

**GRADUATE COUNCIL  
MINUTES  
October 21, 2013  
(Approved November 18, 2013)**

Present: John Abbott, Mark Bradbury, Joseph Cazier, Scott Collier, Susan Davies, Keith Davis, Ray Easterlin, Mary Englebert, Patty Dale, Dru Henson, Holly Hirst, Marie Hoepfl, Edelma Huntley, Alex Johnson, Dwayne McSwain, Vachel Miller, Katrina Palmer, William Pelto, Martin Root, Mary Valante, Peg Werts

Absent: Randy Edwards, Louis Gallien, Randy Gonzalez, Glenda Treadaway, Fred Whitt

Excused: Pollyanne Frantz, Sandra Krause, Jennifer Snodgrass

Guests: James Denniston, Katherine Ledford, Rosemary Webb

Dr. Huntley called the meeting to order. It was moved (Hoepfl), seconded (Cazier), and unanimously approved that the minutes of the September 16 meeting be accepted.

**Announcements**

- 3MR competition (December 3, 5:00 p.m., 137C Attic Window of the Student Union). Abstracts – 50 words or less in a nondisciplinary language – are due by October 30. Keith Davis volunteered to be an abstract reviewer to select 12-15 contestants.
- Summer and Fall admission and enrollment data are posted. This is an unofficial snapshot taken after Day 9 which is reported to UNC-General Administration. <http://www.graduate.appstate.edu/facultystaff/factbook/index.html>
- Ray Easterlin, Career Development Center, is a new member of the Council.
- Dr. Davis announced that HPC received a good preliminary report from the CACREP accreditation review.

**Old Business**

Graduate Program Prioritization. Tier I programs were reviewed last fall. The Assessment and Review subcommittee of the Graduate Council submitted its recommendations on graduate programs in Tiers 2 & 3 (Attachment 1) to the Graduate Dean and then to deans by mid-October. The committee was commended for its work throughout the summer and fall. The deans will use this data as they progress through the program prioritization process. From the campus review process, there could be a common core of criteria identified to apply to programs going forward in the future. The Graduate Council will be notified when IRAP opens the program prioritization website.

The Graduate Program Prioritization website lists links to compare programs across the UNC system: <http://www.graduate.appstate.edu/prioritization.html>. Review

of programs includes (but not limited to) enrollment, cost, similar offerings at other institutions, and now employment opportunities. Appalachian is 1 of 5 who does exit surveys of its graduates.

### **New Business**

Prioritization reports of academic and administrative units. The Graduate School submitted a prioritization report to the Provost (Attachment 2). This report includes the vision, mission and guiding principle developed by this Council as well as duties and responsibilities of the Graduate School and its staff. With approximately 37% funding cut from previous years, the Graduate School operates on a tight budget with minimum staff. Additional cuts would affect services and recruiting. Travel for recruitment may not be an issue, however, with graduate student recruitment transitioning to online.

### **Curriculum Proposals**

**MOTION 1:** *Approve the proposals to revise the MPA program (Government and Justice Studies):*

*CAS\_GJS\_2012\_08. Delete Emergency Management Concentration (279E) from the Master of Public Administration program.*

*CAS\_GJS\_2012\_09. Change the Not-for-profit Management concentration (279F) in the Master of Public Administration Program.*

*CAS\_GJS\_2012\_10. Change the Town, City and County Management Concentration (279C) in the Master of Public Administration Program.*

**VOTE 1:** Motion carried unanimously. None opposed. No abstentions.

**MOTION 2:** *Approve the proposal to revise ECO 5621: Change the course title of ECO 4621/5621 from "Advanced Environmental Economics" to "Environmental Economics and Policy" and change the prerequisites. (COB\_ECO\_2013\_01)*

**VOTE 2:** Motion carried unanimously. None opposed. No abstentions.

**MOTION 3:** *Approve the proposals to update the CIS certificate, including the relevant courses (Attachment 3):*

- (a) Change the title for MBA 5230 from "Global Information Systems" to "Fundamentals of Business Analytics" and adjust the course description (COB\_CIS\_2013\_03)
- (b) Update the bulletin description for MBA 5200 (COB\_CIS\_2013\_04)
- (c) Change the title of CIS 5850 from "Information System Project" to "Business Analytics Project" and update the course description (COB\_CIS\_2013\_05)
- (d) Change the title of CIS 5630 from "Advanced Data Management" to "Data Management" and update the course description (COB\_CIS\_2013\_06)
- (e) Change the title of CIS 5830 from "Managing Security" to "Security, Privacy and Ethical Issues in Analytics" and update the course description (COB-CIS-2013-07)
- (f) Update the prerequisites for MBA 5870 (COB-CIS-2013-08)

- (g) Delete CIS 5010, 5120, and 5130 (COB-CIS-2013-10)
- (h) Update the requirements for and modernize the name of the CIS Certificate, with some changes from the original proposals submitted (shown in red on Attachment 3). (COB-CIS-2013-09)

**NOTE:** Within the MBA Program of Study, Business Analytics concentration  
Change: CIS 5830 Security Privacy and Ethical Issues in Business Analytics  
To: CIS 5830 Security Privacy and Ethical Issues in Analytics

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

**MOTION 4:** *Approve the proposals to update the MBA program including relevant courses:*

- (a) Change all MBA courses to On Demand (COB-MBA-2013-10)
- (b) Revise MBA 5820 from S/U to A/F (COB-MBA-2013-02)
- (c) Change the title of MBA 5060 from “Executive Seminar in International Leadership and Ethics” to “Executive Seminar” and revise the description (COB-MBA-2013-03)
- (d) Add MBA 5250 Strategic Sourcing and Logistics Management (3). On Demand (COB-MBA-2013-08)
- (e) Add graduate level general SCM courses (independent study, selected topics, and graduate research) (COB-MBA-2013-05)
- (f) Revise the MBA program requirements as follows. Additional changes not in the original proposals are marked in red in the proposed description (Attachment 4). (COB-MBA-2013-01)
  - clarify prerequisites
  - revise the required courses (COB-MBA-2013-09)
  - reorganize the electives
  - add a concentration in Business Analytics (COB-CIS-2013-09)
  - change the General Management concentration to “Leading and Managing Human Resources” (Note: this is really a request to delete GM and add LMHR) (COB-MBA-2013-04)
  - add a concentration in Supply Chain Management (COB-MBA-2013-05)
  - add a concentration in Interdisciplinary Business (COB-MBA-2013-06)

Discussion:

- The Supply Chain concentration is the default concentration for students in Hickory. General Management concentration currently has 85 students with anticipation of 110.
- On demand courses will be offered at least once a year and reevaluated if needed more frequently.

**VOTE 4:** Motion carried unanimously. None opposed. No abstentions.

**NOTE:** COB-MBA-2013-07 to add a Graduate Business Minor was withdrawn by the College of Business.

The Curriculum Committee did not make a motion on the Psychology proposal to merge the Clinical Health Psychology program with the General Experimental Psychology program. Rationale:

The proposal is the result of long-term low enrollment in the General Experimental major. In the last low enrollment review in 2012, the Assessment and Review Committee of the Graduate Council recommended discontinuation, but the department requested permission to merge instead. The program presented in this proposal makes no changes to the requirements for either of the current majors, except specifying PSY 5640 in place of the elective for the GE program.

Essentially this new major just disguises two very different programs as concentrations within one major. We have a number of concerns with this approach, and feel that approval of this proposal as presented could establish a troubling precedent:

- While there are other programs in which different tracks require different numbers of hours to complete the major, these are almost exclusively thesis/non-thesis differences, and the increased number of hours for the larger track is 1-3. This program as presented would have a difference of 24 hours between the two concentrations. (Referred to as Concern 1 below.)
- The common core of courses for the two concentrations is 9 hours; this is only 15% of the coursework required for the clinical concentration. (Referred to as Concern 2 below.)
- A review of other clinical MA programs shows that many are fewer than 57 hours; cannot the clinical track be streamlined somewhat and perhaps add some of the non-assessment focused classes to the experimental track to bring these two concentrations more in line with each other? (Referred to as Concern 3 below.)

**MOTION 5:** It was moved (Henson) and seconded (Abbott) that the following proposal from the Department of Psychology be approved:

CAS\_PSY\_2013\_01. Change MA in Psychology, General Experimental (226A/42.0101) to an MA in Psychology with two concentrations: Clinical and Experimental

Discussion:

- Dr. Denniston distributed data from UNC System institutions showing concentrations within the CIP codes for Psychology, Health Psychology, and School Psychology. The proposal, developed after the Tier I review, brings ASU in line with other UNC institutions. Dr. Denniston noted that the departmental intent had the approval of the Graduate Council, AP&P, and administration, however, the Graduate Council is seeing the proposal for the first time.
- Dr. Denniston distributed responses to concerns of the Curriculum Committee
  - Response to Concern 1: Large differences in the number of required hours for different concentrations is not an uncommon occurrence in the discipline. UNC-G General Experimental and Clinical concentrations require 36 and 55 s.h. (19 s.h. difference). NC Central General and Clinical concentrations require 30 and 49 s.h. (19 s.h. difference).
  - Response to Concern 2: Although the proposed curriculum explicitly lists a common core of 9 s.h. (16% of Clinical hours), this fails to consider that there is

- an additional overlap of courses within the concentration options. Clinical students completing the thesis take an additional 9 s.h. (PSY 5030, 5998, 5999) of courses which overlap across the concentrations. .... Clinical students who opt not to complete a thesis take at least one additional shared course (PSY 5030 or 5200). This yields a minimum of 12 s.h. overlap (21% Clinical hours; 36% Experimental hours), but more commonly 18 s.h. of overlap (32% Clinical hours; 55% Experimental hours) across the concentrations. Again, these are not out of line with other UNC institutions.
- Response to Concern 3: The 57-hour requirement is not unusual relative to other MA programs in Clinical Psychology in the UNC System. Three institutions offer terminal MA degrees and have only marginally fewer course requirements: Western 53; ECU 51; NC Central 49. UNC-Wilmington (two specializations) 53-55 hours; Fayetteville (Counseling) 60; UNC-G 55; UNC-CH 30. UNC-G and UNC-CH are not terminal MA programs but en route to the PhD in Clinical.

Q: Could the core courses could be revised to serve both programs? There is a “small trunk which splits into different directions.” (Miller)

A: The department hoped the Ph.D. program would have been submitted which will require revision of the core clinical program for accreditation. The department has been waiting for approval before reviewing the curriculum. (Denniston)

Q: Health was taken out of the concentration, but the practicums still have health in them. (Hirst)

A: This was an error and will be corrected with just clinical wording. (Denniston)

Q: The letter from Dr. Ortega indicates Clinical Health was discontinued. (Hoepfl)

A: Yes, the general code (420101) was kept. This is why the urgency of this merger. General currently has 19 students and 50 applicants. Clinical has 119 applicants but admits 8 per year due to the training model. Grant funds are tied to the clinical program; if no clinical program these funds may be in jeopardy. (Denniston)

Q: This merger sets precedence for 8-11 small programs to merge. Traditionally, the differences in other concentrations is the thesis requirement. This is a deviation for ASU. (Hoepfl)

A: The precedence for this structure is set within the UNC system. (Denniston)

Q: UNC-GA is looking at these proposals closely. The concern expressed by this body is for a low enrollment program to be folded into a larger enrollment program. Examples of this previously escaped notice because of large enrollments within the same CIP code. (Huntley)

A: The department originally intended to merge all 4 programs into concentrations, but the I/O program couldn't combine as it crosses two colleges. (Denniston) The department did not anticipate the deletion of programs. (Martz)

Q: Could the department wait and do more work to merge the core? (Miller)

A: The department wants to admit students for Fall 2014. Postponing would affect graduate students working with faculty on clinical grants. Assessment supported counseling sites which may be affected are Watauga, Ashe, and Alleghany counties. These are providing students supported by federal funds.

Q: Explain the statement that 14 of the last 16 graduates did a thesis. (Bradbury)

A: The non-thesis option increases the common core of courses (9 hours). (Webb) North Carolina is one of the few states who retains clinical licensure – needed professionally to practice clinical psychology. Many students select the thesis option as they plan to enter doctoral programs. (Martz) A feature of Experimental Psychology is getting students in the lab to do original research. Six thesis hours, however, is limiting to lab time. (Webb & Martz)

Q: When is the last Graduate meeting to get AP&P approval for changes to go into effect? Looking across UNC institutions, this proposal appears to be on the low end of common courses. Reducing the overall hours in the non-thesis option would lower red flags. (Hoepfl)

A: School Psychology recently submitted accreditation documents. A preliminary report will be issued in January. From this review, the department anticipates recommendations to the curriculum. With courses shared across programs, the department needs to see the impact across programs plus consider the accreditation review. The department wants to review the curriculum only one time. (Denniston)

Q: Why approve a program that will be revised? With prioritization, 50% of the concentration is shared. In terms of curriculum work to be done, how much of the concentration will be shared? (Miller)

A: APA requirements will address shared course work. This is common practice in system, and this proposal is not out of line. (Denniston)

Q: What happens if the Ph.D. goes forward. This curriculum is on the way to the Ph.D. (Hirst)

A: The curriculum will add statistics which is required and identify elective courses required of both programs. The department wants the master's students to still be eligible for clinical licensure as NC is one of the few states who grant licensure. These students can then work in the clinic for billable hours, which is good for a smaller university without a lot of grant funding. (Denniston)

Due to actions by UNC-General Administration and the accrediting body, it was suggested that if this proposal is allowed to go forward, that the department review its curriculum across all concentrations and report its findings to the Graduate Council no later than 24 months from approval. Dr. Hoepfl proposed a report next Fall. Dr. Denniston agreed. Dr. Bradbury made a friendly amendment to the motion to revisit the graduate curriculum in Psychology no more than 12 months from approval.

Dr. Henson questioned the appropriate number of hours for overlap of common courses. It was noted that more information would probably come out of the prioritization discussions by the Deans.

The main concerns identified by this Council are 1) the number of shared courses, and 2) the overall number of courses in the clinical concentration. Dr. Denniston agreed to come back to this body in 12 months with an update on the curriculum. Dr. Henson indicated the overlap is deceiving due to the way it is written up, and there are 12-18 hours of overlap (minimum of 12). Dr. Henson objected that the Council is applying external constraints without rules to go on.

**VOTE 5:** Motion to approve the Psychology proposal to combine General Experimental & Clinical Health into 1 CIP master's in Psychology with 2 concentrations with a name change requiring UNC-GA approval. Show of hands: 11 For; 0 Opposed; 0 Abstentions. Motion carried as amended.

#### **Other Announcements**

- A small group of the Graduate Council will begin reviewing graduate minors.
- Grants Resources and Services (Attachment 5)
- Research Protections (Attachment 6)
- Sponsored Programs (Attachment 7)

Motion to adjourn (Bradbury).

## ATTACHMENT 1

### PHASE 2 AND 3 PROGRAM PRIORITIZATION REVIEW REPORT FROM THE ASSESSMENT AND REVIEW COMMITTEE OF THE GRADUATE COUNCIL SUBMITTED SEPTEMBER 27, 2013

#### I. Process

Each graduate program identified for Phase 2 or 3 review was asked to submit reports to the Academic and Graduate Deans. Those reports, along with input from the Graduate School, were reviewed by the Committee. Tier 2 reports were due May 23, and Tier 3 reports were due August 23. The reports were distributed to the Committee, and the Committee met on June 25, July 2, August 20, September 10, and September 18 to discuss the Phase 2 and 3 programs.

This report, prepared by Committee recorder Holly Hirst, documents the Committee recommendations.

#### II. General Observations

Over the nine months in which the Committee read and discussed the program reports from all three phases, a number of observations and general recommendations emerged. Addressing these may help to increase both the quality and marketability of graduate programs, and also may lead to increases in enrollment. The Committee strongly encourages that these recommendations be investigated, giving stakeholders a clear timeline (perhaps 12-18 months) for discussion and input.

- There is clear potential for cross-program synergy that has not been exploited.
  - Most of the graduate programs offered could be labeled as professional or applied programs, and there are a number of similarly focused programs that do not appear to know much about each other.
  - Many programs share some characteristics that could be capitalized on (hold classes at the same location, offer intensive summer workshop courses, are aimed at a similar audience such as “teachers,” etc.).

##### *Recommendations:*

- The Graduate School, in conjunction with Distance Education, should host a series of meetings to bring together similar programs routinely offered in the same location to discuss joint marketing, recruiting, and elective selection efforts.
  - The University should review off-campus sites to determine which have the potential for a continuous presence for rolling (rather than cohort-based) programs. In addition, the University should review the process through which off-campus sites are selected by the faculty and require additional documentation for programs wishing to hold any face-to-face meetings at other locations.
- There are a number of multi-concentration programs in which only a small percentage of courses are taken by all majors; in several cases, these programs have some very low enrolled concentrations hiding behind healthy ones. *Recommendations:*
    - The Graduate Council should establish a minimum percentage of hours that must be shared across concentrations, and all programs wishing to update curricula should be held to this standard. This percentage should be at least 50%.
    - Programs should be required to document extent to which concentration-specific courses meet a per-section enrollment minimum established with consultation of the Academic Dean.

- Many programs hover below or around the 20-25 enrolled student mark (total headcount at all locations as measured at the Fall snapshot). While a number of these programs are very high quality, the Committee wonders if the University can afford to continue to support these programs. *Recommendation:* A University minimum for calendar-year, unduplicated headcount across all locations should be established, and that minimum should be in the low 30s.
- Many faculty have little knowledge of the size and scope of demand for their programs – both in terms of prospective students and potential for employment or advancement upon graduation. Programs that propose new programs or tracks or make significant changes must document this during the curriculum approval process; programs that have existed with only occasional curriculum updates have not been required to document this. *Recommendation:* All programs should work toward an understanding of this demand and use the information to inform marketing and curriculum decisions; i.e., the University should move from a “push” to a “pull” strategy for program development, offering programs congruent with the job market.
- When asked about the program’s centrality to the University mission, many of the responses could be summarized as “graduate students imply research and research implies new knowledge.” The Committee members felt that programs should be able to provide more direct connections with the University mission and strategic directions, if not at this time then certainly when the new strategic plan is approved. *Recommendation:* When selecting programs for enhancement, there should be a more explicit linkage with the strategic directions of the University. Specific examples should be cited, directly tied to an identified strategic direction or initiative.
- A common theme in many of the reports citing limitations to increasing enrollment was a lamentation on the scarcity of University-provided tuition and health insurance funding for graduate assistants. These concerns were especially noticeable from the programs that compete with PhD programs for baccalaureate-level students. *Recommendations:*
  - Given that an increase in the state appropriation for tuition remission is unlikely, programs should step up recruiting within NC.
  - If the limitation barring increase in enrollment is solely based upon student funding, departments should investigate non-state funding avenues (gifts, grants, contracts) to increase support for their graduate students.
  - If the student funding limitation is insurmountable through non-state means, the University should include that factor in its consideration when downsizing programs and reallocating resources; i.e., the University may no longer be able to afford to offer some existing high quality programs with small enrollments.

### III. Brief Summary of Recommendations

The table below provides an outline of the recommendations of the Committee for each of the Tier 2 and 3 programs. See Section IV for more detailed discussion of the Committee recommendations for each program. Common recommendations for all Tier 2 and Tier 3 programs:

- All Tier 2 and 3 programs should increase enrollment by at least 10%. Larger increases (25-30% and higher) are recommended for select large-demand programs and all small programs as noted in the documentation below.

- Where further review or self-analysis is recommended, a deadline of no more than 12-18 months should be set and enforced.
- In those cases where a small program cannot achieve an enrollment (unduplicated calendar-year headcount) of at least 25-30 by a given deadline, the Committee recommends consolidation or discontinuation. The deadline to achieve these enrollments should be made clear to these programs as soon as possible.

The Committee understands that other factors will play a role in final decisions, and there may be information that was not provided in the reports that would have led the Committee to a different conclusion, especially given that input from the academic dean was not available for many of the programs.

It is important to review the Tier 1 report as well when considering the programs for prioritization in the academic colleges.

<b>Tier 2 Program</b>	<b>Committee Recommendation</b>	<b>Graduate School Recommendation</b>
Appalachian Studies MA	Undergo a careful self-analysis to help identify a focus that would be viable going forward	Undergo a careful analysis to determine the future of this program in light of discontinuation of ACM
Biology MS	Good candidate for enhancement, but it is unclear how best to advise on what resources would be needed; look for ways to focus marketing on research strengths; consider incorporation of a non-thesis option	Investigate addition of a non-thesis option, perhaps with internship as the capstone, in order to grow enrollment (strong candidate for additional resources)
Clinical Health Psychology MA	N/A	N/A
Criminal Justice MS	Give the program 6 months to determine how to move forward with increased enrollment – or merge with MPA concentration	Merge into the MPA concentration in Administration of Justice (perhaps with a concentration title change)
Curriculum Specialist MA	Focus faculty efforts and resources by eliminating on-campus presence; review in 12-18 months regarding progress toward and success for on-line program	Review in 18 months to see if the proposed online program gains traction; provide a clear sunset plan if not
Educational Administration EDS	Work toward 20% increase in enrollment; investigate further integration with EDD	Discontinue, or significantly redesign to merge with EDD as a “consolation” degree for those who are not planning to finish the EDD
Educational Leadership EDD	Undergo external review to help document quality, purpose, and marketability; in addition an external review of the last 5 years of dissertations should be undertaken	Revise the curriculum to allow for EDS as non-dissertation option; focus the general concentration, perhaps on “College and University Leadership,” to avoid the reputation of being all things to all people

Tier 2 Program	Committee Recommendation	Graduate School Recommendation
Educational Media MA – C&I Concentrations	Discontinue media production; the other two concentrations should be allowed to continue only if they can document demand, articulate a fit with the University’s strategic directions, and meet specific enrollment targets by a clearly defined deadline; in addition, the existence of companion certificates should be reconsidered	Discontinue, and encourage faculty to collaborate on the ITC Concentrations in LES
Elementary Education MA	Investigate increased collaboration with middle grades education, special education, reading education; revisit viability of on-campus enrollment; work to gain a true understanding of the market for this program in light of the elimination of the MA pay raise	Review the curriculum to investigate increased common coursework with Middle Grades Education and market as two cooperating programs; increase level of non-face-to-face offerings
English MA	Continue provided the enrollment stays above 25, including more NC residents; review the curriculum in light of department strengths to focus the program more clearly; meet with the Higher Education program to look for ways to collaborate; consider funding sources other than the Graduate School's allocation and funding from the college dean	Review the statewide demand for English MA program to determine a niche other than “PHD feeder” or “NTT training” and increase numbers so that enrollment is consistently above 25-30; work toward a destination curriculum so that the program is not competing with better-funded programs at research universities
Higher Education MA	Continue, but pay attention to number of locations and split between on- and off-campus enrollments; work more closely with client disciplines on coursework; seek collaboration with College Student Development	Eliminate the higher education “teaching” concentration in favor of a graduate certificate in higher education administration; eliminate the open-ended option under “Adult and Developmental Education”; investigate possible course sharing with College Student Development
Higher Education EDS	Review the need for this program within 12 months and provide a justification for retaining this program other than as a feeder for the EDD	Discontinue, or significantly redesign to merge with EDD as a “consolation” degree for those who are unable to finish the EDD

<b>Tier 2 Program</b>	<b>Committee Recommendation</b>	<b>Graduate School Recommendation</b>
Marriage and Family Therapy MA	Continue, but work to increase enrollment to consistently higher than 25-30; review resources to more clearly indicate whether it is faculty or internship placements that limit enrollment	Increase enrollment so that numbers are consistently higher than 25-30
Middle Grades Education MA	Continue the program with clear enrollment, revisiting the format of the program and the marketing strategies; combine aspects of this program with other programs such as elementary education and reading education; eliminate the on-campus presence or work to combine it with other small on-campus; eliminate concentrations in science and social science, focusing instead on building robust numbers in mathematics and in language arts	Review the curriculum to investigate increased common coursework with Elementary Education and market as two cooperating programs; increase level of non-face-to-face offerings; eliminate concentrations that are difficult to complete with Appalachian coursework (e.g., science, social science)
(Music) Performance MM	Develop a clearer, more memorable marketing plan indicating how this program is unique compared to very strong, well enrolled programs at UNCSA and UNCG; grow enrollment to at least 25-30	Increase numbers so that enrollment is consistently higher than 25-30; decrease the number of concentrations and/or focus recruiting efforts on a few of the most popular (e.g., guitar, voice, percussion)
Music Therapy MMT	Increase numbers so that enrollment is consistently higher than 25-30; develop a plan to reach this level or discontinue	Program must stop citing initial approval for small numbers. In line with the current landscape for graduate education, program must work to increase numbers so that enrollment is consistently higher than 25-30 (strong candidate for additional resources)
Special Education MA	Investigate increased collaboration with elementary education, middle grades education, reading education; revisit viability of on-campus enrollment; work to gain a true understanding of the market for this program in light of the elimination of the MA pay raise	Review the delivery mechanism and the concentrations to determine if there remains any demand for this program

<b>Tier 3 Program</b>	<b>Committee Recommendation</b>	<b>Graduate School Recommendation</b>
Accounting MS	Strong program that is comfortable with its size; continue as is	Continue as currently implemented
Business Administration MBA	Strong program that seeks to grow to ~110; continue with this plan, but phase out economics concentration in favor of an analytics concentration	Review the efficacy of the economics concentration, perhaps replacing it with one focused on analytics
Clinical Mental Health Counseling MA	Target this program for additional resources to increase enrollment by 20-25%; remove the option of receiving both a concentration and a certificate in the same discipline to help reduce time to degree and student debt	Continue the MA program, reducing time to completion by disallowing students to pursue both a certificate and concentration in the same area; increase enrollment by 20-25% (strong candidate for additional resources)
College Student Development MA	Target this program for additional resources to increase enrollment by 25-30%; cease limiting enrollment because of on-campus assistantship availability; investigate collaboration with Higher Education	Continue, but work toward increased enrollment by 20-25% (strong candidate for additional resources); investigate collaboration with Higher Education to alleviate shortage of faculty
Educational Media MA – LES Concentrations	Continue as is, working to examine increased cooperation with Ed Media-C&I and Library Sciences to off-set declines in enrollment due to MA teacher pay elimination	Continue, but work on increased interaction with MLS and also with C&I expertise in media literacy; monitor enrollment in light of MA pay elimination and be prepared to respond with curriculum refinement
Exercise Science MS	Continue as is, but revisit and report a more realistic set of resources needed to grow enrollment	Continue as implemented, but investigate mechanisms to increase NC-resident student population
Geography MA	Continue as is, but work toward returning to the historical enrollment level of mid-30s	Continue, but work toward increasing enrollment by 20-25%
Industrial-Organizational Psychology MA	Investigate strengthening ties to Management, with a possible move of the program coordination to Management; work toward increasing enrollment to 25-30	Increase numbers so that enrollment is consistently higher than 25-30 (strong candidate for additional resources)
Library Science MLS	Investigate several directions: discontinuing the public libraries track (or seek accreditation); closer collaboration with ITC; offering the program at the Charlotte Graduate Center; eliminate face-to-face cohorts	Investigate increased interaction with ITC and either eliminate public libraries focus or merge it into a combined school and public libraries program (i.e., no concentrations)

Tier 3 Program	Committee Recommendation	Graduate School Recommendation
Nutrition MS	Strong candidate for additional resources; investigate acquiring more dietetic internship slots and also perhaps a non-dietetic-internship concentration; consider revisioning oversight of interns, perhaps through use of alumni	Investigate a non-ADA internship concentration, perhaps with HCM focus; increase numbers so that enrollment is consistently higher than 25-30 (strong candidate for additional resources)
Political Science MA	Program is really not on a par with other tier 3 programs; investigate the marketable areas of expertise within the program, revise the curriculum accordingly, and put a plan in place to grow enrollment consistently to the mid-30s	Review need for the program to determine niche other than “PhD feeder” and discontinue or significantly revise American Government and Environmental Policy concentrations given very low enrollments and work toward eliminating under-enrolled graduate classes perhaps by eliminating low enrollment concentrations
Professional School Counseling MA	Solid program with strong presence and documented NC need; continue with some limited additional resources to grow enrollment by 10-15%	Continue as currently implemented
Public Administration MPA	Solid program, but recent declines in enrollment are troubling; work to cut back on the number of concentrations, limit routine use of adjuncts for certain concentration courses, investigate best practices for recruiting to get back to the optimum enrollment of ~40 on campus and ~40 off campus	Reduce the number of concentrations and absorb Criminal Justice; investigate and respond to reasons for recent declines in enrollment
Reading Education MA	Strong program currently, but enrollment is eroding slightly and will continue to do so with elimination of MA teacher pay; develop a clear plan for the future, including outlining the niche for this program	Continue as currently implemented, but revisit on-campus admission given low on-campus numbers; review locations to ensure faculty are not spread too thinly
School Administration MSA	Strong program with clear demand; investigate more seamless integration with EDS/EDD; develop a clear plan for growth including specific resource needs	Continue as currently implemented

<b>Tier 3 Program</b>	<b>Committee Recommendation</b>	<b>Graduate School Recommendation</b>
Social Work MSW	Strong program poised for expansion; continue to investigate global model, and provide a clear indication of the resources needed to grow the program.	Continue as currently implemented
Speech-Language Pathology MS	Healthy program with a large applicant pool and strong growth potential; look beyond the self-imposed geographic limit for internships and practicums, perhaps through the use of alumni; investigate possible expansion, such as the AuD	Consider expanding the geographic region in which placements occur to allow for 20-25% increased enrollment (high priority for resource allocation)
Technology MS	Strong program with potential to grow; review the need for retaining the very low enrolled GAIT concentration; provide specific information regarding faculty positions needed to grow to mid-50s in enrollment	Continue as currently implemented, but revisit the need for the GAIT concentration given the very low enrollment (high priority for resource allocation)

## IV. Discussion

### *Tier 2*

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#### **Appalachian Studies MA**

Background: The report focuses on the long tradition and quality indicators for this program and the fact that it has been the only program at the master's level, but it is not clear that the program has come to grips with the changing climate for recruiting grad students. It is not clear what the program objectives are and how the program will compete with others now emerging (e.g., ETSU). What is the true strength/focus of the program – culture? What are graduates really doing with specific content/skills learned while in the program? How will this program survive the discontinuation of the Academic Common Market?

There has also been an increase in requests for substitutions, especially in regional coursework from outside of A S, and in requests for individual studies, especially in coursework needed to complete the roots and music focus. How will this be addressed?

Recommendation: The Committee recommends that a careful self-analysis occur to help identify a focus that would be viable going forward (rural health? comparative/ global studies?). This program is not ready for additional resources for enhancement, and the Committee is concerned that the program may find itself low enrolled in the near future. Suggested deadline for self-analysis: June 30, 2014.

#### **Biology MS**

Background: This report documents a strong master's program, attempting to address its weaknesses. Time to degree has been a concern but is getting better, and students are getting jobs or admission into good doctoral programs. The program has worked to identify its strengths, adding specific concentrations and moving away from a generic program. It identifies some specific strengths (e.g., high-elevation research) not currently in marketing materials that could be used to further refine its niche.

Recommendation: This program is a good candidate for enhancement, but the Committee is uncertain what specifically to recommend given the increasing departmental demand at the undergraduate level. Both faculty research and time to degree might be helped if more students could be funded as RAs for faculty instead of TAs, but the lab instruction demand remains an issue. The major limitation listed by the program is graduate student stipends. What specific data are available to document the statement that “regional universities provide more competitive stipends”? Has thought been given to really focusing on high-elevation research opportunities? Has the program considered adding a non-thesis track, which could perhaps ease some burden on the faculty who are thesis mentors?

#### **Clinical Health Psychology MA**

No report was received, due to impending merger with General Experimental Psychology and planned elimination in favor of a PhD.

#### **Criminal Justice and Criminology MS**

Background: This report was quite passive, repeatedly mentioning the large demand at the baccalaureate level for CJ resources, and the Committee was left wondering whether there was really strong support

for this program from the faculty. Perhaps focusing on the undergraduate program would be the best course of action for the following reasons: The MS enrollment is dropping and demand for off-campus cohorts has dropped precipitously—northwestern NC appears to be tapped out. In addition to UNC schools, there are several private colleges and online universities offering a master’s-level CJ-related program.

Is there potential (and the interest) to refine this program (and the marketing) to be a destination program? The report mentions a blend of theory and practice; can this uniqueness of the program be quantified in some manner, perhaps via direct comparison to other programs in NC? Is there potential in Asheville? Online? Can the program continue to compete with UNC-C? What is needed to seek accreditation, and will that help with enrollment?

Recommendation: Give the program a very short timeframe (6 months) to study what it is, how it can be unique (and market itself as such), and how it can grow the enrollment to at least 25-30; otherwise discontinue or merge into the MPA program.

### **Curriculum Specialist MA**

Background: The report makes a case for this being a somewhat unique program in NC (at least within the western portion of the state), but there has clearly been a struggle to maintain adequate enrollment. The report did not include some important data, most critically ideas for growth and market differentiation. Is there potential to expand the licensure-only portion of the program if it were more carefully designed and marketed – as has been done with school administration; or via a graduate certificate? Are there grant opportunities that would enhance the options for students and faculty? Race to the top? Common Core?

Recommendation: Focus faculty efforts and resources by ending the very small on-campus presence and continuing to focus on development of online (or at least heavily blended) delivery. In that effort, the program should develop more sophisticated marketing and recruiting both for the degree and licensure-only programs. If the program can show growth and market differentiation, the Committee believes it would be a good target for enhancement in the future.

### **Educational Administration EDS**

Background: This program appears to address a need in the public schools, namely training superintendents. The report identifies a somewhat unique characteristic of the program – superintendent licensure without completing a full EDD program. The faculty appear to be taking steps to expand their enrollments via online program offering. The Committee believes that as much as 20% growth could occur without significant resource expansion. It does seem like the faculty could better target the whole of western NC. What is the limiting factor on the 18 hours applied toward the doctoral degree? Would there be advantages to changing this to further streamline time to degree for doctoral students?

Recommendation: Work toward a 20% increase in enrollment, and investigate further integration with EDD.

### **Educational Leadership EDD**

Background: This program has been able to fill all slots (12-15) for each cohort, and continues to draw applications both on and off campus. However, the report which appeared to have been put together with little thought left the committee with more questions than answers given its lack of detailed analysis.

- How exactly is the mix of higher-education- and K12-focused students beneficial? What is the optimum mix? How is this mix operationalized at the different sites?
- Why is the K12 concentration organized and cohesive and the higher education concentration open ended without a focus? This appears to lead to the program trying to be the doctoral program for every field at the University, as illustrated by dissertation topics for which the College has no expertise.
- Where is the publishable research from the dissertations? Where are the other indicators of quality? Doctoral research? Faculty research?
- How is research integrity being taught?
- Given the program's name-Educational Leadership-how is leadership embedded in coursework and dissertation subjects? How is leadership the focus of the degree?

Recommendation: This program – as a “signature” program and our sole doctoral program – should undergo external review to help document quality, purpose, and marketability. In addition, given the uneven quality of recent dissertations, an external review of the last 5 years of dissertations should be undertaken.

### **Educational Media MA – C&I Concentrations**

Background: The three concentrations housed in C&I have had varying success in recruiting students; the media literacy and production concentrations have never been robust, hiding behind a larger new media concentration. The enrollment in all areas has declined significantly and continues to do so. A recent changeover in the long-time leadership of the program means that many aspects of the program have been updated; to date, however, there is little indication of increased demand for these concentrations. Given the concentrations' history of low enrollments and the inability to recruit robust applicant pools through the last two cycles, it may well be that demand has evaporated; and allowing for more time to attempt recruitment may only be prolonging the slide toward elimination. Another factor of concern: Almost 50% of courses are taught by adjunct faculty, a situation that needs to be addressed immediately.

Recommendation: Discontinue media production immediately; the other two concentrations should investigate working together (i.e., revising curriculum to share more coursework and marketing as a single cohort) and should be allowed to continue only if they can document demand, articulate a fit with the University's strategic directions, and meet specific enrollment targets by a clearly defined deadline; in addition, the existence of companion certificates should be reconsidered: Is it more appropriate to have only the concentration or only the certificate? It is not clear that there is a need for both.

### **Elementary Education MA**

Background: The recent, sharp drop-off in enrollment is very troubling and bound to continue in light of the elimination of the MA teacher pay. The program appears to be well-managed, and program faculty have made efforts to market the program. Appalachian is clearly a regional "leader" in this area and should have a sufficient pool of candidates from which to market. Is there a way to become less dependent on face-to-face instruction (and is there evidence this would help with enrollment)? There is a very small on-campus population; is this group of students being well-served?

Recommendation: Continue the program with clear enrollment targets, revisiting the format of the program and the marketing strategies. Consider combining aspects of this program with other programs such as middle grades education, reading education, and special education. Eliminate the on-campus

presence or work to combine it with the small on-campus groups in reading, special, and middle grades education

### **English MA**

Background: This report documents a very traditional master's degree in English that appears to be used to generate instructors for general education coursework here – both as TAs and later as NTT hires in the department (40% of the NTTs). It is not clear what distinguishes this program from any other master's program focusing on literature, so it is not clear why anyone not already in Boone would enroll. The report mentions that there may be interest in a folklore concentration, but it is unclear what the market would be for that given the competition already in the state. In addition, the department should be wary of concentrations that will result in under-enrolled classes with fewer than 10-12 students. Money is repeatedly mentioned as a limiting factor, but if money is the only thing that will help, why continue the program if the department cannot raise the funding through grants or gifts or collaborative assistantships with community partners (as is done in Exercise Science and Public Administration)? Can the program work on more proactively recruiting NC residents?

Recommendation: The program should continue provided that the enrollment clearly stays above 25-30 and an effort is made increase enrollment, especially of NC residents. Review the curriculum in light of department strengths to focus the program more clearly, avoiding the perception that the program is solely to create NTTs and PhD applicants. Encourage the faculty to network with colleagues at colleges in NC to try to increase the pipeline of applicants. Meet with the Higher Education program to look for ways to collaborate. Consider funding sources other than the Graduate School's allocation and funding from the college dean.

### **Higher Education MA**

Background: This program appears to be healthy, but is spread too thinly among multiple face-to-face sites. The enrollment on campus appears strong, but the majority of students seeking to complete the program in the standard master's timeframe often must go off-campus to complete their full-time schedules; this indicates that the on-campus program may be the victim too many sites, and perhaps the on-campus program should be marketed as part-time only. There also appears to be some possibility of collaboration with College Student Development that has not been exploited.

In addition, the teaching concentration appears to be almost an add-on or after thought. Given the SACS preference for instructors to possess the master's in the discipline, is the teaching concentration really serving the best interests of the students?

Recommendation: Continue, but pay attention to the number of locations and the split between on- and off-campus enrollments; work more closely with client disciplines on coursework if the teaching concentration continues; seek collaboration with College Student Development.

### **Higher Education EDS**

Background: The Committee does not understand the need for this program, which often struggles to find applicants other than those who wish to enter the off-campus doctoral program. There appears to be no other real use for this credential, and the students may be better served with a second master's. The efforts of the program could be better used in continuing to strengthen the Higher Education MA.

Recommendation: Review the need for this program within 12 months and provide a justification for retaining this program other than as a feeder for the EDD.

### **Marriage and Family Therapy MA**

Background: The report documents a strong program with good job prospects for graduates; however, the resources needed for growth are unclear: Internship placements are indicated as limiting, but the report goes on to state that the program could double if it had more staff and space.

Recommendation: Continue, but work to increase enrollment; review resources to more clearly indicate whether it is faculty or internship placements that limit enrollment.

### **Middle Grades Education MA**

Background: This program has never been large, and the concentration requirement of courses in the client disciplines has always been problematic, especially in science. In the past half decade, the few middle grades students who wanted concentrations in science or social science have invariably had to take content courses at other institutions and transfer in those courses because nothing was available through Appalachian. In addition, the program has had issues with recruiting sufficient students for specific cohorts.

Recommendation: Continue the program with clear enrollment targets for both the program as a whole and each cohort, revisiting the format of the program and the marketing strategies. Consider combining aspects of this program with other programs such as elementary education and reading education. Eliminate the on-campus presence or work to combine it with the small on-campus groups in reading education, special education, and elementary education. Eliminate the possibility of concentrations in science and social science, focusing instead on building robust numbers in mathematics and in language arts.

### **(Music) Performance MM**

Background: This program has had fluctuating enrollment, averaging near or slightly above the UNC mandated minimum. The enrollment is down sharply, and this program will almost certainly be marked as low enrolled if there is no improvement in 2014. While the Committee understands that music programs require individual lessons and so accepting many different kinds of students is possible when there are faculty in many instrumental areas, the program appears to be trying to be all things to all people. The report left the Committee with many questions: What is the program's core message? What is the reason to come here for graduate work and not UNCG or UNCSCA? What are the strongest areas? Would focusing enable the program to recruit more students? Why is a *graduate* student in each studio an important attribute for the School? Has the Music school investigated Appalachian music, perhaps in collaboration with Appalachian Studies? Could this help with differentiating ASU at the grad level?

Recommendation: Develop a clearer, more memorable marketing plan indicating how this program is unique compared to very strong, well enrolled programs at UNCSCA and UNCG; grow enrollment to at least 25-30.

## **Music Therapy MMT**

Background: This program appears to have many strong qualities: good students, good placements, etc. However, the size of the program is problematic in this budget climate, and immediate attention should be paid to increasing enrollment. There are a number of questions that the program should answer to help it determine the right direction for the future: Is the master's slated to be the certifying credential for music therapists in the near future? Is this program one that can work better if housed in HPC or Health Sciences? Could some collaboration with business or public administration be advantageous? Would even closer interaction with expressive arts help to enable the program to grow?

Recommendation: Increase numbers so that enrollment is consistently higher than 25-30; develop a plan to reach this level or discontinue.

## **Special Education MA**

Background: This program fits with the traditional mission of the University (teacher education), but the current enrollment doesn't support retaining this program. They have both on-and off-campus presence, neither of which is robust. Page 9 of the report identifies a plan of action to move forward in building relationships with schools and more proactively recruiting students. In addition there may be ways in which this program could collaborate with other programs aimed at similar audiences, especially elementary education, middle grades education, and reading education.

Recommendation: Investigate increased collaboration with elementary education, middle grades education, and reading education; revisit viability of on-campus enrollment; work to gain a true understanding of the market for this program in light of the elimination of the MA pay raise.

### *Tier 3*

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## **Accounting MS**

Background: This is a strong program with a healthy enrollment. The program has a good grasp of the number of students it can accommodate and works to retain that enrollment level. There appears to be no real interest in growing, but 5-10% growth should be possible without additional resource if classroom management in the college could be revised to accommodate 5-10 more MS accounting students.

Recommendation: Continue as is.

## **Business Administration**

Background: This is a strong program, clearly a result of the revisioning of the curriculum and the incorporation of innovative concentrations. All are robust except Economics, which seems to have limped along. The introduction of coursework related to business analytics will almost certainly be a selling point for the program. There are some other actions that may help further improve the program, in particular looking for options to collaborate with other programs with administrative, environmental, or international focuses.

Recommendation: Continue with the plan to grow to ~110, but phase out the economics concentration in favor of an analytics concentration; seek collaboration with other professional programs on campus (e.g., MPA, Technology).

### **Clinical Mental Health Counseling MA**

Background: This program appears to be a strong one, with a large applicant pool and good job prospects. It is unclear why this program has not been provided with new faculty given the demand. There is concern that students add on certificates un-necessarily, increasing the number of hours and the financial debt.

Recommendation: Target this program for additional resources to increase enrollment by 20-25%; remove the option of receiving both a concentration and a certificate in the same discipline to help reduce time to degree and student debt.

### **College Student Development MA**

Background: This program has garnered a strong reputation, and brings students in from around the US. The internship placements are many and varied, and the program coordination is very good, especially in light of the fact that there are only three primary faculty. It is not clear what would be needed to grow the program, but the Committee believes this is one that would find the demand to grow. The Committee suggests enhancement through additional faculty resources and a revisiting of limiting based on assistantship availability. It may also help with workload and internship placement to more closely with higher education, especially in light of the HE connection with NC community colleges.

Recommendation: Target this program for additional resources to increase enrollment by 25-30%; cease limiting enrollment because of on-campus assistantship availability; investigate collaboration with Higher Education.

### **Educational Media MA – LES Concentrations**

Background: This program has been quite well enrolled, especially since moving to an online format in the virtual classroom environment. Unfortunately, the elimination of MA teacher pay may have significant effect on demand. The Committee encourages the program to work with Ed Media-C&I and Library Science to see if there are creative ways to be in front of the teacher education MA declines.

Recommendation: Continue as is, working to examine increased cooperation with Ed Media-C&I and Library Sciences to try to off-set declines in enrollment due to MA teacher pay elimination.

### **Exercise Science MS**

Background: The Exercise Science program has consistently improved over the last decade, and demand is quite high. The program has determined a “right size” for the current resources (low 30s) and has maintained that enrollment. Much of the increase in demand appears to be from non-NC residents, and the program should investigate how to grow the NC-resident applicant pool given the erosion of tuition support – or investigate the options for non-state funding of tuition support for the graduate assistants.

The program provided a substantial (unrealistic?) list of requirements to grow the program, but a quick calculation shows that the cost does not support the benefit of the increase SCH.

Recommendation: Continue as is, but revisit and report a more realistic set of resources needed to grow enrollment.

## **Geography MA**

Background: The Geography faculty have worked hard in the last decade to develop a strong program, but some strategies need to be developed to help the enrollment increase back to the mid-30s, rather than hovering around the minimum adequate enrollment mark. What is the most popular area? Physical? Cultural? GIS? Planning? Can the program further differentiate from UNCC and UNCG to brand and market itself as distinct?

Recommendation: Continue the program as is, but work toward returning to the historical enrollment level of mid-30s.

## **I-O Psychology and HRM MA**

Background: The report outlines a strong program that involves faculty equally from Psychology and Management. The HRM focus appears to contribute significantly to the strength and marketability of the program. The report left the committee with the impression that the clinical/school focus of the psychology department may be resulting in less attention to the needs of this program and its students. It appears that stronger ties with Management would be beneficial, and perhaps shifting coordination of the program to Management would allow for an infusion of more resources.

Recommendation: Investigate strengthening ties to Management, with a possible move of the program coordination to Management; work toward increasing enrollment to 30.

## **Library Science MLS**

Background: Since it moved to primarily online delivery and revised the curriculum, the MLS has become quite a strong program. The potential for additional growth appears to be present, provided the program can document what makes it unique given the others in NC. Some questions: Why retain the public libraries track, given that the program is not ALA accredited? If there is demand for public libraries, would it not be best to seek accreditation? If not, would merging the two tracks make sense, since many students complete both school and public concentrations? Are there closer collaborations possible with ITC?

Recommendation: Investigate several directions: discontinuing the public libraries track (or seek accreditation); closer collaboration with ITC; offering the program at the Charlotte Graduate Center; eliminate other face-to-face cohorts

## **Nutrition MS**

Background: Since its split from the MA in Family and Consumer Sciences, Nutrition has evolved into a high quality program that has grown in reputation. The limiting factor of the dietetic internship slots being 10 is very unfortunate, and the program should investigate the possibility of receiving more internship slots and also perhaps adding a non-internship option. Is it possible to revise the oversight of internships to allow further placement, perhaps by using alumni?

Recommendation: Nutrition is a candidate for additional resources; investigate acquiring more dietetic internship slots and also perhaps a non-dietetic-internship concentration; consider revisioning oversight of interns, perhaps through use of alumni.

## **Political Science MA**

Background: This report does not document a Tier 3 program, and leaves a lot of questions unanswered. The program appears to be on a slow slide to mediocre. The program should identify its true areas of expertise and spend some time to get a plan in place to return enrollment to the mid-30s. Enrollment outside of International Relations/Comparative Politics is quite small. Is there a plan to increase activity in the recently added environmental track? Why keep American government? The fact that the common core courses shared by all the concentrations is so small (6 hours) makes course enrollments and distribution of duties between two program directors problematic. Regarding the plans for the program, emphasizing the internship is a good idea, but why is there no required international experience in culture and language?

Recommendation: Based on this report, this program is really not on a par with other Tier 3 programs; investigate the marketable areas of expertise within the program, revise the curriculum accordingly, and put a plan in place to grow enrollment consistently to the mid-30s.

## **Professional School Counseling MA**

Background: This is a solid program with good student interest that meets clear needs and serves NC. The enrollment is good given the size of the faculty, and there appears to be a small potential to grow enrollment without a large influx of funding.

Recommendation: Continue with perhaps limited additional resources to grow enrollment by 10-15%.

## **Public Administration MPA**

Background: This program has been very strong in the recent past, but enrollment has declined significantly in the last year. The mode of delivery, the applicability of the various concentrations, and recruiting methods need to be examined. In addition, incorporating the Criminal Justice program into the MPA may help improve the enrollment. Other items to consider: Limit the use of adjuncts for some of the specific topics (e.g., grant writing); investigate changing some concentration coursework into optional minors; pursue recruiting undergraduates from Appalachian; look at increased collaboration with other programs related to administration (school, business).

Recommendation: Work to cut back on the number of concentrations, limit routine use of adjuncts for certain concentration courses, and investigate best practices for recruiting to get back to the optimum enrollment of ~40 on campus and ~40 off campus.

## **Reading Education MA**

Background: Reading is somewhat unusual for a teacher education program in that it has abandoned the cohort model in favor of rolling admission at multiple off-campus sites, retaining enrollment on campus as well. The enrollment is currently quite good, except for on campus. There are a number of impending changes that need to be proactively addressed: Given the elimination of MA teacher pay, can the program stay ahead of the curve? A number of the strongest researchers in the program are at or nearing retirement; are there ways they can ensure that the reputation will remain high? What is the future niche for this program now that enrollment has started to decline at some of the popular locations? Can there be increased interaction with adult basic skills? TESL? Can the post-master's certificate be better integrated into EDD?

Recommendation: Reading is a strong program currently, but enrollment is eroding slightly and will continue to do so with elimination of MA teacher pay; develop a clear plan for the future including outlining the niche for this program.

### **School Administration MSA**

Background: Given the need for school administrators, this program has good potential for growth. There is not a clear indication, however, of the resources needed to support an increase in enrollment. Also, given the similar focus of the EDS in Educational Administration and the EDD in Educational Leadership, what would it take to work more seamlessly with these programs? Given the target population of teachers, are there other formats that would facilitate growth, such as intensive summer institutes?

Recommendation: This is a strong program with clear demand; investigate more seamless integration with EDS/EDD; develop a clear plan for growth including specific resource needs.

### **Social Work MSW**

Background: As is clear from the detailed report, this program is poised for expansion. Look at further developing the global model, especially considering the possible funding pressures.

Recommendation: This is a strong program poised for expansion; continue to investigate global model, and provide a clear indication of the resources needed to grow the program.

### **Speech-Language Pathology MS**

Background: This report documents a healthy program with an exceptionally strong applicant pool and clear potential for growth. The program should be encouraged to look beyond self-imposed geographical barrier for internship/practicum placement. What would it take to expand the practicum placement? Are there ways to use alumni or adjunct practitioner faculty to find placements further afield? Are there opportunities to explore expanding professional program options, such as the AuD?

Recommendation: This is a healthy program with a very large applicant pool and strong growth potential; look beyond the self-imposed geographic limit for internships and practicums, perhaps through the use of alumni; investigate possible expansion, such as the AuD.

### **Technology MS**

Background: This report documents a strong program with good enrollment. More information specific to resources needed to grow the program would be helpful. A few questions emerged that the program faculty may want to consider as they move the program forward: Why keep the GAIT concentration? This concentration is very different in focus, has little enrollment and appears to have limped along. What would increase the program's comfort level to grow to mid-50s? Why is the department not using the solar decathlon house as a high visibility outreach project somewhere on or near campus?

Recommendation: This is a strong program with potential to grow; review the need for retaining the very low enrolled GAIT concentration; provide specific information regarding faculty positions needed to grow to mid-50s in enrollment.

## ATTACHMENT 2

### GRADUATE SCHOOL PRIORITIZATION REPORT

#### MISSION, VISION AND GUIDING PRINCIPLE

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**Mission:** The Cratis D. Williams Graduate School supports the academic and professional development of graduate students by offering a challenging intellectual environment that promotes shared learning and discovery. A supportive graduate faculty advances graduate students' curiosity, passion, and knowledge, engaging students as colleagues and guiding students to become active contributors to knowledge, creativity, and innovation in their disciplines.

*Guiding Principle:* The Graduate School accomplishes its mission by developing, fostering, and monitoring quality graduate degree and certificate programs; ensuring a highly qualified and engaged graduate faculty; and supporting graduate students through fellowships, tuition scholarships, assistantships, student awards, and research grants.

**Vision:** With emphasis on graduate education as a fundamental part of the University's strategic priorities, the Graduate School aspires to be recognized for innovative and responsive graduate programs that provide relevant academic and professional experiences for its students, preparing them for rewarding careers in the increasingly diverse communities of North Carolina, the nation, and the world.

The Graduate School advocates the following educational goals for each graduate student:

- Students will demonstrate mastery of the discipline at a level of rigor commensurate with post-baccalaureate education.
- Students will develop and apply skills in current research and/or professional practices to address complex issues in an increasingly diverse and global society.
- Students will acquire an understanding of and commitment to professional ethical standards.
- Students will communicate effectively in ways that are professionally appropriate.

In support of these educational goals and with the collaboration of the colleges, schools, and departments, the Graduate School will advocate for graduate education and will:

- Work to enhance graduate programs through:
  - ongoing assessment of degree and certificate programs in the context of the University's mission and current research and practice;
  - enforcement of admission standards appropriate to identify qualified students who have the ability to complete a program successfully;
  - validation of student progress and adherence to the curriculum;
  - review and appointment of the graduate faculty.
- Work to secure and allocate efficiently an increasing amount of resources, including assistantships, fellowships, tuition scholarships, and research grants, consistent with the needs of graduate education.
- Provide guidance and support for recruiting increasingly qualified and diverse applicant pools.
- Facilitate graduate program development.

## CORE FUNCTIONS

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- Marketing, Recruiting, and Admissions Processing
- Records Administration, Data Integrity, and Degree Conferral
- Oversight of Quality of Graduate Programs and Faculty
- Graduate Student Services and Professional Development
- Funding: Assistantship, Fellowship, Scholarship, Research
- Reporting for and Compliance with University, State, and National Policies

## FUNDING STREAMS

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The Graduate School's current level of funding is the result of cuts in an effort to protect the SCH generating units.

FY	Base Operating (not including admission software costs)
2011	\$124,008
2012	\$78,180

The Graduate School's FY 2013 non-personnel funding was comprised of a base operating budget of \$78,080 (drawn from admission application fees), plus the annual software fee of \$45,000 for AdmissionPros (the graduate application communication, tracking, processing, and review software). This is a 37% decrease over 2011.

When available, supplemental funds have been allocated by Academic Affairs to increase the operating budget for recruiting purposes; however, these funds are usually finalized in Spring, severely reducing their effectiveness given the prime advertising season of August through November.

In addition, the Graduate School manages the following funds (figures are 2013-14 values; annual allocations have not varied in the recent past):

- \$2,263,039: Academic year assistantship budget (including GRAM assistantships and doctoral assistantships), with reliance on departments for selection of students – comprised of campus-based tuition increase funding (\$500,000) and Academic Affairs allocation from lapsed faculty salaries
- \$100,000: Summer assistantship budget, with reliance on departments for selection of students – allocated from Summer School funds.
- \$738,218: A non-resident tuition offset budget awarded as “NC Tuition Scholarships,” with reliance on departments for selection of students – allocated through a state appropriation.
- \$146,000: NRPL allocation (\$46,000) and funds from campus-based tuition increase funding (\$100,000) to fund the Graduate Fellowships (Chancellor's, Provost's, Diversity).
- \$11,580: Student fees, specifically for the Graduate Student Association Senate to award for graduate student research and travel grants.

- \$10,000: An allocation from the F&A grant/contract receipts to support Williams Research Grants for Graduate Students.
- A cash account to collect the proceeds of the annual Graduate and Professional Program Recruiting Fair, from which we pay for fair expenses and some recruiting materials.
- Several small endowment funds for awards:
  - 100 Scholars and Wachovia Faculty Research Awards
  - Greene, Domer, Zigli, and Lawrence Student Awards
  - GSAS Research and Travel Endowment

#### INSIGHT INTO WORKLOAD (CALENDAR YEAR AVERAGE)

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- recruiting trips: 19 (includes 2-4 overnight trips)
- non-automated prospect/applicant communications: 3000
- admission applications: 4250 started; 2750 submitted (i.e., required processing)
- enrolled graduate students (non-duplicated head count): 2850
- special course reviews (overload, senior permission, non-degree/international, individual/independent study, etc.): 800
- program of study evaluations: 900
- thesis/dissertation reviews: 90
- assistantship contract/contract processed (including changes): 750
- new hires processed (tax forms, I-9, e-Verify): 275
- degree graduation and certificate awards: 800
- graduate faculty membership reviews: 170

#### DUTIES ORGANIZED BY FUNCTIONAL AREA

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*(possible cuts with non-catastrophic impact on core functions are listed in red print)*

Please see the Appendix for the assignment of duties to personnel.

- Graduate Marketing and Recruiting
  - Collaboration with Distance Education regarding marketing and recruiting for off-campus programs
  - Recruiting, including **travel to in-state feeder schools**; monthly open houses; graduate school website maintenance; data entry for free and **fee-based sites related to graduate schools (e.g., gradschools.com)**; close monitoring of email and social media
  - **Travel as liaison for sponsoring organizations (especially for international contacts) and minority-serving institutions to increase the diversity of the applicant pools**
  - Coordination of the annual Graduate and Professional Schools Fair in the Student Union
  - **Marketing graduate programs in various print and electronic media, with consultation from University Communications**
  - **On-demand press releases and news stories for campus publications**
  - Assistance to departments with program-focused recruiting

- Systematic and routine communication with prospects, applicants, and program directors on issues related to admissions and recruiting
- Graduate Admissions
  - Processing of all applicants at the graduate level, including verification of accuracy and completeness of materials for review by the programs
  - Reconciliation of credit card and check payments of application fee
  - Funding and supervising graduate assistant support of application processing
  - Board of Governors mandated administrative screening (National Student Clearinghouse, conduct and criminal background, gaps in timeline of more than 4 months, large numbers of schools attended) of all applicants
  - Liaison with faculty admission review committees for all graduate programs, including posting of final decision letters
  - Programming and maintenance of software for graduate admissions – for both application processing and faculty review of applications
  - Transition of admits to Banner and data verification
  - Orientation for new students, including a virtual (email-based) communication plan and a brief face-to-face meeting at the beginning of each semester
  - Coordinate residency appeals process
- Graduate Student Records
  - Processing, review, and approval of special registration, including non-degree, special course form, internship inventory processes
  - Management of official records on paper, in Degreeworks, and Banner for all graduate students
  - Processing of graduate certificate application, audit and posting, ordering and mailing of certificates
  - Processing of graduate degree application, audit and posting, ordering and mailing of diplomas
  - Maintenance of online graduation application, including Banner entry for dates and fee assessment
  - Coordination of graduate school and graduate student participation in commencement
  - Academic standing review, including suspension, probation and appeals
  - Thesis and dissertation processing, final approval, and facilitation of library publication of documents in the online repository
  - Transition of all formal records to the University's electronic document storage database
  - Systematic and routine communication with students, advisors, program directors, and chairs regarding student performance and progression through programs
- Graduate Student Professional Development
  - Coordination of seminars/workshops for GRAM student research assistants and other graduate student groups
  - Coordinate and conduct workshops on the thesis/dissertation process
  - Basic online training for graduate assistants on legal issues: FERPA, Harassment, Academic Integrity, etc.
- Graduate Assistantship Hiring
  - Determining and monitoring departmental allocations

- HR functions for all new graduate assistants regardless of funding source, including processing of contracts, verification of eligibility (enrollment, standing), tax forms, right to work screening (I-9, eVerify)
- Payroll authorization submission for new, amended, and terminated assistantship contracts, regardless of funding source
- Employee data entry in Banner, including job function classification, employee position definition, highest degree earned, faculty portal certification
- **Funding and supervising graduate assistant support of assistantship processing**
- Graduate Tuition Scholarships, Merit-based Fellowships, and Research Grants
  - Tuition Scholarships, Fellowships: processing applications, coordinating selection committees
  - Tuition Scholarships, Fellowships: processing financial aid paperwork, monitoring eligibility
  - GSAS Research and Travel fund processing
  - **Williams Research fund processing (funded from F&A)**
- Recognition and Awards
  - **Host, fund, and coordinate a faculty awards reception in Fall and a student awards reception in Spring**
  - Manage GRAM faculty application and selection
  - Endowed student research awards: accepting applications, coordination of selection, processing funding (Domer, Zigli Lawrence)
  - Endowed faculty research awards: accepting applications, coordination of selection, processing funding (100 Scholars, Wachovia Environmental Research)
  - **Non-endowed student awards (funded from operating): accepting applications, coordination of selection, processing funding (Outstanding Theses, GTA, Service, Transforming NC Research)**
  - **Non-endowed faculty awards (funded from operating): accepting applications, coordination of selection, processing funding (Distinguished Grad Faculty, Deans' Award for Excellence, Transforming NC Research, Academy of Outstanding Mentors)**
- Administrative Functions
  - Office duties
    - Management of staff, coordination of student workers
    - Management of operating budget (including processing recruiting, admissions, and student services expenses) and FIT compliance
    - Scheduling and other assistance for the Dean and Associate Dean
    - Maintenance of website for admissions, assistantships, student services, Graduate Council, etc.
  - Internal/External Relations and Reputation Management
    - Represent the graduate school, graduate faculty, and graduate student interests on a variety of councils, committees, working groups, and task forces (on and off campus)
    - **Attend annual meetings of the national, regional, and state-wide graduate school administrators (government briefings, best practices workshops)**
    - Coordination of Graduate Council meetings, including scheduling, review and processing of curriculum proposals, dissemination of minutes

- Advising and coordination of GSAS
- Graduate Education Day at the Capitol – selection and training of students, coordination and funding of travel
- Selection and funding of “Three Minute Research” awards in conjunction with Research Day
- Funding and presentation of poster awards at Research Day
- Program Quality
  - Manage annual graduate program review process
  - Coordinate graduate program prioritization process
  - Careful review of curriculum and policy proposals for Graduate Council
  - Review of theses and dissertations prior to publication through WorldCat.org
- Graduate Faculty
  - Arrange and facilitate annual meetings of the Graduate Faculty
  - Final review and appointment of graduate faculty, including maintenance of records
  - Credential verification of faculty teaching graduate courses each term
  - Thesis/Dissertation Committee Membership: Review and approval
- Compliance and Reporting
  - Data analysis and reporting of admissions, enrollment, and graduation information to internal and external audiences on demand, including campus administration, federal agencies, and professional organizations
  - Coordination with Financial Aid, Registrar, ITS on AppLeap issues, including Banner functionality and data accuracy as related to graduate student data
  - Generation of the annual Graduate Bulletin, including corresponding updates in coding for Degreeworks
- Planning and Professional Development
  - Coordinate small group discussions (program directors, chairs, and/or faculty) of policy, processes, and major issues in graduate education
  - Collaborate with departments on planning new programs (degrees, certificates)

## CUTS WITH NON-CATASTROPHIC IMPACT ON CORE FUNCTIONS

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*(those in red print from above)*

- Graduate Marketing and Recruiting (SAVINGS: \$2-15K<sup>1</sup> + TIME)
  - Recruiting, including travel to in-state feeder schools; fee-based sites related to graduate schools (e.g., gradschools.com);
  - Travel as liaison for sponsoring organizations (especially for international contacts) and minority-serving institutions to increase the diversity of the applicant pools
  - Marketing graduate programs in various print and electronic media, with consultation from University Communications
  - On-demand press releases and news stories for campus publications

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<sup>1</sup> This cost varies considerably depending upon amount of operating budget and supplemental funding provided for recruiting.

- Graduate Student Professional Development (SAVINGS: TIME)
  - Coordination of seminars/workshops for GRAM student research assistants and other student groups
  - Coordinate and conduct workshops on the thesis/dissertation process
- Graduate Assistantship Hiring (SAVINGS: \$9000)
  - Funding and supervising graduate assistant support of assistantship processing
- Graduate Tuition Scholarships, Merit-based Fellowships, and Research Grants (\$10-15K)
  - Williams Research fund processing (funded from F&A)
- Recognition and Awards (SAVINGS: \$8000 + TIME)
  - Host, fund, and coordinate a faculty awards reception in Fall and a student awards reception in Spring - \$1500
  - Non-endowed student awards (funded from operating): accepting applications, coordination of selection, processing funding (Outstanding Theses, GTA, Service, Transforming NC Research) - \$1500
  - Non-endowed faculty awards (funded from operating): accepting applications, coordination of selection, processing funding (Distinguished Grad Faculty, Deans' Award for Excellence, Transforming NC Research, Academic of Outstanding Mentors) - \$5000
- Administrative functions
  - Internal/External Relations and Reputation Management (SAVINGS: \$6000 + TIME)
    - Attend annual meetings of the national, regional, and state-wide graduate school administrators (government briefings, best practices workshops)
    - Graduate Education Day at the Capitol – selection and training of students, coordination and funding of travel
    - Selection and funding of “Three Minute Research” awards in conjunction with Research Day

#### ADDITIONAL CUTS THAT WOULD MORE SEVERELY LIMIT CORE FUNCTIONS

- Graduate Marketing and Recruiting (SAVINGS: TIME + \$1-3K, depending on extent of help requested by departments from year to year)
  - Assistance to departments with program-focused recruiting
- Graduate Admissions (SAVINGS: TIME + \$9000)
  - Funding and supervising graduate assistant support of application processing
  - Orientation for new students, including a virtual (email-based) communication plan and a brief face-to-face meeting at the beginning of each semester
- Graduate Student Records (SAVINGS: TIME)
  - Coordination of graduate school and graduate student participation in commencement
  - Facilitation of library publication of theses and dissertations in the online repository
- Graduate Student Professional Development (SAVINGS: TIME)
  - Basic online training for graduate assistants on legal issues: FERPA, Harassment, Academic Integrity, etc.
  - Central monitoring of GTA training and evaluation

- Administrative functions
  - Graduate Faculty (SAVINGS: TIME)
    - Credential verification of faculty teaching graduate courses each term
    - Arrange annual graduate faculty meeting

## CUTS THAT WOULD COMPROMISE CORE FUNCTIONS

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- 1) Reduction of Assistantship Budget: This would not directly impact Graduate School operations as basic procedures for allocation and hiring would still have to be followed, but could negatively impact achieving goals currently under discussion in the upcoming strategic plan.
- 2) Reduction of Staff: The greatest single resource needed to complete core functions is staff time and effort. Elimination of one staff member would result in a great decrease in services provided, including:
  - a. Elimination of variable graduate program admission deadlines to allow the workload balancing needed for an employee to be available to handle both admissions and student services duties.
  - b. Elimination of review of theses and dissertations for quality standards.
  - c. Severe reductions in communication with current and prospective students, including decreased response time for answering inquiries from prospects.
  - d. Elimination of all travel for recruiting.
  - e. Curtailment of orientation activities.

## TIMELINE

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### 2013-14 (\$7,000)

- \$2500: Eliminated non-endowed awards for Transforming NC Research (faculty and student awards) and Deans' Award for Excellence in Graduate Education
- \$4500: Eliminated Spring 2014 graduate assistant for Financial Services

### 2014-15 (\$5,000-\$10,000)

- \$2000-\$5000: Curtail recruiting travel to in-state feeder schools
- \$1000: Eliminate Fall Faculty Award and Spring Student Award Receptions
- \$1000: Eliminate Distinguished Graduate Faculty monetary award, providing a medallion only
- \$1000: Eliminate cash awards for Outstanding Student Awards, providing a certificate only

**ATTACHMENT 3. ADMISSION REQUIREMENTS FOR THE GRADUATE CERTIFICATE IN BUSINESS ANALYTICS**

**Admission Requirements:** Baccalaureate degree from an accredited college or university; complete application to the Graduate School; **evidence of knowledge in statistics, financial accounting, economics, corporate finance, marketing, and organizational behavior through course work, work experience or completion of the accelerated prerequisite program before taking graduate course work in those subjects.**

**Location:** On Campus

<b>Course Requirements for the Graduate Certificate in Business Analytics (Code: 3xxx)</b>		
<b>Total Semester Hours Required (minimum): 15</b>		
<b>Required Courses</b>	MBA 5200: Problem Analysis and Quantitative Methods (3) MBA 5230: Fundamentals of Business Analytics (3) CIS 5850: Business Analytics Project (3) Choose 6 s.h. from the following list; <b>electives outside of business require approval of the department offering the course;</b> other course options require permission form the program director. <ul style="list-style-type: none"> <li>• CIS 5630: Data Management (3)</li> <li>• CIS 5830: Security Privacy and Ethical Issues in Analytics (3)</li> <li>• MBA 5870: Analytic Models for Supply Chain Management (3)</li> <li>• ECO 5740: Forecasting and Time Series Models (3)</li> <li>• CS 5710: Data Mining and Knowledge Discovery in Scientific Data (3)</li> <li>• BIO 5777: Biostatistics (4)</li> <li>• GHY 5812: Advanced GIS (3)</li> </ul>	15

**ATTACHMENT 4: PROPOSED MBA PROGRAM**

Admission Requirements: Baccalaureate degree from an accredited college or university; complete application to the Graduate School; official general GMAT or GRE exam scores; evidence of knowledge in statistics, financial accounting, economics, corporate finance, marketing, and organizational behavior through course work, work experience or completion of the accelerated prerequisite program before taking graduate course work in those subjects.

Location: on and off campus

<p><b>Required Coursework</b></p>	<p>MBA 5020: International Experience (3)  MBA 5110: Economics for Decision-Making (3)  MBA 5200: Problem Analysis and Quantitative Methods (3)  MBA 5220: Operations and Supply Chain Management (3)  MBA 5230: Fundamentals of Business Analytics (3)  MBA 5320: Managerial Accounting (3)  MBA 5420: Marketing Strategy and Applications (3)  MBA 5600: Managerial Finance (3)  MBA 5750: Strategic Management (3)  MBA 5820: Executive Skills (0) – <i>full-time students must enroll each term; part-time students must enroll at least three times; dual-degree students at least twice. All students must enroll in their last semester of coursework.</i></p>	<p><b>27</b></p>
<p><b>Concentration (CHOOSE 1)</b></p>	<p><b>Business Analytics (Code: 305?)</b>  CIS 5850: Business Analytics Project (3) <b>AND</b>  Choose 6 s.h. from the list below <b>or from the additional elective options at the end of the program description; electives outside of business require approval of the department offering the course;</b> other electives may be chosen with approval of the program director.  CIS 5630. Data Management (3)  CIS 5830. Security Privacy and Ethical Issues in Business Analytics (3).  MBA 5870: Analytical Models for Supply Chain Management (3)  ECO 5740: Forecasting and Time Series Models (3)  CS 5710: Data Mining and Knowledge Discovery in Scientific Data (3)  BIO 5777: Biostatistics (4)  GHY 5812: Advanced GIS (3)</p> <p><b>OR</b>  <b>Economics Concentration (Code: 305E)</b>  Choose 9 s.h. from the list below <b>or from the additional elective options at the end of the program description;</b> other electives may be chosen with approval of the program director.  ECO 5621: Environmental Economics and Policy (3)  ECO 5640: International Economic Policy (3)  ECO 5660: Benefit-Cost Analysis (3)  ECO 5740: Forecasting and Time Series Models (3)</p>	<p><b>9</b></p>

**OR**

**Interdisciplinary Business (Code: 305?)**

*(For students concurrently enrolled in MBA and another master's program at Appalachian)*

9 s.h. chosen in consultation with the MBA program director; courses will typically be chosen from the other major. **In addition, double majors may petition to substitute MBA 5020 International Experience with an additional course from the other major; see the program director for more information.** The final programs of study for both majors may not overlap by more than 50%.

**OR**

**International Business Concentration (Code: 305C)**

Choose 9 s.h. from the list below **or from the additional elective options at the end of the program description;** other electives may be chosen with approval of the program director.

- ACC 5230: International Accounting (3)
- ECO 5640: International Economic Policy (3)
- MBA 5020: International Experience (3)
- MBA 5080: Sustainable Business for a Global Economy (3)
- MBA 5720: International Seminar (3)
- MKT 5550: International Marketing (3)

**OR**

**Leading and Managing Human Resources (Code: 305?????)**

Choose 9 s.h. from the list below **or from the additional elective options at the end of the program description;** other electives may be chosen with approval of the program director.

- COM/MBA 5311\*\*\*: Communication in Conflict Management (3)
- MGT 5040: Employment Law (3)
- MGT 5160: Strategic Human Resource Management (3)
- MGT 5660: Staffing (3)
- MGT 5661: Performance Management (3)
- MGT 5671: Training and Development (3)
- MGT 5672: Advanced Organizational Psychology (3)
- MGT 5700: Contemporary Issues in Management and Leadership (3)
- MGT 5770: Business Ethics (3)
- PSY 5070: Organizational Behavior Management (3)

**OR**

**Supply Chain Management (Code: 305?????)**

MBA 5250: Strategic Sourcing and Logistics Management (3) **AND**  
Choose 6 s.h. from the list below **or from the additional elective options at the end of the program description;** other electives may be chosen with approval of the program director.

- MBA 5680: Six Sigma, Lean and Quality Management (3)
- MBA 5870: Analytical Models for Supply Chain Management (3)
- ECO 5740: Forecasting and Time Series Models (3)

	<p><b>OR</b>  <b>Sustainable Business Concentration (Code: 305D)</b>  Choose 9 s.h. from the list below <b>or from the additional elective options at the end of the program description</b>; other electives may be chosen with approval of the program director.</p> <ul style="list-style-type: none"> <li>ACC/MBA 5240***: Accounting for Sustainable Practice (3)</li> <li>ECO 5621: Advanced Environmental Economics (3)</li> <li>ECO 5660: Benefit-Cost Analysis (3)</li> <li>MBA 5080: Sustainable Business for a Global Economy (3)</li> <li>MGT 5770: Business Ethics (3)</li> </ul>	
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**Additional Elective Options:**

With approval of the program director, the following courses can count in any concentration provided that the course content fits with the concentration theme.

- MBA 5020: International Experience (3)
- MBA 5060: Executive Seminar (1-3)
- MBA 5500: Independent Study (1-3)
- MBA 5800: Business Practicum (1-6)
- MBA 5900: MBA Internship (1-6)
- MBA 5998: Thesis Preparation (1-3)
- MBA 5999: Thesis (1-6)

## ATTACHMENT 5

# Grants Resources & Services

APPALACHIAN STATE UNIVERSITY

### Graduate Council / September-October 2013 Report from Dr. Pollyanne Frantz, GRS Director

#### **Initiatives:**

- Additional faculty profiles will be added to the REACH NC expertise database during the next few months with the help of a new Research Publications tool, which harvests faculty members' publication records from public websites and faculty-provided CVs
- Appalachian Women Scientists (AWS) Seed Grants and Travel and Dependent Care Grants
- Frantz and Love have absorbed the pre-award program management workload for the REI/URC and URC grants programs.

#### **Events:**

- National Science Foundation's Graduate Research Fellowship program workshop featuring Dr. Jennifer Cecile, Department of Chemistry (Oct. 1 / 2 participants).

#### **Upcoming events:**

- First Fridays: "Abandoned Houses & Their Invented Narratives: Recent Mixed Media Quilts" featuring Ms. Jeana Klein, Associate Professor of Art (Oct. 4)
- New Faculty and Researcher Workshop (Oct. 15)
- Developing a New Research Agenda (Oct. 23)
- First Fridays: "Sustainable Water Use" featuring Dr. Kristan Cockerill, Assistant Professor of Interdisciplinary Studies (Nov. 1).

## ATTACHMENT 6

### Research Protections (RP) Report Graduate Council and University Research Council October 2013

#### Announcements

- Appalachian approved a revised Export Controls Compliance policy ([http://policy.appstate.edu/Export\\_Controls\\_Compliance](http://policy.appstate.edu/Export_Controls_Compliance)) which simplifies our compliance program.
  - Faculty, staff, and students are responsible for contacting Research Protections to confirm compliance with export control regulations if there is a question of whether an export is subject to regulations or if travel involves a sanctioned country.
  - The revised policy gives the Associate Vice Chancellor for International Programs, Dr. Jesse Lutabingwa, responsibility for compliance with the Cuban Assets Control Regulations.
- Some journals are requesting that studies which can be classified as clinical trials are registered in the ClinicalTrials.gov system. Appalachian currently has 6 studies in ClinicalTrials.gov. Julie Taubman serves as the University's administrator for the system.
- Julie Taubman gave a workshop, Responsible Conduct of Research (RCR) Part 1, on October 4 to the GRAM students.

#### Coming Events

- October 11, Julie Taubman gives an RCR workshop to a Chemistry 3000 class
- October 22, IRB meeting
- October 29, Institutional Biosafety Council meeting
- November 1, Robin Tyndall gives RCR Part 2 to GRAM students

## ATTACHMENT 7

### University Research Council Report Sponsored Programs (SP)

October 2013

Grant and Contract Activity (<http://orsp.appstate.edu/about/reports>)

- Current Fiscal Year (FY) to date information is available on the Web
  - 50 Submissions (+9%) through September requesting \$4.8 (-34%) million, compared to 46 asking for \$7.4 million in FY14
  - 52 Awards (-9%) through September totaling \$3.3 million (-11%) in contrast with 57 awards for \$3.7 million in FY13
  - In addition to submissions and new award processing, Sponsored Programs staff are providing programmatic support for 176 active projects
  - 6 first time applicants have submitted proposals since the FY began

#### Announcements

- Jo Harris has retired and Sponsored Programs is in the midst of a search for a new part-time temporary employee with a decision anticipated by the end of the week of October 7<sup>th</sup>. The departments previously managed by Ms. Harris have been picked up by other SP staff.
- Sponsored Programs has been in close contact with recipients of federal funding re the status of individual awards and the federal shutdown. Four projects and one IPA agreement have seen interruption of activity.
- **Skype** us! Further enhancing service to faculty and staff, SP will provide Skype access to those who are working in the field or who simply prefer this communication medium to the phone. Each grant manager will take turns monitoring a shared Skype line (appstate.grants1). In addition to the generic Skype account, most managers will also set up appointments with PIs using their personal Skype accounts as needed.
- **Tell us how we did....** SP has created a survey to collect information about the proposal submission process from PIs as they complete AGrants routing. The final e-mail distributed to PIs one their proposal received the "**Proposal Approved**" status in AGrants now contains a link to a brief survey. The survey will help SP know what we are doing well and where there are bumps in the road that need additional attention.

#### Initiatives

- Sponsored Programs will begin contacting PIs this month to solicit **Allocation of Credit** information from PIs to affect revisions to the monthly report. Department chairs have requested lists of projects on which their faculty are engaged so they can monitor these approvals. Allocations for which forms are not returned will default to 100% credit allocated to the lead PI's home department. This activity follows discussion with the Provost's Council, the URC, and the Council of Chairs.
- Sponsored Programs continues to work with General Counsel and the Conflicts of Interest and Commitment Council to automate the annual review process in a manner that facilitates sponsored project activity while remaining responsive to institutional, state and federal policies.