual review)
5. In what specific ways are graduate faculty members engaged in program planning and governance? Examples might include regular meetings of the program's graduate faculty, service on program of study committees, involvement on the Graduate Council or URC, etc. (Program, periodic review)
6. If the program has a thesis track, what is the average thesis mentoring load of program faculty? (Program, periodic review)
7. **DISTANCE EDUCATION PROGRAMS ONLY:** If the program has a distance education cohort(s)/site(s), what percentage of courses is taught by tenure track faculty? What percentage of courses is taught by NTT faculty? (Program, annual review)

Standard 5. The program has adequate resources to effectively meet its mission and goals. Required documentation should address:

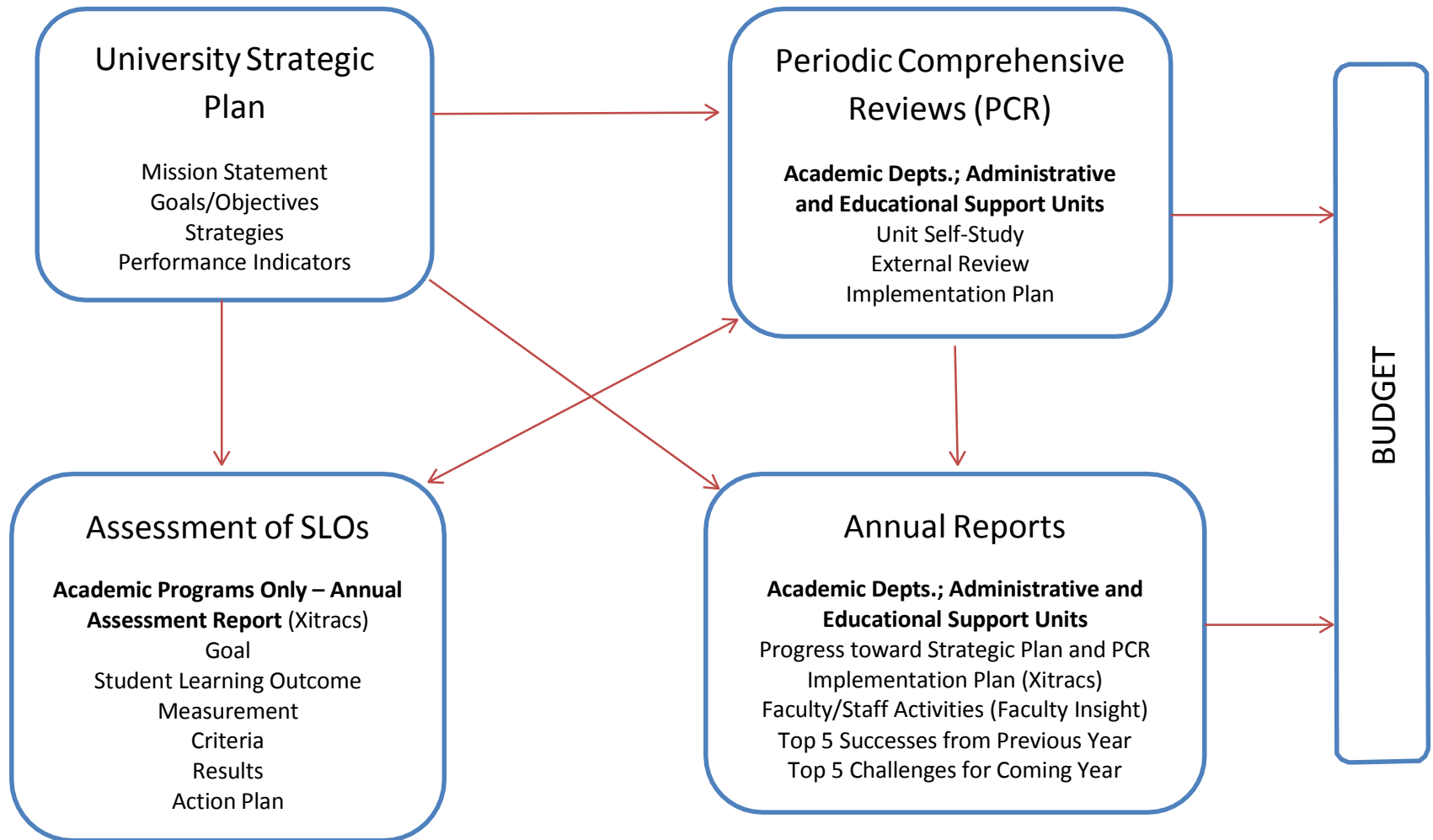
1. What is the average annual allocation of resources from the Graduate School in terms of assistantship funding, scholarships, and NC Tuition Scholarships? What sources other than the Graduate School provide funding for students in the program? (Program, annual review)
2. Are available space and equipment adequate and appropriate for the program? Describe in relation to the following factors, as applicable: access to suitable classrooms; availability of library resources; support for faculty scholarly work (e.g., start-up funds, equipment, lab/studio space); adequacy of IT resources and productivity work flow; availability of student research and graduate assistant work space; availability of faculty office space; etc. (Program, periodic review)
3. How much extramural funding has program faculty acquired? How many graduate students have been supported through grants and contracts? (Program, annual review)
4. How much revenue in gifts and donations has the program raised? What portion of those funds was specifically earmarked for graduate student support? (Program, periodic review)

PART 2: MAJOR FINDINGS AND FUTURE DIRECTIONS (Program, periodic review)

- Based on the findings of the annual and periodic reviews, what:
 - Program strengths have been identified?
 - Weaknesses or areas for improvement have been identified?
 - Opportunities for future growth or quality enhancement have been identified?
- What future directions have been identified for the program for the next five years? (5-7 goals are recommended.) What specific action steps will the program take to achieve these goals?

APPENDIX

Proposed Institutional Effectiveness Model



APPENDIX B

Grants Resources & Services

APPALACHIAN STATE UNIVERSITY

***Graduate Council / February and March
2015 Report from Dr. Pollyanne Frantz,
GRS Director***

Upcoming events:

Supporting Your Research Agenda: Help from the Office of Research (3-4 p.m. April 15, 2015). This session will focus on how the Office of Research can help faculty develop a sound and productive research agenda, including how to identify and complete for resources to enhance its success. See Faculty and Academic Development:

<http://fad.appstate.edu/events/supporting-your-research-agenda-help-office-research>

Recent events:

New Faculty and Researcher Workshop (February 13, 2015)

Eleven faculty members attended this introduction to resources and services available at Appalachian State University to support faculty and staff pursuit of internal and extramural funding.

Locating and Evaluating Funding Opportunities (February 6, 2015).

Nine graduate students learned about common terminology related to grants, the major funding opportunity databases available, and effective searching methods. Participants also learned about how to evaluate a funding opportunity to determine whether to pursue it.

Grant Proposal Writing (March 18, 2015). Fourteen graduate students and one staff member learned how to adapt their scholarly writing styles to a writing style better suited for preparing competitive grant proposals.

For a complete listing of events, see <http://orsp.appstate.edu/events/orsp>