

**Graduate Academic Policies and Procedures Meeting Minutes**  
**February 20, 2023**  
**3:00pm-5:00pm**  
**Room 224 I.G. Greer**

**Voting Members Present:** Holly Hirst, Susan Staub, Matt Estep, Jamie Yarbrough, Beth Frye, Jerianne Taylor, Kristl Davison, Scot Justice, Jennifer Howard, Alan Needle, Cathy McKinney, Gary Boye, Mac Schauman.

**Administrative Members Present:** Mark Bradbury, Marie Hoepfl, Lakshmi Iyer, Terry McClannon, Gary McCullough, Jason Miller, Melissa Auten, Eric Berry, Jeffrey Hirst, Victoria Carlberg, Gail Rebeta, Dontrell Parson.

**Absent Members:** Andrew Windham, Ross Gosky, James Douthit, Karen Fletcher, Tammy Haley, Adam McCourry, Adryona Nelson.

**1. CALL TO ORDER**

Chairperson Holly Hirst confirmed presence of a quorum and called the meeting to order at 3:02pm

**2. INTRODUCTION OF GUESTS**

Chairperson Hirst introduced guests Richard Christiana, Adam Hege, and Sandi Lane.

**3. APPROVAL OF MINUTES**

**Motion 1:** Taylor made a motion to approve the minutes of the January 23, 2023 GAPP meeting. Needle seconded. A vote was taken. **MOTION 1 PASSED.**

**4. ANNOUNCEMENTS/FIOS**

- A. Note changes to the following programs of study due **only** to course prefix changes for courses within each of the programs listed. According to Dr. Terry McClannon, the listed programs of study include courses delivered by the Reich College of Education.

HPC to CED prefix change:

Aging, Health, and Society Graduate Certificate  
Clinical Psychology, PsyD and Psychology - Clinical Psychology Concentration, MA  
Gender, Women's and Sexuality Graduate Certificate  
Gender, Women's and Sexuality Graduate Minor  
School Psychology, SSP/MA

R\_E to LIT prefix change:

Educational Leadership - Literacy in Exceptionalities Concentration, EdD

Elementary Education Graduate Certificate  
Elementary Education, MA  
History - Teaching Concentration, MA  
Middle Grades Education - Language Arts Concentration, MA  
Middle Grades Education - Mathematics Concentration, MA  
Middle Grades Education - Science Concentration, MA  
Middle Grades Education - Social Studies Concentration, MA

## 5. NEW BUSINESS

### A. Curriculum Proposals

#### **Beaver College of Health Sciences**

##### Department of Health and Exercise Science

G\_HS\_HES\_2022\_4 We are submitting the Request to Establish a Master of Public Health degree program. This proposal is slated to be submitted to the UNC system office in February.

**Subcommittee Motion: APPROVE**  
**MOTION 2 PASSED**

##### Department of Nutrition and Health Care Management

G\_HS\_NHM\_2022\_19 Add a dual degree MHA/MBA option for students interested in obtaining both degrees simultaneously. This Dual degree is for the MHA - Leadership Concentration - Program Code: MHA\_855C and MBA - Interdisciplinary Business Concentration - Program Code: MBA\_305G.

**Subcommittee Motion: APPROVE**  
**MOTION 3 PASSED**

##### Department of Nursing

G\_HS\_NUR\_2022\_2 Add 5500 level independent study course.

G\_HS\_NUR\_2022\_3 Add selected topics course.

**Subcommittee Motion: APPROVE NUR 2 & 3**  
**MOTION 4 PASSED**

##### Department of Recreation Management and Physical Education

G\_HS\_RPE\_2022\_7 Delete three courses that are no longer offered from the bulletin: HED 5650, HED 5710, HED 5730.

**Subcommittee Motion: APPROVE**  
**MOTION 5 PASSED**

## **College of Fine and Applied Arts**

### Department of Sustainable Development

GU\_FAA\_SD\_2022\_05 Add new course SD 4402/ SD 5402 Applications in Environmental Justice as a new course in the Sustainable Development (SD) Department to provide advanced training in the theories and methods for confronting environmental racism and advancing environmental justice.

**Subcommittee Motion: APPROVE  
MOTION 6 PASSED**

## **Hayes School of Music**

### Music Therapy Program

G\_MUS\_MMT\_2022\_1 Add AMU 5020 Guitar for Music Therapists

G\_MUS\_MMT\_2022\_2 Add AMU 5027 Music Technology for Music Therapists

G\_MUS\_MMT\_2022\_3 Add AMU 5018 Percussion for Music Therapists

G\_MUS\_MMT\_2022\_4 Add a new course, AMU 5003 Vocal Study for Music Therapists

G\_MUS\_MMT\_2022\_5 Add MUS 5053 Guitar Improvisation for Music Therapists.

G\_MUS\_MMT\_2022\_6 Add AMU 5001 Piano for Music Therapists.

**Subcommittee Motion: APPROVE proposals  
MMT\_2022\_1 through MMT\_2022\_6  
MOTION 7 PASSED**

### Music Performance Program

GU\_MUS\_MUS\_2022\_02 Add the dual-listed course, Functional Guitar III as a regular course offering within the Hayes School of Music.

**Subcommittee Motion: APPROVE  
MOTION 8 PASSED**

## **Reich College of Education**

### Department of Curriculum and Instruction

G\_COE\_CI\_2022\_9 Create the course CI 5553: Literacy, Popular Culture, and Representation for Diverse Learners

G\_COE\_CI\_2022\_10      Replace MTL 5310: New and Emerging Literacies with CI 5553: Literacy, Popular Culture, and Representation for Diverse Learners (3). See G\_COE\_CI\_2022\_9: Graduate Certificate - GCERT\_439A  
**Subcommittee Motion: APPROVE CI\_2022\_9 and 10 MOTION 9 PASSED**

Department of Educational Leadership

G\_COE\_EDL\_2022\_1

Delete the concentration in Expressive Arts Education, Leadership and Inquiry~EDD\_702G. Beginning in Fall 2023, this concentration will no longer be available for new students in the doctoral program.

G\_COE\_EDL\_2022\_2

Change the name of the following course: EDL 7011 should be changed from “Multi-Disciplinary Seminar on Emerging Issues I” to “Theoretical Frameworks for Social Inquiry & Practice I”

G\_COE\_EDL\_2022\_3

Change the name of the following course: EDL 7012 should be changed from "Multi-disciplinary Seminar on Emerging Issues II" to "Theoretical Frameworks for Social Inquiry & Practice II"

**Subcommittee Motion: APPROVE EDL\_1, 2, and 3 MOTION 10 PASSED**

Department of Human Development and Psychological Counseling

G\_COE\_HPC\_2022\_19      Change the program of study and bulletin text for the dual degree Clinical Mental Health Counseling - Music Therapy program: (1) remove reference to the CMHC general concentration (see G\_COE\_HPC\_2022\_18); (2) change the admissions information to reference “program questionnaires” (versus naming them) and add guitar and voice to MMT; (3) change courses from HPC to CED prefix (see G\_COE\_HPC\_2022\_9) and update CMHC course requirements per G\_COE\_HPC\_2022\_18; (4) list elective course requirements separately under CMHC and MUS so they will be captured more accurately in DegreeWorks (MA\_709A and MMT\_560A).

**Subcommittee Motion: APPROVE MOTION 11 PASSED**

Department of Media, Technology, and Learning Design

G\_COE\_LES\_2022\_2      Change the Prefix for the following existing courses from ITC to MTL:

ITC 5220 Digital Technologies in Education (3)  
ITC 5500 Independent Study (1-4)  
ITC 5530-5549 Selected Topics (1-4)  
ITC 6550 Information Technology Systems in Education (3)  
**Motion from the floor required**  
**Motion to approve (Taylor) and second (Estep)**  
**MOTION 12 PASSED**

## **Walker College of Business**

### Department of Accounting

GU\_COB\_ACC\_2022\_03 Create a dual listing of ACC 4710 and ACC 5210. Create  
a common course name.

**Subcommittee Motion: APPROVE**  
**MOTION 13 PASSED**

### Department of Management

G\_COB\_MGT\_2022\_1 Remove the dual-listing of MGT 5700 with MGT 4700  
AND delete MGT 5700. (Note: this proposal passed  
Undergraduate AP&P in 2021-22 but the proposal was  
not reviewed by Graduate AP&P. This proposal is to  
rectify that, and hence only has a “G” prefix.)

**Subcommittee Motion: APPROVE**  
**MOTION 14 PASSED**

### Department of Marketing

GU\_COB\_MKT\_2022\_01 Create a dual-listed pairing of MKT 4550 and MKT  
5550.

**Subcommittee Motion: APPROVE**  
**MOTION 15 PASSED**

## B. Policy Proposals

G\_GRAD\_2022\_4 Change the wording in the “Dual Degree” section of the  
Graduate Bulletin.

**Motion from the floor required.**  
**Motion to approve (Yarbrough) and second (Justice)**  
**MOTION 16 PASSED**

## **6. OLD BUSINESS**

## **7. DISCUSSION ITEMS**

A. Updates from the Graduate School- Marie Hoepfl

- i. Deadline for application packets for nomination for graduate faculty and student awards is today, Monday February 20, 2023. Awards ceremony will be held Tuesday April 4 in the Plemmons Student Union.

- ii. Hoepfl and Gosky are traveling to the Conference of Southern Graduate Schools in Tampa, Florida with our local 3MT winner, Kelly Davis, and her advisor, Dr. Lisa Curtin.
- iii. Joint P&P committee will be submitting changes to the proposal form and its directions at a future meeting.
- iv. Members of GAPP may be used to serve on review committees.
- v. Upcoming launch of new Graduate School website.
- vi. Watching and reviewing enrollment targets for 2023/2024 academic year.

**8. ADJOURNMENT**

Motion to adjourn by Matt Estep and second by Alan Needle. Meeting adjourned at 3:42pm.

**G\_HS\_HES\_2022\_4**

Request to establish a Master of Public Health degree program.

See attached document at end.

## **G\_HS\_NHM\_2022\_19**

Add a dual degree MHA/MBA option for students interested in obtaining both degrees simultaneously. This Dual degree is for the MHA - Leadership Concentration - Program Code: MHA\_855C and MBA - Interdisciplinary Business Concentration - Program Code: MBA\_305G.

# **GRADUATE DUAL DEGREE PROPOSAL PROGRAM OF STUDY TEMPLATE**

## **Program MHA and Program MBA**

MHA Leadership 855 C

MBA Interdisciplinary Business 305G

## **Program of Study for the (Program MHA and Program MBA)**

### **Admission Requirements:**

Hold a bachelor's degree from an accredited institution, be currently employed in a health care setting, and meet Graduate School admission criteria.

### **Additional MHA or MBA Degree Requirements:**

MHA Degree Requirements: Preference will be given to applicants with as least two years of work experience and who have satisfactory completion of coursework in financial accounting and statistics (at least 3 credit hours) at the undergraduate or graduate level.

MBA Degree Requirements: Evidence of knowledge in statistics, financial accounting, economics, corporate finance, marketing, and organizational behavior through coursework or completion of accelerated prerequisite program before taking graduate course work in those subjects.

**Standardized Exam Waiver Eligibility:** For applicants who which to have their GRE/GMAT requirements waived, must fulfill *one* of the following criteria:

- Have a cumulative undergraduate GPA of 3.0 or higher AND have five of more years of relevant full-time, post-baccalaurate work or military experience; OR
- Have an earned Master's or higher level degree with a cumulative GPA of 3.0 or higher; OR
- Have a cumulative undergraduate GPA of 3.5 or higher; OR
- Hold a membership in Beta Gamma Sigma Honor Society.

**Accelerated Master's Option:** The MHA/MBA Dual program does not offer an accelerate master's option.

**Location:** Online

**Additional Information about Standardized Exam Waiver Eligibility:** Applicants who do not meet the criteria listed above will be required to take the official general GRE or GMAT exam in accordance with Graduate School policy.



## **Course Requirements for the Dual Degree 1 in MHA and Degree 2 in MBA Total Required (Minimum 64 hours) [dual degree credit hour requirements.](#)**

### **Degree MHA Required Courses (34 hours)**

- HCM 5210 (3) Foundations of the U.S. Health Care System
- HCM 5240 (3) Health and Disease
- HCM 5270 (3) Organizational Development and Behavior in Health Care
- HCM 5570 (3) Financial Management for Health Organizations I
- HCM 5575 (3) Financial Management for Health Organization II
- HCM 5590 (3) Performance Improvement Concepts and Applications in Health Care
- HCM 5680 (3) Management and Human Resources in Health Organizations
- HCM 5700 (3) Health Care Informatics
- HCM 5800 (1) Executive Skills Development
- HCM 5910 (3) Health Law and Policy
- HCM 5960 (3) Cases in Health Care
- HCM 5730 (3) Leadership in Healthcare

### **Degree MBA Required Courses (12 hours)**

- MBA 5220 (3) Operations and Supply Chain Management
- MBA 5260 (3) Intro to Business Analytics or MBA 5230 (3) Fundamentals in Business Analytics
- MBA 5320 (3) Managerial Accounting
- MBA 5600 (3) Managerial Finance
- MBA 5820 (0) Executive Skills

### **Shared Required Courses (12 hours)**

- HCM 5610 (3) Health Economics
- MBA 5420 (3) Marketing Strategy and Applications
- MBA 5750 (3) Strategic Management

*Choose ONE of the following:*

- HCM 5220 (3) Statistics for Health Administration or MBA 5200 (3) Prob Anl & Quant Methods

### **Shared Electives (6 hours)**

*Graduate electives approved by MHA and MBA directors. Students are required to work with both program directors each semester to determine appropriate program of study and course scheduling.*

- Internationally Focused Elective
- MBA or MHA Elective

**MHA/MBA Dual Degree Tuition Differential:** Students enrolled in the dual degree will pay an additional tuition amount above the regular tuition assessed for graduate students on those courses that satisfy the requirements of the respective degrees. For more information about differential tuition, please refer to:

**<http://studentaccounts.appstate.edu/tuition-and-fees>**

## **Other requirements for the Dual Degree MHA and Degree MBA:**

- **Thesis:** Optional
- **Proficiency:** Not required
- **Candidacy:** Required for MBA, not required for MHA
- **Comprehensive:** Not required
- **Product of Learning:** Not Required

## **G\_HS\_NUR\_2022\_2**

NUR 5500 - Independent Study (1-4)

When Offered: On Demand

An opportunity to study a special topic or combination of topics not otherwise provided in the MSN curriculum. May be repeated for credit when content does not duplicate.

## **G\_HS\_NUR\_2022\_3**

NUR 5530-5549 - Selected Topics (1-4)

When Offered: On Demand

An opportunity to study a special topic or combination of topics not otherwise provided in the MSN curriculum. May be repeated for credit when content does not duplicate.

## **G\_HS\_RPE\_2022\_7**

Delete three courses that are no longer offered from the bulletin: HED 5650, HED 5710, HED 5730.

### Current Bulletin Copy

#### HED 5650 - Drug Education and Prevention (3)

When Offered: On Demand

The primary focus of this course is to introduce the complexities of drug-related issues. The social, psychological, pharmacological, cultural, educational and political aspects of drug use, including alcohol and tobacco, are examined. In addition, the methods, materials and theories of drug abuse prevention in the school and community are discussed.

#### HED 5710 - Teaching Sex Education Within a Family Context (3)

When Offered: On Demand

This course is designed to help health educators learn and develop strategies for teaching family living and sexuality to different age groups such as elementary, middle grades, secondary and adults. Topics to be included are reproductive anatomy, physiology, STD and AIDS, varying cultural differences, and gaining community support. Each student will be responsible for developing appropriate curricular materials for the age group she or he will be teaching.

#### HED 5730 - Teaching Stress Management and Emotional Health (3)

When Offered: On Demand

This course will explore the factors associated with the development of emotional health and the management of stress as a basis for understanding the healthy personality. Emphasis will be directed towards teaching stress management and emotional health within an educational setting. Practical aspects of health education and program planning will be discussed. Students will be encouraged to deepen their commitment to affective teaching by applying the principles of self-esteem building, behavior self-management, communication, and accessing appropriate resources.

**SD 4402 Applications in Environmental Justice (3)**

When Offered: On Demand

This course offers advanced training in the applications of environmental justice (EJ). Through readings, discussions, and direct communication with EJ advocates and frontline communities, students will learn diverse approaches to EJ theory and practice, as well as transdisciplinary methods for assessing environmental racism, sexism, classism, and/or other forms of discrimination. Students will also develop strategies for communicating social and environmental harms, for combating injustice, and for advancing justice and sustainable development. The course includes community engagement and will require students to develop ethical protocols for knowledge co-production. The result will be a deep examination of what environmental justice means and what it takes to achieve it.

[Dual listed with SD 5402]. Dual listed courses require senior standing; juniors may enroll with permission of the department.

**SD 5402 Applications in Environmental Justice (3)**

When Offered: On Demand

This course offers advanced training in the applications of environmental justice (EJ). Through readings, discussions, and direct communication with EJ advocates and frontline communities, students will learn diverse approaches to EJ theory and practice, as well as transdisciplinary methods for assessing environmental racism, sexism, classism, and/or other forms of discrimination. Students will also develop strategies for communicating social and environmental harms, for combating injustice, and for advancing justice and sustainable development. The course includes community engagement and will require students to develop ethical protocols for knowledge co-production. The result will be a deep examination of what environmental justice means and what it takes to achieve it.

[Dual listed with SD 4402].

## **G\_MUS\_MMT\_2022\_1**

AMU 5020 Guitar for Music Therapy (1)

When Offered: On Demand

Continued development of guitar skills and technique essential for the professional music therapist.

## **G\_MUS\_MMT\_2022\_2**

AMU 5027 Music Technology for Music Therapists (1)

On demand.

A survey of music technology software, hardware, techniques and tools for the professional music therapist.

## **G\_MUS\_MMT\_2022\_3**

AMU 5018 Percussion Skills for Music Therapists (1)

When Offered: On Demand

Continued development of percussion skills essential for the professional music therapist.

**G\_MUS\_MMT\_2022\_4**

AMU 5003 Vocal Study for Music Therapy (1)

When Offered: On Demand

Continued development of vocal technique and a repertoire of traditional, folk and popular songs essential for the professional music therapist.



## **G\_MUS\_MMT\_2022\_5**

MUS 5053 Guitar Improvisation for Music Therapists (1)

When Offered: On Demand

Development of musical ideas, musical relationship, and musical freedom and flexibility for application in music therapy clinical settings. Emphasis on guitar in dyadic context. Prerequisites: MUS 4060 Piano Improvisation for Music Therapy with a minimum grade of "C" (2.0) and MUS 4901 Music Therapy Internship or equivalent.

**G\_MUS\_MMT\_2022\_6**

AMU 5001 Piano for Music Therapists (1)

When offered: On Demand

Continued development of piano technique and repertoire for the professional music therapist.

## **GU\_MUS\_MUS\_2022\_02**

### Proposed Bulletin Copy

#### MUS 4074 - Functional Guitar III (2)

When offered Fall.

Acquisition of intermediate advanced guitar skills essential for the practicing music therapist. Development of a repertoire of traditional, folk, and popular songs. Prerequisite: MUS 1053 with a minimum grade of "C" (2.0) or equivalent competence. [Dual listed with MUS 5074.] Dual-listed courses require senior standing; juniors may enroll with permission of the instructor.

#### MUS 5074 - Functional Guitar III (2)

When offered: Fall.

Acquisition of intermediate advanced guitar skills essential for the practicing music therapist. Development of a repertoire of traditional, folk, and popular songs. Prerequisite: MUS 1053 with a minimum grade of "C" (2.0) or equivalent competence. [Dual listed with MUS 4074.]

## **G\_COE\_CI\_2022\_9**

CI 5553:Literacy, Popular Culture, and Representation for Diverse Learners

When offered: Summer

This course explores critical perspectives by examining literary and popular cultural representations of diverse learners, especially those related to emerging bilingual and immigrant populations. Emphasis will be given to analyzing and identifying research and primary texts related to new literacies and representations of these learners. Students will generate classroom applications for using popular culture and demonstrating literacy, e.g., creating, curating, and composing in ways that equitably and critically represent diverse students.

## **G\_COE\_CI\_2022\_10**

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Course Requirements for the Graduate Certificate in Teaching Emergent Bilingual Populations in Content Areas

Total Required (Minimum 12 hours)

Required Courses (12 hours)

MTL 5310 - New Media and Emerging Literacies (3)

C\_I 5320 - Teaching Mathematics to Emergent Bilinguals Learners (3)

C\_I 5330 - Teaching Emergent Bilinguals in Science (3)

C\_I 5340 - Culturally Sustaining Pedagogies (3)

Proposed Bulletin copy

Course Requirements for the Graduate Certificate in Teaching Emergent Bilingual Populations in Content Areas

Total Required (Minimum 12 hours)

Required Courses (12 hours)

C\_I 5553 - Literacy, Popular Culture, and Representation for Diverse Learners (3)

C\_I 5320 - Teaching Mathematics to Emergent Bilinguals Learners (3)

C\_I 5330 - Teaching Emergent Bilinguals in Science (3)

C\_I 5340 - Culturally Sustaining Pedagogies (3)

# Teaching Emergent Bilingual Populations in Content Areas Graduate Certificate

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Program Code: GCERT\_439A

CIP Code: 13.0299

## Program of Study for the Graduate Certificate in Teaching Emergent Bilingual Populations in Content Areas

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**Admission Requirements:** Baccalaureate degree from an accredited college or university; **complete application to the Graduate School**; North Carolina "A" license or the equivalent from another state.

Location: On Campus

## Course Requirements for the Graduate Certificate in Teaching Emergent Bilingual Populations in Content Areas

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**Total Required (Minimum 12 hours)**

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**Required Courses (12 hours)**

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- ~~MTL 5310 - New Media and Emerging Literacies (3)~~
- **C I 5320 - Teaching Mathematics to Emergent Bilinguals Learners (3)**

- **C\_I 5330 - Teaching Emergent Bilinguals in Science (3)**
- **C\_I 5340 - Culturally Sustaining Pedagogies (3)**
- **CI 5553: Literacy, Popular Culture, and Representation for Diverse Learners (3)**

# ~~Educational Leadership – Expressive Arts Education, Leadership and Inquiry Concentration, EdD~~

Program Code: EDD\_702G

CIP Code: 13.0401

## ~~Program of Study for the Doctor of Education in Educational Leadership~~

~~**Admission Requirements:** Master's degree from an accredited college or university or the Education Specialist from Appalachian; complete application to the Graduate School; official general GRE exam scores, unless waived; a letter of application including reasons for the applicant's interest in the program. Applicants should arrange an interview with the Program Director in advance of submitting their completed application.~~

~~To be considered for admission, applicants must meet the criteria for admission to the Graduate School. In addition, the program faculty will give preference to applicants who meet or exceed the following: GRE Writing test score of 4.0 or higher.~~

~~**Standardized Exam Waiver Eligibility:** The standardized exam (GRE) requirement may be waived for applicants with:~~

- ~~• An earned graduate degree with GPA of 3.0 or higher **AND**~~
- ~~• At least five (5) years of professional experience in education~~

~~**OR**~~

- ~~• An earned Education Specialist (EdS) degree with GPA of 3.0 or higher from Appalachian State University~~

~~**Location:** On Campus, Off Campus and Online; Off Campus and Online cohorts begin periodically, and follow a part-time extended format.~~



## **~~Additional Standardized Exam Waiver Eligibility Information~~**

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~~Standardized exam (GRE, GMAT, MAT) waiver eligibility for graduate degree programs at Appalachian State varies by program, but requires that applicants hold a minimum cumulative undergraduate GPA of 3.0 or higher in their last earned bachelor's degree or 3.3 or higher in an earned graduate degree. No exam waiver is automatic but will require review and approval by the program and by the Graduate School upon submission of a complete application. An approved waiver request does not guarantee acceptance into the program. A denied waiver request does not mean that a candidate is denied admission to the program, only that a standardized exam score is needed to more fully evaluate the application. More complete information about standardized exam waivers can be found in the [Admissions Requirements](#) section of this Bulletin.~~

## **~~Course Requirements for the Doctor of Education in Educational Leadership~~**

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### **~~Total Required (Minimum 60 Hours)~~**

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#### **~~Required Courses (36 Hours)~~**

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- ~~• [EDL 7011 – Multi-Disciplinary Seminar on Emerging Issues I \(3\)](#)~~
- ~~• [EDL 7012 – Multi-Disciplinary Seminar on Emerging Issues II \(3\)](#)~~
- ~~• [EDL 7020 – Organizational and Systems Theory \(3\)](#)~~
- ~~• [EDL 7025 – Leadership in Organizations \(3\)](#)~~
- ~~• [EDL 7035 – Curriculum History, Theory and Practice in Educational Organizations \(3\)](#)~~
- ~~• [EDL 7040 – Educational Organizations and Technology \(3\)](#)~~
- ~~• [EDL 7065 – Writing for the Professional Educator \(3\)](#)~~
- ~~• [EDL 7160 – Qualitative Research Methods \(3\)](#)~~
- ~~• [EDL 7165 – Applied Quantitative Methods in Education I \(3\)](#)~~
- ~~• One Elective approved by the Director of the Doctoral Program~~

**~~Select Two of the Courses Below With Advice and Approval of an Advisor~~**

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- ~~EDL 7175 Applied Quantitative Methods in Education II (3)~~
- ~~EDL 7180 Advanced Qualitative Research in Education (3)~~
- ~~EDL 7530-7549 Selected Topics (1-4) (3)~~

### **Dissertation (6 Hours)**

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Students are required to register for 6 hours of Dissertation, followed by at least 1 hour of GRD 7989 for every semester thereafter until the dissertation is completed. (Please also review the [Dissertation section on the List of Academic Policies page](#).)

- ~~EDL 7999 Dissertation (1-9) - 6 hours minimum~~

### **Concentration Requirements (18 Hours)**

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- ~~EDL 7900 Internship (3-6) 3 or 6 hours~~
- ~~HPC 6360 Therapy and the Expressive Arts (3)~~
- ~~HPC 6370 Intermodal Expressive Arts (3)~~

### **Additional Requirements (6 or 9 Hours)**

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In addition, students will select 6 or 9 hours of additional courses from the following (or other graduate-level courses with the approval of the Doctoral Director):

- ~~HPC 5860 Dreamwork: Clinical Methods (3)~~
- ~~HPC 5870 Creative Process, Movement, and Therapy (3) [DL]~~
- ~~HPC 6340 Ecotherapy (3)~~
- ~~HPC 6350 Body/Mind (3)~~
- ~~HPC 6355 Mindfulness Based Counseling (3)~~
- ~~HPC 6360 Therapy and the Expressive Arts (3)~~
- ~~HPC 6365 Expressive Arts Summer Institute (3-9)~~
- ~~HPC 6366 EXA Child/Adolescents (3-6)~~
- ~~HPC 6380 Therapeutic Writing (3)~~

### **Other Requirements for the EdD in Educational Leadership**

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- **Dissertation:** Required
- **Proficiency:** None required
- **Candidacy:** Required

- **Qualifying Exam:** Required
- **Product of Learning:** None required

## Notes

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- ~~As required by UNC Board of Governors policy, doctoral students must remain enrolled in at least one hour each Fall and Spring semester until graduation once 6 dissertation semester hours are completed.~~
- ~~The internship is typically a two-semester experience under the co-sponsorship of an appropriate educational agency and the Doctoral Program. The student will engage in activities designed to bring together the relationship of theory and practice associated with the student's intended concentration. Students may substitute 3 hours of internship for an additional 3 hours of elective courses with approval of the Program Director.~~
- ~~The program requires a minimum of 60 semester hours beyond the student's master's degree. All students must take at least 48 semester hours of doctoral coursework (or a combination of doctoral coursework and approved EdS courses).~~
- ~~Students entering the doctoral program with an EdS in Higher Education from Appalachian will have fulfilled the requirements for a concentration in Higher Education.~~
- ~~Students who hold an earned EdS degree from Appalachian State will be exempt from 24-30 credit hours of course work in the doctoral program. A student who holds an EdS from a regionally accredited university may be exempt from up to 30 credit hours of coursework in the doctoral program. The exemption is not automatic. Specific EdS coursework that might substitute for doctoral coursework will be identified after evaluation of eligible courses by the Program Director. All other degree requirements remain in effect. For further information on exemptions, contact the program director.~~

## **G\_COE\_EDL\_2022\_2**

### Current Bulletin copy

#### EDL 7011 - Multi-Disciplinary Seminar on Emerging Issues I (3)

When Offered: On Demand

A multi-disciplinary seminar in which students engage with questions that are central to understanding the connections and interplay between epistemology, research paradigms, and methodology in educational research. The course examines a contemporary topic in the field through an investigation of a number of research paradigms. The course focuses on the aspects of epistemology and theoretical perspectives as connected to methodology and methods to guide students in their future research. The aim of the course is not to advance a particular methodological or theoretical approach, but rather to cultivate a critical awareness of many positions that inform inquiry.

### Proposed Bulletin copy

#### EDL 7011 - Theoretical Frameworks for Social Inquiry & Practice I (3)

When Offered: On Demand

A multi-disciplinary seminar in which students engage with questions that are central to understanding the connections and interplay between epistemology, research paradigms, and methodology in educational research. The course examines a contemporary topic in the field through an investigation of a number of research paradigms. The course focuses on the aspects of epistemology and theoretical perspectives as connected to methodology and methods to guide students in their future research. The aim of the course is not to advance a particular methodological or theoretical approach, but rather to cultivate a critical awareness of many positions that inform inquiry.

## **G\_COE\_EDL\_2022\_3**

### Current Bulletin copy

#### EDL 7012 - Multi-Disciplinary Seminar on Emerging Issues II (3)

When Offered: On Demand

The course provides students with developing knowledge around various theoretical frameworks, philosophical concepts, and their methodological implications and applications in educational research. This course is designed on the premise that it is important to have a deep understanding of the epistemological and ontological stances that drive research methodologies in order to be aware of why certain questions are asked and why particular techniques are chosen and used. With that in mind, the course readings will introduce doctoral students to feminist, queer, poststructuralist, postcolonial, and posthumanist methodologies in educational research, and these methodologies will be situated within the theoretical frameworks that made them possible.

### Proposed Bulletin copy

#### EDL 7012 - Theoretical Frameworks for Social Inquiry & Practice II (3)

When Offered: On Demand

The course provides students with developing knowledge around various theoretical frameworks, philosophical concepts, and their methodological implications and applications in educational research. This course is designed on the premise that it is important to have a deep understanding of the epistemological and ontological stances that drive research methodologies in order to be aware of why certain questions are asked and why particular techniques are chosen and used. With that in mind, the course readings will introduce doctoral students to feminist, queer, poststructuralist, postcolonial, and posthumanist methodologies in educational research, and these methodologies will be situated within the theoretical frameworks that made them possible.

# Educational Leadership - Educational Administration Concentration, EdD

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Program Code: EDD\_702D

CIP Code: 13.0401

## Program of Study for the Doctor of Education in Educational Leadership

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**Admission Requirements:** Master's degree from an accredited college or university or the Education Specialist from Appalachian; [complete application to the Graduate School](#); official general GRE exam scores, unless waived; a letter of application including reasons for the applicant's interest in the program. Applicants should arrange an interview with the Program Director in advance of submitting their completed application.

To be considered for admission, applicants must meet the [criteria for admission to the Graduate School](#). In addition, the program faculty will give preference to applicants who meet or exceed the following: GRE Writing test score of 4.0 or higher.

**Standardized Exam Waiver Eligibility:** The standardized exam (GRE) requirement may be waived for applicants with:

- An earned graduate degree with GPA of 3.0 or higher **AND**
- At least five (5) years of professional experience in education

**OR**

- An earned Education Specialist (EdS) degree with GPA of 3.0 or higher from Appalachian State University

**Location:** On Campus, Off Campus and Online; Off-Campus and Online cohorts begin periodically, and follow a part-time extended format.

## Additional Admission Requirements

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Applicants for the Educational Administration concentration must hold a Master of School Administration from an accredited college or university or the Education Specialist degree in Educational Administration from Appalachian; and hold or be eligible to hold a current NC superintendent's license. Applicants who are not eligible to hold superintendent's licensure, but who do hold one or more degrees leading to licensure in the public schools may either:

- Apply for a Master's Degree in School Administration and then apply for the Doctoral Program upon receipt of the MSA, or
- Have transcripts reviewed by the MSA coordinator. Courses needed to meet principal licensure requirements will be identified by the MSA program coordinator and will be taken in addition to, or as electives in, the EdD program and will be listed in the EdD program of study. The courses identified must be completed along with the required doctoral program courses to be eligible for licensure recommendation as a principal and superintendent upon completion of the EdD degree.

## **Additional Standardized Exam Waiver Eligibility Information**

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Standardized exam (GRE, GMAT, MAT) waiver eligibility for graduate degree programs at Appalachian State varies by program, but requires that applicants hold a minimum cumulative undergraduate GPA of 3.0 or higher in their last earned bachelor's degree or 3.3 or higher in an earned graduate degree. No exam waiver is automatic but will require review and approval by the program and by the Graduate School upon submission of a complete application. An approved waiver request does not guarantee acceptance into the program. A denied waiver request does not mean that a candidate is denied admission to the program, only that a standardized exam score is needed to more fully evaluate the application. More complete information about standardized exam waivers can be found in the [Admissions Requirements section of this Bulletin](#).

## **Course Requirements for the Doctor of Education in Educational Leadership**

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### **Total Required (Minimum 60 Hours)**

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*\*\*Note: Per Dr. Gosky, EDL 7011 & EDL 7012 course changes will impact all EDL concentrations and dual degrees*

## Required Courses (36 Hours)

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- [~~EDL 7011 - Multi-Disciplinary Seminar on Emerging Issues I~~](#)  
[Theoretical Frameworks for Social Inquiry & Practice I \(3\)](#)
- [~~EDL 7012 - Multi-Disciplinary Seminar on Emerging Issues II~~](#)  
[Theoretical Frameworks for Social Inquiry & Practice II \(3\)](#)
- [EDL 7020 - Organizational and Systems Theory \(3\)](#)
- [EDL 7025 - Leadership in Organizations \(3\)](#)
- [EDL 7035 - Curriculum History, Theory and Practice in Educational Organizations \(3\)](#)
- [EDL 7040 - Educational Organizations and Technology \(3\)](#)
- [EDL 7065 - Writing for the Professional Educator \(3\)](#)
- [EDL 7160 - Qualitative Research Methods \(3\)](#)
- [EDL 7165 - Applied Quantitative Methods in Education I \(3\)](#)
- One Elective approved by the Director of the Doctoral Program

Select Two of the Courses Below With Advice and Approval of an Advisor

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- [EDL 7175 - Applied Quantitative Methods in Education II \(3\)](#)
- [EDL 7180 - Advanced Qualitative Research in Education \(3\)](#)
- [EDL 7530-7549 - Selected Topics \(1-4\) \(3\)](#)

## Dissertation (6 Hours)

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Students are required to register for 6 hours of Dissertation, followed by at least 1 hour of GRD 7989 for every semester thereafter until the dissertation is completed. (Please also review the [Dissertation section](#) on the [List of Academic Policies](#) page.)

- [EDL 7999 - Dissertation \(1-9\)](#) - 6 hours minimum

## Concentration Requirements (18 Hours)

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- [EDL 7900 - Internship \(3-6\)](#) 3 or 6 hours
- 12 s.h. of coursework related to school administration. Approval of the plan of study is required from the school administration coordinator and the doctoral program director. Students seeking principal licensure must complete the coursework required to meet current NC Principal Licensure standards. Students seeking



superintendent licensure must hold principal licensure and complete the coursework required to meet current NC superintendent licensure standards.

## Other Requirements for the EdD in Educational Leadership

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- **Dissertation:** Required
- **Proficiency:** None required
- **Candidacy:** Required
- **Qualifying Exam:** Required
- **Product of Learning:** None required

### Notes

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- As required by UNC Board of Governors policy, doctoral students must remain enrolled in at least one hour each Fall and Spring semester until graduation once 6 dissertation semester hours are completed.
- The internship is typically a two-semester experience under the co-sponsorship of an appropriate educational agency and the Doctoral Program. The student will engage in activities designed to bring together the relationship of theory and practice associated with the student's intended concentration. Students may substitute 3 hours of internship for an additional 3 hours of elective courses with approval of the Program Director.
- The program requires a minimum of 60 semester hours beyond the student's master's degree. All students must take at least 48 semester hours of doctoral coursework (or a combination of doctoral coursework and approved EdS courses).
- Students entering the doctoral program with an EdS in Higher Education from Appalachian will have fulfilled the requirements for a concentration in Higher Education.
- Students who hold an earned EdS degree from Appalachian State will be exempt from 24 - 30 credit hours of course work in the doctoral program. A student who holds an EdS from a regionally accredited university may be exempt from up to 30 credit hours of coursework in the doctoral program. The exemption is not automatic. Specific EdS coursework that might substitute for doctoral coursework will be identified after evaluation of eligible courses by the Program Director. All other

degree requirements remain in effect. For further information on exemptions, contact the program director.

# Clinical Mental Health Counseling ~~– Clinical Mental Health Counseling, General Concentration,~~ MA and Music Therapy, MMT

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Program Codes: MA\_709A and ~~MMT 560A~~ MMT\_560A

CIP Codes: 13.1102 and 51.2305

~~Learn more about the Department of Human Development and Psychological Counseling and the Hayes School of Music.~~

## Program of Study for the Dual Master of Arts in Clinical Mental Health Counseling and the Master of Music Therapy

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**Admission Requirements:** Baccalaureate degree or bachelor's equivalent in music therapy from an accredited college or university; complete application to the Graduate School; official GRE exam scores, unless waived; proficiency in music theory, aural skills, music history/literature, music performance, piano, guitar, voice, and professional music therapy competencies (- PLEASE INCLUDE URL LINK TO PROFESSIONAL MUSIC THERAPY COMPETENCIES – [www.musictherapy.org/about/competencies/](http://www.musictherapy.org/about/competencies/)); ~~submission of Master of Music Therapy (MMT) and HPC Department~~ both program Questionnaires; live or video recorded audition; ~~individual interview for the MMT;~~ and both program-specific interviews. ~~for Clinical Mental Health Counseling (CMHC).~~

To be considered for admission, applicants must meet the criteria for admission to the Graduate School. Meeting this condition does not guarantee admission.

**Standardized Exam Waiver Eligibility:** The standardized exam (GRE) requirement may be waived for applicants with an undergraduate GPA of 3.0 or higher who have completed all other admission requirements.

**Location:** On Campus

## **Additional Standardized Exam Waiver Eligibility Information**

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Standardized exam (GRE, GMAT, MAT) waiver eligibility for graduate degree programs at Appalachian State varies by program, but requires that applicants hold a minimum cumulative undergraduate GPA of 3.0 or higher in their last earned bachelor's degree or 3.3 or higher in an earned graduate degree. No exam waiver is automatic but will require review and approval by the program and by the Graduate School upon submission of a complete application. An approved waiver request does not guarantee acceptance into the program. A denied waiver request does not mean that a candidate is denied admission to the program, only that a standardized exam score is needed to more fully evaluate the application. More complete information about standardized exam waivers can be found in the [Admissions Requirements](#) section of this Bulletin.

## **Course Requirements for the Dual Master of Arts in Clinical Mental Health Counseling and the Master of Music Therapy**

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### **Total Required (Minimum 72 Hours)**

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#### **MA in Clinical Mental Health Counseling Required Courses (~~39~~36Hours)**

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- [HPCCED 5110 - Social and Cultural Diversity in Counseling and Therapy \(3\)](#)
- [HPCCED 5120 - Introduction to Clinical Mental Health Counseling \(3\)](#)
- [HPCCED 5140 - Counseling Assessment and Testing \(3\)](#)
- [HPCCED 5210 - Career Development and Counseling \(3\)](#)
- [HPCCED 5220 - Counseling Theory and Techniques \(3\)](#)
- ~~[HPC 5225 - The Helping Relationship \(3\)](#)~~
- [HPCCED 5272 - Individual and Family Development Across the Lifespan \(3\)](#)

• —

- ~~HPCCED~~ 5752 - Legal and Ethical Issues in Clinical Mental Health Counseling (3)
- ~~HPC 5790 - Group Methods and Processes (3) [DL]~~
- [CED 5902 Practicum in Clinical Mental Health Counseling \(3\)](#)
- ~~HPCCED~~ 6120 - Developmental Assessment and Diagnosis in Counseling (3)
- [CED 6902 - Internship in Clinical Mental Health Counseling \(6\)](#)

### **Elective (3 Hours)**

Three (3) hours of graduate electives in CED approved by the advisor.

### **MMT Required Courses (1821 Hours)**

- 
- [MUS 5050 - Supervision in Music Therapy \(2\)](#)
  - [MUS 5051 - Advanced Topics in Music Therapy \(3\)](#)
  - [MUS 5060 - Bonny Method of GIM \(3\) \(See Notes Below\)](#)
  - [MUS 5061 - Advanced Clinical Improvisation \(3\)](#)
  - [MUS 5200 - Music Therapy Laboratory \(0\) \(See Notes Below\)](#)
  - [MUS 5900 - Advanced Music Therapy Practicum \(1-3\) \(3 Hours\)](#)

### **Electives (3 Hours)**

Three (3) hours of graduate electives in AMU or MUS approved by the advisor.

### **Choose One of the Following Options (4 Hours)**

- 
- [MUS 5995 - Clinical Paper in Music Therapy \(1\) plus additional \(3 Hours\) Music Therapy elective](#)
  - [MUS 5999 - Thesis \(1-4\) \(4 Hours\)](#)

### **Shared Required Courses (315 Hours)**

- 
- ~~RES 5000 - Research Methods (3)~~ [CED 5225 - The Helping Relationship \(3\)](#)
  - [CED 5560 - The Addictive Process \(3\)](#)
  - [CED 5580 - Trauma, Suffering, and Loss \(3\)](#)

- ~~[CED 5790 - Group Methods and Processes \(3\)](#)~~

Choose One of the Following Options (3 Hours)

- ~~[CED 5000 – Counseling Research and Evaluation \(3\)](#)~~
- ~~[Or](#)~~
- ~~[MUS 5010 – Research Methods in Music Therapy \(3\)](#)~~

### **~~Electives (12 Hours)~~**

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- ~~[Electives approved by the CMHC Advisor \(9\)](#)~~
- ~~[MUS Guided Electives in music or music therapy \(3\)](#)~~

## **Other Requirements for the Dual Master of Arts in Clinical Mental Health Counseling and the Master of Music Therapy**

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- **Thesis:** Optional
- **Proficiency:** All students are required to demonstrate proficiency in music theory, aural skills, and music history/literature prior to recommendation for Admission to Candidacy
- **Candidacy:** Required for both programs; see the program directors for specific timeline and requirements for admission to candidacy
- **Comprehensive:** Required for both programs. For CMHC, students should take the required HPC courses (excluding the Internship) prior to taking the comprehensive exam. MMT Comprehensive is required prior to admission to candidacy
- **Product of Learning:** Not required

## **Notes for the Dual Master of Arts in Clinical Mental Health Counseling and the Master of Music Therapy**

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- **Accreditation:** The master's degree program in CMHC is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body. Graduates are immediately eligible to take the examination of the National Board for Certified Counselors, Inc., to become National

Certified Counselors. The MMT is [approved by the American Music Therapy Association](#) and accredited by the National Association of Schools of Music.

- ~~• Students in CACREP approved programs in the HPC department must meet for a minimum of 10 clock hours in a planned group activity intended to provide direct experiences as a participant in a small group. This requirement is met during [HPC 5790](#).~~
- ~~• On an individual basis, faculty or supervisors may suggest that students receive professional counseling or other form of therapy to aid them in their personal growth.~~
- ~~• The Handbook of Policies and Procedures available in the HPC office provides information on liability insurance, academic appeals, retention policy, personal endorsement policy, admissions policies, and placement services.~~
- Permission forms to take HPC practicum and internship are available in the HPC office and must be completed prior to registration.
- [MUS 5060](#) Bonny Method of GIM requires participation in a 5-day intensive workshop that is conducted off-campus between academic terms and requires payment of workshop fees in addition to tuition. This course may be repeated with permission of the MMT program director. ~~Up to 9 s.h. may count towards the MMT.~~
- All students are required to register for and successfully complete [MUS 5200](#) Music Therapy Laboratory for a minimum of four semesters.
- Board certification in music therapy (MT-BC) is prerequisite to [MUS 5900](#).
- Students who have not had a previous course in statistics must complete one course in statistics, in addition to the research course indicated above.

## **G\_COE\_LES\_2022\_2**

### Current Bulletin copy

ITC 5220 - Digital Technologies in Education (3)

ITC 5500 - Independent Study (1-4)

ITC 5530-5549 - Selected Topics (1-4)

ITC 6550 - Information Technology Systems in Education (3)

### Proposed Bulletin copy

MTL 5220 - Digital Technologies in Education (3)

MTL 5500 - Independent Study (1-4)

MTL 5530-5549 - Selected Topics (1-4)

MTL 6550 - Information Technology Systems in Education (3)



## GU\_COB\_ACC\_2022\_03

Current Bulletin copy

### ACC 4710 – ADV COST ACCOUNTING (3 CH)

When Offered: On Demand.

Advanced cost analysis and cost management with emphasis on modern performance measurement. Cost accounting for world class manufacturing; quality cost accounting and TQM; activity-based accounting systems; theory of constraints, life cycle costing, and target costing. Revenue variances, transfer pricing, and quantitative methods are examined. Other topics are derived from modern applications of cost accumulation systems in the United States and other countries.

Prerequisites: 84 earned hours, a minimum grade of "C" (2.0) in any Writing in the Discipline (WID) course, and ACC 3200 with a minimum grade of "C-" (1.7).

Demonstrated Readiness for College-level Math.

Credit hours: 3.000

Lecture hours: 3.000

Levels: Undergraduate

Schedule Types: Individual Study, Lecture, Web Based-Entirely (100), Web BasedMajority (90-99), Web Based-Hybrid (50-89), Web Hybrid-Primarily Lec (<50),

Study Abroad

College: College of Business

Department: Accounting

### ACC 5210- ADV MANAGERIAL ACC (3 CH)

When Offered: On Demand.

Focus is on the controller's role in the decision-making process. Integration of accounting knowledge with other business and non-business disciplines is an important objective of this course. Topics may include, but are not limited to: cost accounting, profit planning and control, data analytics, working-capital management, transfer pricing, tax and risk management, and payroll systems.

Prerequisite: permission of the instructor.

Credit hours: 3.000

Lecture hours: 3.000

Levels: Doctoral, Graduate, Graduate II, Specialist, Undergraduate

Schedule Types: Individual Study, Lecture, Web Based-Entirely (100), Web BasedMajority (90-99), Web Based-Hybrid (50-89), Web Hybrid-Primarily Lec (<50),

Study Abroad

2

College: College of Business

Department: Accounting

## **GU\_COB\_ACC\_2022\_03 (cont.)**

Proposed Bulletin copy

ACC 4710 - ADV MANAGEMENT ACCOUNTING IN A GLOBAL CONTEXT (3 CH)

When offered: On Demand

Advanced topics in management accounting, costing, and Financial Planning & Analysis in the global environment. Includes management of manufacturing, inventory, quality and performance costs. Discussion of qualitative issues and analysis; ESG and integrated reporting; regulation and ethical issues across the global environment; emerging trends and technologies; and the profession and its changing role in a rapidly-changing, global context.

Prerequisites: 84 earned hours, a minimum grade of "C" (2.0) in any Writing in the Discipline (WID) course, and ACC 3200 with a minimum grade of "C-" (1.7).

Demonstrated Readiness for College-level Math.

(Global Learning Opportunity Course)

[Dual-listed with ACC 5210.] Dual listed courses require senior standing; juniors may enroll with permission of the department.

ACC 5210 – ADV MANAGEMENT ACCOUNTING IN A GLOBAL CONTEXT (3 CH)

When offered: On Demand

Advanced topics in management accounting, costing and Financial Planning & Analysis in the global environment. Includes management of manufacturing, inventory, quality and performance costs. Discussion of qualitative issues and analysis, ESG and integrated reporting; regulation and ethical issues across the global environment; emerging trends and technologies; and the profession and its changing role in a rapidly-changing, global context.

Prerequisites: ACC 3200 (Cost Accounting) or equivalent with a minimum grade of "C-" (1.7).

(Global Learning Opportunity Course)

[Dual-listed with ACC 4710]

## **G\_COB\_MGT\_2022\_1**

Current Bulletin copy

MGT 5700 - Contemporary Issues in Management and Leadership (3)

When Offered: Fall, Spring This course is designed to explore theories and practical applications of management and leadership in organizational settings. The major emphasis is on building the managerial and leadership skills necessary to diagnose and provide remedies for organizational level problems. Subjects covered include: management, leadership, strategic vision, organizational culture and values, motivation and empowerment, teams, leading diversity, and leading organizational change. Prerequisite: MGT 3630 (Intro to Organizational Behavior) or MGT 3010 (Survey of Management). [Dual-listed with MGT 4700.]

## **Concentration Requirements (12 Hours)**

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Choose 12 hours from the list below or from the Additional Elective Options; other electives may be chosen with approval of the program director.

\*Note: MBA students should seek permission from the MBA director before registering for the non-MBA section of these courses.

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

## GU\_COB\_MKT\_2022\_01

### Current Bulletin copy

#### Undergraduate Bulletin

MKT 4550 - International Marketing (3) When Offered: Fall, Spring An analysis of cultural, legal, political, and economic factors affecting marketing in world markets. Emphasis is placed upon the differences in life styles, beliefs, attitudes, behaviors and their influence upon the marketing decisions of the foreign firm. Prerequisites: 84 earned hours, a minimum grade of "C" in any Writing in the Discipline (WID) course, and MKT 3050 with a minimum grade of "C" (2.0).

#### Graduate Bulletin

MKT 5550 - International Marketing When Offered: On Demand An analysis of cultural, legal, political, and economic factors affecting marketing in world markets. Emphasis is placed on the differences in lifestyles, beliefs, attitudes, behaviors, and their influence upon the marketing decisions of the foreign firm. Prerequisite: MKT 3050 with a minimum grade of "C" (2.0).

### Proposed Bulletin copy

#### Undergraduate Bulletin

MKT 4550 - International Marketing (3) When Offered: Fall, Spring An analysis of cultural, legal, political, and economic factors affecting marketing in world markets. Emphasis is placed upon the differences in life styles, beliefs, attitudes, behaviors and their influence upon the marketing decisions of the foreign firm. Prerequisites: 84 earned hours, a minimum grade of "C" in any Writing in the Discipline (WID) course, and MKT 3050 (Principles of Marketing) with a minimum grade of "C" (2.0). MKT 3050 with a minimum grade of "C" (2.0). (Global Learning Opportunity course) [Dual-listed with MKT 5550]. Duallisted courses require senior standing. Juniors may enroll with permission of the department.

#### Graduate Bulletin

MKT 5550 - International Marketing When Offered: On Demand An analysis of cultural, legal, political, and economic factors affecting marketing in world markets. Emphasis is placed on the differences in lifestyles, beliefs, attitudes, behaviors, and their influence upon the marketing decisions of the foreign firm. Prerequisite: MKT 3050 with a minimum grade of "C" (2.0). [Dual-listed with MKT 4550]. Dual-listed courses require senior standing. Juniors may enroll with permission of the department.

DRAFT & PROPOSED

<http://bulletin.appstate.edu/content.php?catoid=28&navoid=1710#dual-degree>

## Dual Degree

The purpose of a dual degree program is to allow students to simultaneously complete two complementary graduate degree programs through a prearranged curriculum plan that meets the requirements of both degree programs, while allowing for ~~dual credit~~ ~~for~~ a specified set of shared courseworks. There are two types of dual degree graduate programs at Appalachian: (1) pairing of two master's degree programs; and (2) pairing of two graduate programs across degree levels (e.g., a master's degree paired with a specialist or doctoral degree, or a specialist paired with a doctoral degree). Requirements for the dual degree vary depending on the type of dual degree pairing.

Students apply for entrance into an approved dual degree program either (1) at the time of initial admission into the School of Graduate Studies, or (2) by later requesting entrance into a second degree program that could be paired with the student's initial program. Those students requesting a later admission must apply before completing 50% of the required credit hours in their initial degree program.

Students begin the admissions process by conferring with ~~the both~~ program director(s) of the requested paired programs. Admission to all dual degree programs requires approval by both paired degree programs and by the School of Graduate Studies.

Students approved to pursue a dual degree program pairing two master's degrees will be subject to the following requirements:

1. ~~Degree programs that have been paired two times in the last five years to offer a dual degree must develop a formal program of study (POS) before offering the dual degree pairing a third time. The dual degree POS must be approved by the respective programs, their colleges, the School of Graduate Studies, and the Graduate Academic Policies and Procedures Committee (GAPP). Once approved, the degree pairing will be published in the Graduate Bulletin.~~
2. If ~~the a~~ dual degree pairing has been offered no more than two times in the last five years, the program directors can create an individualized programs of study (POS) that adheres to the following requirements. The POS must be approved by for requesting students with the approval of both programs, their respective chairpersons, and by the School of Graduate Studies. ~~However, it is expected that those paired programs will develop a formal pre-approved POS before offering the pairing for a third time.~~
3. All admissions requirements for both degree programs must be met, except in cases where programs participating in the dual degree have established a unified standardized exam policy.
4. The paired POS must meet all requirements for both degree programs, including admission to candidacy, proficiency, comprehensive exam, or other requirements. All courses being shared for credit must be clearly defined in the paired POS. No more than 50% of the courses, based on

the program with the least required credit hours, may be shared on the dual degree POS, except when credit hours required for the larger program is 54 hours or greater. In that case, the dual degree program shall require a minimum of 69 credit hours OR 54 hours plus 50% of the number of credit hours required for the smaller program, whichever is greater.

5. Students pursuing a dual degree who already have an earned master's degree will be required to complete all requirements of the dual degree, because the reduction in hours allowed under the Second Master's policy is already factored into the dual degree programs.
6. Students must complete both ~~dual~~ degree programs in the paired dual degree within seven (7) years of the initial admission term and must graduate from both programs in the same term. No dual degrees will be awarded retroactively.

Students approved to pursue a dual degree program pairing programs across two degree levels will be subject to the following requirements:

1. All admissions requirements for both degree programs must be met, except in cases where programs participating in the dual degree have established a unified standardized exam policy.
2. The paired POS must meet all requirements for both degree programs, including admission to candidacy, proficiency, comprehensive exam, or other requirements. Any courses being shared for credit must be clearly defined in the paired POS.
3. In cases where a master's degree is paired with a specialist or doctoral program, no reduction in hours will be allowed for students with a previously-earned master's degree.
4. Students must complete both dual degree programs within seven (7) years of the initial admission term. Graduation from the lower degree level program may be permitted before completion of the specialist or doctoral degree, but ONLY if the coursework for each degree level is clearly defined.
5. No dual degrees will be awarded retroactively.



Institution Appalachian State University

Degree Program Title (e.g. M.A. in Biology) Master of Public Health (MPH)

Reviewed and Approved By (Provide Name and title only. No signature required in this section.)

Review	Name	Title
Faculty Senate Chair (Or appropriate body)	Louis Gallien	Chair, Faculty Senate
Graduate Council (If applicable)	Holly Hirst	Chair, Graduate AP&P
Graduate/Undergraduate Dean (If applicable)	Marie Hoepfl	Graduate Dean
Academic College/School Dean	Marie Huff	BCHS Dean
Department Head/Chair	Kelly Cole	PHES Chair
Program Director/Coordinator	Adam Hege	PH Program Director

### New Academic Program Process

New academic programs are initiated and developed by faculty members. The Request to Establish a New Academic Degree Program must be reviewed and approved by the appropriate individuals listed above before submission to the UNC System Office for review.

Please provide a succinct, yet thorough response to each section. Obtain signatures from the Chancellor, Provost, and Chief Financial Officer, and submit the proposal via the PREP system to the UNC System Vice President for Academic Program, Faculty, and Research, for review and approval by the UNC System Office. If the Request to Establish is approved by UNC System Office staff, it will be submitted the proposal for review and approval by the UNC Board of Governors.



<b>UNC Institution Name</b>	Applachian State University
<b>Joint Degree Program (Yes or No)? If so, list partner.</b>	No
<b>Degree Program Title (e.g. M.A. in Biology)</b>	Master of Public Health (MPH)
<b>CIP Code and CIP Title (May be found at <a href="#">National Center for Education Statistics</a>)</b>	51.2201
<b>Require UNC Teacher Licensure Specialty Area Code (Yes or No). If yes, list suggested UNC Specialty Area Code(s).</b>	No
<b>Proposed Delivery Mode (campus, online, or site-based distance education). Add maximum % online, if applicable.</b>	Online with maximum 20% in person.
<b>If requesting online delivery, indicate if program (or one or more courses) will be listed in UNC Online.</b>	No
<b>If requesting site-based delivery, indicate address(es), city, county, state, and maximum % offered at site.</b>	Leon Levine Hall of Health Sciences 1179 State Farm Rd, Boone, NC 28608
<b>Proposed Term to Enroll First Students (e.g. Fall 2022)</b>	Fall 2024

Do the following sections of your previously submitted and approved Request for Preliminary Authorization to Develop a New Academic Degree Program document require any change or updated information? If yes, note the items and explain.

<b>Category</b>	<b>Yes or No</b>	<b>Explanation (if applicable)</b>
<b>SACSCOC Liaison Statement</b>	No	
<b>Review Status (campus bodies that reviewed and commented on Letter of Intent)</b>	No	
<b>Program Summary</b>	No	
<b>Student Demand</b>	No	
<b>Access and Affordability</b>	No	
<b>Societal and Labor Market Demand</b>	No	
<b>Doctoral Specific Questions</b>	No	

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## I. Program Summary

- a. Describe the proposed program, including the overall rationale for its development. Include a discussion of how this program supports the specific mission of the institution and of the broader UNC System. Why is this program a necessary addition for the institution?
- b. What are the key objectives of the program? What are the expected benefits for the student who graduates from the program? What are the expected public benefits (at the local, regional, state, or national level) of this program?

### Program Overview and Resources

The Master of Public Health degree (MPH) is the standard and terminal degree for practitioners in the field of public health (PH). It provides a grounding in the theories and core disciplines of public health, including biostatistics, environmental health, epidemiology, health policy, and social and behavioral sciences. The MPH degree is distinct from the Master of Science in Public Health degree (MSPH) in that the focus is largely on PH practice rather than research. The MPH degree is sought by students graduating with an undergraduate degree, as well as working professionals such as nurses, medical doctors (MDs), occupational safety experts, and others. As the magnitude of rural health problems continues to grow in PH, particularly in the face of a global pandemic such as COVID-19, there is a need for training specific to working with these populations. The location of Appalachian State University in the mountains of western North Carolina provides an ideal setting for an MPH degree focusing on rural health. There are currently only 4 general MPH programs across the University of North Carolina System at East Carolina University, UNC-Chapel Hill, UNC-Charlotte, and UNC-Greensboro. In addition, UNC-Chapel Hill offers a satellite program with UNC Asheville focusing on the Asheville area. We propose to establish a full-time and part-time hybrid (20% maximum on-campus/80% or more online) MPH with a concentration in Applied Public Health focused on Rural Resilience and Sustainability that would target individuals throughout Western North Carolina seeking the MPH to advance their knowledge and career. More specifically, this MPH aims to recruit, train, and develop new generations of public health leaders ready to respond to public health needs through public health service and capacity building in North Carolina's rural Appalachian communities. This MPH will help meet public health needs of the North Carolina rural Appalachian communities by providing needed capacity and support to local public health and community settings in collaboration with state and regional partners, to advance more equitable health outcomes for communities who are currently and historically underserved. This program will provide pathways to good quality public health education by providing exposure through practice-based experience with a focus on recruiting learners who reflect the communities in which they will serve.

The program would require 42 credit hours, including 6 credits of either practicum placement or practice-based research under the direction of a faculty member. Full-time students would generally begin in the fall term with an expected graduation in spring term 4 semesters later. The program would seek immediate accreditation through the Council on Education for Public Health (CEPH). The current BS in PH degree program has already been accredited through CEPH.

Currently, the PH program has 3 full-time tenured faculty, 2 full-time tenure-track faculty, 2 full-time Senior Lecturers, 2 full-time Lecturers, and is in the process of a faculty search for one other tenure-

track faculty member in Public Health. In addition, the PH program has a strong pool of 5 adjunct faculty that have MPH degrees and are practitioners with experience in the course material they teach. This includes practitioners from the Watauga County public health department and those in leadership positions with nonprofit agencies. Clearly, full-time PhD level and experienced MPH faculty hires in PH will be necessary for implementation of the MPH program. However, the Dean of the Beaver College of Health Sciences (BCHS) has shown tremendous support for the undergraduate PH program and we propose to hire just one new tenure track faculty member and one non-tenure track faculty member to meet the program needs. Further, the program's track record in hiring quality PhD level faculty is stellar with four faculty hired in four years. There are also other BCHS departments whose faculty expertise overlaps with PH including the department of Nutrition and Health Care Management, which offers a Master of Science in Nutrition with Concentration in Public Health Nutrition and a Master of Health Administration which includes courses on leadership. In addition, the Department of Social Work, in their macro-focused MSW track, has overlap, and there are several other departments across campus that do as well. Thus, we have the resources for a strong, general MPH program focusing on rural health issues.

In addition to the resources stated above, the home of the BCHS in the new Leon Levine Hall of Health Sciences is situated in the heart of the Appalachian Regional Healthcare System and a mile from the district public health department that serves three rural counties. It also is within several miles of multiple non-profit organizations focused on improving various aspects of health in the region, including the Children's Council (early childhood and family support), Western Youth Network (substance use prevention), High Country Area Agency on Aging (older adult and caregiver support), Community Care Clinic, Hunger and Health Coalition, Center for Independent Living, High Country Community Health, Hospitality House (homeless shelter and support), along with a multitude of community service collaboratives. This makes it an ideal setting for the MPH program. Moreover, our existing partnerships with the district public health department and local/regional/national PH organizations will provide ample opportunities for practicum placements and research projects.

### Alignment With Our Mission

Appalachian State University, a constituent member of the University of North Carolina System sustained by the generous support of North Carolinians, is a long-established public institution that honors our founding commitment to educational access and excellence and our rural mountain heritage through teaching, research and service. The university's vibrant culture shapes students into globally minded, responsible members of society who engage with and actively contribute to their communities. Our exemplary faculty and staff prepare undergraduate and graduate students to be the leaders of the future.

In keeping with this mission, PH professionals work to protect and improve the health of populations and communities. As the field of PH is projected to grow substantially in the future due to the increasing threats to our populations' health, training quality professionals with the expertise to address the PH issues of specific populations is paramount. COVID-19 has highlighted many of these needs and challenges facing us moving forward in the 21st century. The Appalachian Mountains of western North Carolina and the Appalachian region more broadly present a unique challenge to PH practice.

The development of an MPH program would also meet all aspects of the Appalachian State University Strategic Directions and the newly revised BCHS Goals (see Table 1). The field of PH is interprofessional and at its core seeks to engage communities to identify health threats and develop sustainable approaches to address health needs in diverse populations and cultures.

Table 1. Proposed MPH Alignment with University and College Strategic Goals

		Appalachian State University Strategic Directions					
		1. Providing Exceptional Educational Experiences	2. Advancing Research, Innovation and Creativity	3. Advancing Local, Regional and Global Engagement	4. Advancing Diversity, Equity and Inclusion	5. Investing in Faculty and Staff Excellence	6. Strengthen Resilience and Sustainability
A. Teaching & Educational Programs	X						
B. Interprofessional Education	X						
C. Research		X					
D. Service & Community Engagement			X				
E. Diversity, Equity & Inclusion				X			
F. Faculty and Staff Excellence					X		
G. Faculty and Staff Well-Being					X		
H. Sustainability							X

I. External Support							X
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Collaboration with Other Institutions

We see many collaborative opportunities with East Carolina University given its recently established Ethnic & Rural Health Disparities Graduate Certificate program and the rural health focus of our proposed MPH program, and we have already discussed collaborations—about which ECU faculty were excited. Addressing PH issues in rural populations is substantively different in the eastern part of the state and Piedmont as opposed to the western Appalachian mountain region. This is due in part to concerns in rural Appalachia around extreme poverty, geographic isolation, weather, lack of state and federal investment, and lack of access to medical services that are detrimental to health. Nonetheless, some challenges in rural areas are similar across the state and faculty and practitioners at East Carolina University will provide vital input as we develop our program and seek collaborative opportunities for our faculty and students. We have also discussed collaborations with UNCG, who expressed their support. Our faculty also have ongoing collaborations with faculty working with the Asheville MAHEC site. We see more opportunities there, as well, including co-teaching, guest lecturing, and collaborations on internship/practicum experiences. We also see potential for collaboration with East Tennessee State University’s MPH program, as their faculty work with a very similar population in rural Appalachia. We have already had discussions with some of their faculty around certain topics and funding opportunities.

II. Program Planning and Unnecessary Duplication

- a. List all other public and private four-year institutions of higher education in North Carolina currently operating programs similar to the proposed new degree program, including their mode of delivery (use the 4-digit CIP as a guide). Show a four-year history of applications, acceptances, enrollments, and degrees awarded in similar programs offered at other UNC institutions (using the format below for each institution with a similar program). If data was not available, mark not available. Programs at UNC institutions may be found on the UNC System [website](#).

<b>Institution</b>	<b>University of North Carolina Chapel Hill</b>			
<b>Program Title</b>	Master of Public Health (MPH)			
<b>Academic Year</b>	Year	Year	Year	Year
	2019	2020	2021	2022

<b>Applications</b>	1245	1350	2135	1683
<b>Acceptances</b>	751	915	1394	1214
<b>New Enrollment</b>	329	357	606	486
<b>Total Enrollment</b>	606	711	1070	1207
<b>Total Degrees Awarded</b>	118	143	302	323

<b>Institution</b>	<b>East Carolina University</b>			
<b>Program Title</b>	Master of Public Health			
<b>Academic Year</b>	Year	Year	Year	Year
<b>Applications</b>	58	97	70	89
<b>Acceptances</b>	48	60	52	67
<b>New Enrollment</b>	38	40	35	49
<b>Total Enrollment</b>	85	99	102	117
<b>Total Degrees Awarded</b>	51	53	46	41

<b>Institution</b>	<b>University of North Carolina Charlotte</b>			
<b>Program Title</b>	Master of Public Health			
<b>Academic Year</b>	Year	Year	Year	Year
<b>Applications</b>	79	66	122	117
<b>Acceptances</b>	68	55	85	84
<b>New Enrollment</b>	28	29	36	29

<b>Total Enrollment</b>	49	52	88	93
<b>Total Degrees Awarded</b>	29	25	15	30

<b>Institution</b>	<b>University of North Carolina Greensboro</b>			
<b>Program Title</b>	Master of Public Health			
<b>Academic Year</b>	Year	Year	Year	Year
<b>Applications</b>	52	33	64	62
<b>Acceptances</b>	45	29	52	56
<b>New Enrollment</b>	32	14	27	14
<b>Total Enrollment</b>	60	48	48	41
<b>Total Degrees Awarded</b>	13	22	28	15

<b>Institution</b>	<b>Campbell University</b>			
<b>Program Title</b>	Master of Public Health			
<b>Academic Year</b>	Year	Year	Year	Year
<b>Applications</b>				
<b>Acceptances</b>				
<b>New Enrollment</b>				
<b>Total Enrollment</b>				
<b>Total Degrees Awarded</b>		36	37	

<b>Institution</b>	<b>Lenoir Rhyne University</b>
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<b>Program Title</b>	Master of Public Health			
<b>Academic Year</b>	Year	Year	Year	Year
<b>Applications</b>				
<b>Acceptances</b>				
<b>New Enrollment</b>				
<b>Total Enrollment</b>				
<b>Total Degrees Awarded</b>		5	10	

- b. Describe what was learned in consultation with other programs regarding their experience with student demand and job placement. Indicate how their experiences influenced your enrollment projections.

We have reached out to other programs for information regarding their MPH programs in relation to recruitment of students, current enrollment, the handling of part time students within the program, and alumni tracking post-graduation. Not all of the programs we reached out to were available for discussion, but the programs we did speak with provided very valuable information to us for moving forward with program planning.

Program Discussions/Consultations:

- East Tennessee State University (per conversation with Dr. David Shoham, Chair of the Department of Biostatistics and Epidemiology) - has an MPH program that has been CEPH accredited for over a decade. The program has seen record enrollment over the past several years and currently has about 150 students. At least half of these students are concentrating in either epidemiology or community health. About 50-63% of students graduate within 2 years and 95% graduate within 6 years (the maximum time allowed for the program). In 2020-21, about 58% of MPH graduates were employed and 12% were seeking continuing education/training (30% were unknown). Recruitment of students occurs both internally at ETSU and externally and there is a growing number of international students. External recruitment takes place through various membership opportunities within the Association of Schools & Programs of Public Health (ASPPH) and through attending the annual American Public Health Association (APHA) and NCPHA meetings to talk directly with potential students. The MPH program accepts part-time students, which creates some complications with sequencing of required courses; but with the growth and current size of the program, additional faculty have been hired to offset the issue.

Additionally, prior to becoming chair at ETSU in 2021, Dr. Shoham was the former MPH program director at Loyola University, which at the time was in a similar situation to Appalachian in developing a new MPH program. During the time he was there, the program grew from 5 to over 100 students. While the initial intent was to teach the core courses in the curriculum in alternating years, the program decided it was best to teach the core courses once each academic year with elective courses alternating every other year.

- Lenoir Rhyne (per conversation with Dr. Randall J. Bergman, MPH Program Coordinator) - has a CEPH accredited fully online MPH program with a concentration in Community Health. The program admits 10-12 students per year and there are currently 31 students enrolled in the program. About 70% of these students are part-time (6 credit hours per semester or less). Students start in the summer or fall and have 6 years to complete the program. Most of the students are already working professionals and work for either a local or state public health department, a non-profit, or a hospital system after graduation.
- UNC - Greensboro (per conversation with Dr. Jeffrey Milroy, Program Director) - has a CEPH accredited MPH program in Community Health Education. The program receives 40-50 applications and admits about 25 students per year, many of them being international students. The program has few part-time students with about 2-3 per year and a separate sequence of courses specifically tailored for these students. Student recruitment activities are done by a graduate program committee chaired by the MPH program director and consists of connecting with undergraduate degree programs across North Carolina, virtual and in-person open houses, and visits to classrooms across UNCG. Graduates of the program are currently project directors, health educators, and research assistants for non-profits, universities, and state/local health departments. About 2-3 graduates from each cohort pursue a doctorate.
- UNC - Charlotte (per conversation with Deborah Beete, MPH Program Director) - has a CEPH accredited MPH program with an enrollment that has doubled over the past two years to about 105 students with a growing number of international students. The program has four concentrations with about 50% concentrating in epidemiology and community health. Most students graduate within 5 or 6 semesters. Currently the program does not engage in many recruitment activities as they are trying to catch up with the rapid growth of the program, but there has recently been a website redesign and plans to market the program throughout North Carolina. The program accepts part-time students and offers the 5 core courses once every year to accommodate, however the intent is to move to offering these courses every semester. The program used to have a thesis requirement but has changed to a professional development focused capstone that is based on each concentration. Students in the program are required to do an internship that is usually done during

summer term. The program has found that students are increasingly securing internships that are paid.

- East Carolina University (per conversation with Dr. Marla Hall, MPH Program Director and Online MPH Program Coordinator) - has CEPH accredited on-campus and fully online MPH programs with a current enrollment of 115 students. The program receives about 84 applications per year. Most of the MPH students are recruited from the undergraduate degree program, but there is recruitment done at the national level through the Society for Public Health Education (SOPHE) and APHA as well as at the state level through NCSOPHE and NCPHA. They are also members of the ASPPH which they feel provides exposure for their program. Additionally, the ECU graduate school purchases ad space on social media. About half of the students enrolled in the program work full-time jobs and are part-time in the online MPH program. They do not accept international students since some types of visas require that a specific number of credit hours are in-person to maintain visa status.
- c. Identify opportunities for collaboration with institutions offering related degrees and discuss what steps have been or will be taken to actively pursue those opportunities where appropriate and advantageous.

In addition to providing valuable information and solidifying interest in collaborations from ECU and UNC-G, East Tennessee State University and UNC Charlotte were interested in potential collaborations. We will be having additional discussions with them in the coming months, particularly with UNC-Charlotte, as a member of the UNC system. With UNC Charlotte, we specifically discussed providing opportunities for students in both of our programs to take courses at the other institution, particularly elective courses. This would help expand theirs and our elective course offerings. Conversations will continue with UNC-Greensboro and East Carolina University, as well.

- d. Present documentation that the establishment of this program would not create unnecessary program duplication. In cases where other UNC institutions provided similar online, site-based distance education, or off-campus programs, directly address how the proposed program meets unmet need.

Based on the above information provided by various program directors, our geographic location in Western North Carolina where no other programs exist, and the focus of our program, there are no significant duplications in programming. Our program would be an Applied Public Health focused program on Rural Resilience and Sustainability that would target individuals throughout Western North Carolina seeking the MPH to advance their knowledge and career. More specifically, this MPH aims to recruit, train, and develop new generations of public health leaders ready to respond to public health needs through public health service and capacity building in North Carolina's rural Appalachian communities. This MPH will help meet public health needs of the North

Carolina rural Appalachian communities by providing needed capacity and support to local public health and community settings in collaboration with state and regional partners, to advance more equitable health outcomes for communities who are currently and historically underserved. This is a very different focus than other programs in the state.

- e. Admission. List the following:
- i. Admissions requirements for proposed programs (indicate minimum requirements and general requirements).
  - ii. Documents to be submitted for admission (listing)

i. Admission Requirements

- Successful submission of all required documents listed below (section ii)
- BA or BS degree from an accredited institution with a minimum GPA of 3.0
- Minimum of a “B” on required prerequisites:
  - English/Writing
  - Statistics

ii. Documents to be Submitted for Admission

The following are general graduate student requirements for Appalachian State University to be admitted into the Cratis D. Williams School of Graduate Studies:

- A completed on-line application form
- Payment of an application processing fee
- Official transcripts from each college/university attended since high school
- Official test scores required by the program of interest (unless waived by the program)
- International students will need to supply TOEFL or IELTS scores
- Contact information for three references
- Resume
- Supplemental information required by the program of interest

In addition, the MPH Program will require:

- Personal Statement/Essay
- Three letters of recommendation
- Volunteer/work experience in a public health-related organization/agency or other service experience

- f. Degree requirements. List the following:
- i. Total hours required. State requirements for Major, Minor, General Education, etc.
  - ii. Other requirements (e.g. residence, comprehensive exams, thesis, dissertation,

clinical or field experience, “second major,” etc.).

- The proposed MPH program will require 42 credit hours to complete the degree.
  - Fieldwork experiences are integrated into the coursework. These provide students with hands-on experience working in a public health-related organization and take place during the final semester of the program. At the conclusion of the Fieldwork experience, a final required project will be submitted that includes an overview of the organization/agency functions, a project completed during the Fieldwork experience, and a final paper written under the supervision of a health educator or health-related person.
  - An alternative option for students is to conduct an independent research project under the direction of a public health program faculty member that is a current member of the Cratis D. Williams School of Graduate Studies. At the conclusion of the research project, a final draft of a research manuscript will be submitted and approved by the supervising faculty.
  - While not required, it is strongly recommended for students to sit for the Certified in Public Health (CPH) exam and/or the Certified Health Education Specialist (CHES) exam in the last semester of the MPH program or within one year of graduating from the MPH program.
- g. Enrollment. Estimate the total number of students that would be enrolled in the program during the first year of operation and in each delivery mode (campus, online, site, etc.)

	Online	Full-Time	Part-Time
<b>Year 1</b>	20	15	5
<b>Year 3</b>	45	30	15
<b>Year 5</b>	55	30	25

h. For graduate programs only, please also answer the following:

<b>Grades required</b>	Per the policy of the Cratis D. Williams Graduate School, students must maintain a minimum GPA of 3.0 to remain enrolled in the proposed MPH degree program. A grade of ‘C’ (2.0) or better is required in all coursework. No more than three grades of ‘C’ (2.0) will be accepted for completion of the degree. No course with a grade of ‘F’ or ‘U’ will be credited toward degree requirements.
<b>Amount of transfer credit accepted</b>	The policy of the Cratis D. Williams Graduate School is to allow up to nine hours of transfer credit at a similar or higher level. This coursework must have a grade of ‘B’ or higher; no coursework with grades of ‘P’ or ‘S’ are accepted for transfer credit. Each student requesting to transfer into the proposed MPH degree program will be

	evaluated on an individual basis by the Program Director. Students may be required to submit syllabi.
<b>Language and/or research requirements</b>	There will be no language requirements in the proposed program other than the stated prerequisite of one course in English/writing. With respect to research, students take courses throughout the program that focus on research. While not required, students can opt to conduct an independent research project under the direction of a public health faculty member instead of doing the Fieldwork experience.
<b>Any time limits for completion</b>	Per the policy of the Cratis D. Williams Graduate School, students must complete all degree requirements within seven calendar years after the year of admission to the MPH degree program.

- i. For all programs, provide a degree plan showing the sequence of courses to be taken each year. List courses by title and number and indicate those that are required. Include an explanation of numbering system. Indicate new courses proposed. A possible format is offered below as an example. If your institution uses a different format that provides the required information, it may be submitted instead.

**PROPOSED CURRICULUM FOR MPH WITH A CONCENTRATION IN APPLIED PUBLIC HEALTH FOCUSED ON RURAL RESILIENCE AND SUSTAINABILITY – Appalachian State University**

**Draft 12 Dec 2022**

FALL SEMESTER I. 12 credits; 12 contact (online) hours per week					
PH COURSE #	COURSE NAME	CREDITS	CODE	COURSE DESCRIPTION	FREQUENCY
PH 5000	Foundations of Public Health	3 credits	LEC	This course provides an overview of the history and philosophy of public health with an emphasis on the population perspective and the impacts of health care systems. This course will provide students with the tools to think critically about the various areas of public health including environmental and social/behavioral influences on the health of the public in the U.S. The	Online, once per week for 3 hours

				fields of public health and medicine will also be compared and contrasted.	
PH 5100	Statistical Methods in Public Health 1	3 credits	LEC	This course provides a study of computational techniques, theoretical frameworks and methodology used in the application, measurement, interpretation and evaluation of statistics in public health. Students will utilize statistical software to apply theoretical principles and to further their understanding of data within the public health field.	Online, once per week for 3 hours
PH 5200	Epidemiological Methods	3 credits	LEC	This course provides an overview of epidemiology for rural populations. Emphasis will be placed on descriptive epidemiological methods, observational studies, and therapeutic trials of both infectious and chronic diseases.	Online, once per week for 3 hours
PH 5300	Health Behavior Theory and Measurement	3 credits	LEC	This course is an overview of theories and models of health behavior including concepts, constructs, and variables. The student will learn the research and theoretical issues associated with a broad range of behaviors. The personal, interpersonal, institutional, community, and societal determinants of health behavior are considered. This knowledge will prepare the student to use theory to plan and implement public health interventions to	Online, once per week for 3 hours

				change behavior in order to promote better health and wellness.	
<b>SPRING SEMESTER I. 12 credits; 12 contact (online) hours per week</b>					
<b>PH COURSE #</b>	<b>COURSE NAME</b>	<b>CREDITS</b>	<b>CODE</b>	<b>COURSE DESCRIPTION</b>	<b>FREQUENCY</b>
PH 5400	Environmental Public Health and Sustainability	3 credits	LEC	This course is designed to provide an overview of environmental health. Emphasis will be placed on understanding the many factors, both human and natural, which have a direct impact on our environment and the relationship with human health.	Online, once per week for 3 hours
PH 5500	Public Health Policy for Rural Resilience and Sustainability	3 credits	LEC	This course provides an overview of the public health policy process in rural areas in the U.S. including the roles, influences and responsibilities of governmental agencies at all three levels of government and how they affect rural populations; examination of historical and current public health policy issues in relation to rural populations; survey of methods for analyzing public health policy; and strategies for advocacy for rural resilience and sustainability.	Online, once per week for 3 hours
PH 5350	Program Evaluation in Rural Settings	3 credits	LEC	Provides an in-depth overview of public health intervention planning and evaluation in rural settings. Specifically, students will study how to assess individual and community health needs; plan,	Online, once per week for 3 hours



				implement and evaluate effective public health interventions; and coordinate the provision of public health services.	
PH 5600	Public Health Leadership, Management, and Practice	3 credits	LEC	This course provides in-depth coverage of how public health is approached and managed by different organizations within rural communities. The primary goal of this course is to prepare students to be effective future leaders in public health.	Online, once per week for 3 hours
FALL SEMESTER II. 9 credits of Electives to be Approved by Academic Advisor, 6 credits can be taken outside of the PH Program; 9 contact (online and/or on-campus, dependent on selected courses) hours per week					
<b>PH COURSE #</b>	<b>COURSE NAME</b>	<b>CREDITS</b>	<b>CODE</b>	<b>COURSE DESCRIPTION</b>	<b>FREQUENCY</b>
PH 5150	Statistical Methods in Public Health 2	3 credits	LEC	Building on PH 5100, this course provides in-depth coverage of common statistical methods (such as ANOVA and regression) on diverse datasets for students looking to focus their career on public health research.	Online, once per week for 3 hours
PH 5700	Global Public Health in Rural Populations	3 credits	LEC	This course is designed to provide a background in global health relating specifically to rural populations around the world. It focuses on cultural, structural, political and economic causes and consequences of health problems, and presents new methods designed to improve health behaviors and health outcomes. Context areas to be addressed in this course	Online, once per week for 3 hours

				include, but are not limited to, infectious diseases, non-communicable diseases, maternal and child health, sexual and gender-based violence, water, sanitation and hygiene, food security, and humanitarian emergencies.	
PH 5800	Grant Writing in Public Health	3 credits	LEC	In this course, students will develop skills in searching for and writing grants to fund public health programs and interventions. Management and organizational issues related to public health interventions will be included.	Online, once per week for 3 hours
SPRING SEMESTER II. 9 credits consisting of 3 credits of Electives to be Approved by Academic Advisor and 6 credits of either Practicum or Research with a faculty member; 9 contact (online and/or on-campus, dependent on selected courses) hours per week					
PH COURSE #	COURSE NAME	CREDITS	CODE	COURSE DESCRIPTION	FREQUENCY
PH 5900	Emergency Preparedness, Response, and Mitigation in Rural Communities	3 credits	LEC	This course covers the planning and implementation of emergency preparedness and response in rural communities. A variety of types of emergency situations will be considered including those related to weather, climate, bioterrorism, and disease outbreaks.	Online, once per week for 3 hours
PH 6000 or PH 6500	Practicum or Research in Rural Public Health	6 credits	PRA	PH 6000 - Students are placed in a variety of health related agencies such as health departments, community action agencies, community mental health centers, educational institutions, wellness	40 contact hours per week for 12 weeks

				<p>programs, hospitals, industrial/business settings, etc., under the direction of the graduate MPH internship coordinator. The student surveys agency functions, completes a project and writes a final paper under the supervision of a health educator or health related person.</p> <p>PH 6500 - Students conduct an independent research project under the direction of a public health program faculty member.</p>	
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TOTAL 42 credits

### III. Faculty

- a. (For undergraduate and master’s programs) List the names, ranks and home department of faculty members who will be directly involved in the proposed program. The official roster forms approved by SACSCOC may be submitted. For master’s programs, state or attach the criteria that faculty must meet in order to be eligible to teach graduate level courses at your institution.

Table 2. Faculty

Faculty Name	Rank	Home Department
Adam Hege, PhD	Associate Professor	Public Health & Exercise Science
Margaret Brown, MPH	Lecturer	Public Health & Exercise Science
Richard Christiana, PhD	Associate Professor	Public Health & Exercise Science

Christopher Seitz, PhD	Assistant Professor	Public Health & Exercise Science
Martie Thompson, PhD	Distinguished Endowed Professor	Public Health & Exercise Science
Jennifer Tyson, MPH	Lecturer	Public Health & Exercise Science
Shenghui Wu, PhD	Assistant Professor	Public Health & Exercise Science
Jennifer Zwetsloot	Senior Lecturer	Public Health & Exercise Science

Criteria to teach graduate level courses: Graduate faculty membership is required at Appalachian State University in order to teach graduate courses, mentor graduate students, and serve on thesis and dissertation committees. Faculty must apply for and be approved by the Dean of the Graduate School. This process is detailed in the Faculty Handbook, and is also available at [www.graduate.appstate.edu/facultystaff/gradfaculty](http://www.graduate.appstate.edu/facultystaff/gradfaculty). Faculty members apply for full or affiliate graduate faculty membership when reappointed or when being considered for promotion and tenure or post-tenure review every five years. An application with a cover letter is forwarded to the Dean of the faculty member's college, then to the Dean of the Graduate School. Applicants must be current in their discipline and show evidence, or potential evidence of effective teaching and mentoring at the graduate level. This may be evidenced through the development of new graduate level courses, directing graduate theses, co-authoring with graduate students, etc. Applicants must also demonstrate engagement in graduate education and research. This could be evidenced in a variety of ways, including service on committees dealing with graduate issues, advising, and admissions of graduate students.

Full graduate faculty membership requirements include:

- The highest degree (Ph.D., Ed.D., M.F.A.) in the discipline
- Evidence of engagement in graduate education and research, including:
  - Evidence of effective teaching and mentoring at the graduate level; new faculty may include evidence of potential for effective teaching and mentoring
  - Evidence that the faculty member is staying current in the discipline

Affiliate graduate faculty membership may be requested by a department in circumstances where the faculty member's credentials do not meet the above requirements (no terminal degree, visiting faculty, etc.), but professional or other

academic experience equip the individual to teach a specific graduate class or classes or serve on a thesis or dissertation committee. Affiliate membership requirements include:

- Evidence of staying current in the discipline
- Evidence of effective teaching and mentoring at the graduate level; new faculty may include evidence of potential for effective teaching and mentoring

All public health faculty will have full or affiliated graduate faculty membership. Full members possess the terminal degree and have engaged in graduate education, mentoring, and research. Affiliate members possess the required credentials to teach public health students and have demonstrated the potential for teaching and mentoring graduate-level students. All public health faculty are staying current in the discipline, specifically in their areas of teaching expertise via opportunities for continuing education and professional development.

- b. (For doctoral programs) List the names, ranks, and home department of each faculty member who will be directly involved in the proposed program. The official roster forms approved by SACSCOC may be submitted. Provide complete information on each faculty member's education, teaching and research experience, research funding, publications, and experience directing student research including the number of theses and dissertations directed.

N/A

- c. Estimate the need for new faculty for the proposed program over the first four years. If the teaching responsibilities for the proposed program will be absorbed in part or in whole by the present faculty, explain how this will be done without weakening existing programs, and how the current teaching responsibilities of those faculty will be covered.

As indicated in "b" above, we have one search right now with interviews ongoing. In addition, we anticipate hiring one more tenure-track faculty member and one non-tenure-track faculty member. With our recent hires, the current search, and these two new positions, we believe we will have the faculty to effectively deliver an outstanding MPH degree program. As the first year of the program will only have half the students of subsequent years, we will also have the opportunity to determine if additional faculty resources are needed. Dean Marie Huff is supportive of the proposed MPH and will work with the Associate Dean for Research and Graduate Programs, Gary McCullough, to monitor our needs and provide the resources necessary to ensure program success.

- d. Explain how the program will affect faculty activity, including course load, public service activity, and scholarly research.

Currently, the PH program has 3 full-time tenured faculty, 2 full-time tenure-track faculty, 2 full-time Senior Lecturers, 2 full-time Lecturers, one Senior Lecturer, and is in

the process of a faculty search for one other tenure-track faculty member in Public Health. In addition, the PH program has a strong pool of 5 adjunct faculty that have MPH degrees and are practitioners with experience in the course material they teach. This includes practitioners from the Watauga County public health department and those in leadership positions with nonprofit agencies. There are also other BCHS departments whose faculty expertise overlaps with PH including the department of Nutrition and Health Care Management, which offers a Master of Science in Nutrition with Concentration in Public Health Nutrition and a Master of Health Administration which includes courses on leadership. In addition, the Department of Social Work, in their macro-focused MSW track, has overlap, and there are several other departments across campus that do as well. Thus, we have the resources for a strong, general MPH program focusing on rural health issues.

In addition to the search that is currently under way for a new faculty member, our dean and university administration are supporting the hiring of one additional tenure-track faculty member and one non-tenure-track faculty member to bolster support for delivery of the MPH. Thus, we expect to have ample faculty to teach courses while maintaining the high level of research activity and service that our PH faculty are currently maintaining.

#### IV. Delivery Considerations

Provide assurances of the following (not to exceed 250 words per lettered item):

- a. *Access* (online, site-based distance education, and off-campus programs). Students have access to academic support services comparable to services provided to on-campus students and appropriate to support the program, including admissions, financial aid, academic advising, delivery of course materials, and placement and counseling.

App State Online (<https://online.appstate.edu/>) is the centralized location for information about programs and support for online students. Online students utilize the same educational learning platform (Moodle, operating on campus as AsULearn) that campus-based students use. And the same public health faculty will teach the courses. The Center for Excellence in Teaching and Learning for Student Success (CETLSS) supports all faculty and students for on-campus and online program and learning needs. Students enrolled in online courses will have access to administrative, financial, technical, and academic support services equivalent to those provided for students in traditional courses. Support services include;

- Individuals applying for admission to an online program are processed and evaluated the same way as applicants applying to a main campus program.
- Services are provided by the university's Financial Aid Office, and all students, online and main campus, are treated the same based on financial need.

- Technical support, computing services, support and consultations, are provided by IT Support Services.
- Appalachian's Student Learning Center offers online tutoring as well as resources for tips and strategies in effective study habits, time management, reading skills, test preparation and more.
- The University Writing Center provides writing assistance to students by phone, email, and web-based services such as online consultations/meetings.
- Career/Employment/Resume' services are provided by the Career Center and HandShake by phone, email, and web-based service.
- The Office of Disability Resources provides services via web or phone and will schedule off-site appointments for students who cannot travel to the main campus due to a disability.
- Counseling and Psychological Services are also provided for all students on and off campus (<https://counseling.appstate.edu/>).

b. *Curriculum delivery* (online and site-based distance education only). The distance education technology to be used is appropriate to the nature and objectives of the program. The content, methods and technology for each online course provide for adequate interaction between instructor and students and among students. What is the impact of online delivery on student access to the program, and what strategies are in place to support students who have internet limitations?

This program will be offered almost entirely online to provide individuals working in the public health, or related, sector the opportunity to continue working while pursuing this degree to advance their careers. Some students will likely be recent graduates who work on the degree full time without already being employed, but we feel this mode of delivery is most appropriate. App State has a strong online education platform and tools to assist faculty and students with teaching and learning. CETLSS serves as a teaching and learning resource for faculty with an emphasis on teaching innovation and professional development in the area of pedagogy. This includes providing management and support for instructional technologies, a Faculty Fellows program, and working across campus to assess programs, tools, and learning services that support teaching and learning. CETLSS can provide one-on-one assistance and also offers numerous workshops throughout the year, to which the MPH faculty will have access. Many of these courses are specifically geared towards the development of distance or hybrid courses.

For students with internet challenges, all campus locations and services are available to them. This is true not only in Boone but also, as of fall 2023, at our new campus in Hickory. Computers, IT support and access to CETLSS will be available to students who wish to come to either location for support or use of facilities.

- c. *Faculty development* (online and site-based distance education only). Faculty engaged in program delivery receive training appropriate to the distance education technologies and techniques used.

In addition to technology support, CETLSS serves as a teaching and learning resource for faculty with an emphasis on teaching innovation and professional development in the area of pedagogy. This includes providing management and support for instructional technologies, a Faculty Fellows program, and working across campus to assess programs, tools, and learning services that support teaching and learning. The CAE can provide one-on-one assistance and also offers numerous workshops throughout the year, to which the MS-AT faculty will have access. Many of these courses are specifically geared towards the development of distance or hybrid courses.

- d. *Security* (online and site-based distance education only). The institution authenticates and verifies the identity of students and their work to assure academic honesty/integrity. The institution assures the security of personal/private information of students enrolled in online courses.

All distance education courses will be facilitated using App State's established course management software (Moodle, operating on campus as AsULearn), which is a password protected technology via Shibboleth authentication. Student assessment via tests, quizzes, and assignment submission can be completed securely via AsULearn. Integrated within AsULearn is Turnitin® a third-party add on software that can be used to detect plagiarism, while also having tools to provide grammatical feedback and custom grading. A-Track is similarly password secure requiring a secure login by both students and preceptors to submit evaluations and clinical proficiencies. Additionally, App State has a standard academic integrity policy that provides for specific procedures for review and adjudication through the office of student conduct when violations do occur.

## V. Library

- a. Provide a statement as to the adequacy of present library holdings for the proposed program to support the instructional and research needs of this program (this should be developed in consultation with the University Librarian).

The Belk Library supports the study and research needs of faculty and students in all programs in the Beaver College of Health Sciences. Library resources are adequate for the proposed MPH degree program. The library spends about 3.5 million dollars each year on electronic resources and journals. The library also buys books and electronic books (ebooks) in response to faculty and student requests, proactively in response to patterns of use and availability of relevant books, and through Demand Driven Acquisition programs. As we already have a strong BS degree program in Public



Health, our resources in this area are already good. We will continue to work with our designated librarian, John Wiswell, to make the necessary acquisitions for the advancement to the MPH program.

Electronic databases and journals will be the most important resources for graduate students in the proposed MPH degree program. The Belk Library has access to a wide range of electronic databases and journals in related disciplines and across the health sciences. The Library has the EBSCO Discovery System that is one way to access most of our resources. Journal content packages include those of Elsevier, Wiley, Springer, Sage, Oxford, Lippincott Williams & Wilkins (Ovid), and Cambridge. Additional content comes from EBSCO, ProQuest, and other vendors.

Databases most relevant for the MPH include:

- PubMed (free, but we must set it up to link)
- MEDLINE
- Web of Science (includes EndNote X8 citation management software)
- Cochrane Library
- CINAHL Complete
- Google Scholar (free, but set up to link)

Specific electronic journals related to public health are already available and others can be purchased as needed. The library has been able to buy most of the academic, scientific, and practical books published relevant to our academic programs each year with funds to spare. The Belk Library's electronic resources are continuously available and are supported by a team of skilled staff. Physical books are available during the library's extensive hours. During the Fall and Spring Semesters, the Library only closes Friday and Saturday nights.

- b. If applicable, state how the library will be improved to meet new program requirements for the next four years. The explanation should discuss the need for books, periodicals, reference material, primary source material, etc. What additional library support must be added to areas supporting the proposed program?

The library has sufficient resources to support the proposed MPH degree program, but will continue to consult with faculty and add resources as needed. The library continues to subscribe to electronic resources and to buy new books and reference materials as they become available. Neither net increase in journal holdings nor any new staff should be necessary.

The Beaver College of Health Sciences Librarian will seek to increase graduate student awareness of library services and resources by working with departmental faculty to offer orientation to incoming graduate students, one-on-one consultations, in-class library instruction, and online embedded course resources to further the students'

advanced research skills.

- c. Discuss the use of other institutional libraries (outside of your institution) in delivery of the program.

MPH students will have access to journal articles, books, theses, and other resources from other libraries through interlibrary loan (ILLiad). Electronic delivery of articles frequently occurs within approximately 24 hours. There is no charge to students (or faculty and staff) for this service. Books from the other two libraries in the Western North Carolina Library Network, UNC Asheville and Western Carolina University, are easily available, with van delivery three times each week. Finally, the Beaver College of Health Sciences Librarian is available to prepare graduate students to visit other libraries in the region, in order to use their time more efficiently there, but this is not usually necessary.

A growing proportion of the journal literature is available for free, in some form, through other institutions' repositories, such as NC DOCS and PubMed Central. The library also works within several consortiums to license and buy the resources. These include the Carolina Consortium and NCLive.

- d. For doctoral programs, provide a systematic needs assessment of the current holdings to meet the needs of the program.

N/A

## VI. Facilities and Equipment

- a. Describe the effect of this new program on existing facilities and indicate whether they will be adequate, in year one, five, and ten of the program's operation.
  - Will any new square footage be required at any point in the first ten years of the program's operation? If so, please provide an overview of requirements, timeline, projected costs, and projected funding sources.
  - Will any existing square footage require repair, renovation, or retrofit? If so, please provide an overview of requirements, timeline, projected costs, and projected funding sources.

In 2018, the Beaver College of Health Sciences moved into a new 200,000 square foot facility that houses the majority of its programs. The new building, Levine Hall, is located across the street from Watauga Medical Center and is surrounded by other partnering health & human service organizations. When Levine Hall was planned, the BS in Public Health was already well-established, and plans for growth included the MPH degree. Space has been maintained for this program. As this is a mostly online program, few

additional on-campus resources are required; and no renovations or additional construction or space will be required for this program.

#### Levine Hall

- Office Space
    - PH is housed administratively in the Department of Public Health and Exercise Science.
    - Office space is already available for the program director and all other faculty on the 4<sup>th</sup> floor of Levine Hall with room to expand for new faculty.
    - This department has a dedicated conference room and workroom.
    - Additional space can be provided for working with students or adjunct faculty.
    - Public Health Lab: LLHS 213 was provided two years ago to Public Health to support student-faculty research development. This space is the size of a problem-based learning classroom with space for students and faculty to work together on projects. Computers are available in the lab. Faculty and on-campus students can collaborate with online students from this space, as well.
  - Classrooms
    - Classrooms are shared across all programs in LLHS. While the majority of the MPH program is online, there will be some on-campus activity, and these classrooms are available to the MPH program.
- b. Describe the effect of this new program on existing technology, information technology, and services and indicate whether they will be adequate, in year one, five, and ten of the program's operation.

LLHS is a new, state of the art building with two dedicated information technology specialists. This program was part of the planning and infrastructure from the beginning, and IT structure and support is sufficient for this program without any additional needs. If needed, MPH students will have access to the computer lab (LLHS 250, 753 square feet), and we have several carts with laptops that students can check out for use. We do not anticipate any additional needs, other than standard upgrades, over the next 10 years.

## VII. Administration

- a. Describe how the proposed program will be administered, giving the responsibilities of each department, division, school, or college. Explain any inter-departmental or inter-unit

administrative plans. Include an organizational chart showing the "location" of the proposed new program.

The proposed MPH program will be housed where the BS public health program is already housed: in the Department of Public Health and Exercise Science. This is one of six departments in the Beaver College of Health Sciences. In addition to the Chair of the department, there will be a graduate program director, as well as an undergraduate program director, for the MPH. All six department chairs report directly to the Dean of the Beaver College of Health Sciences (see Organizational Chart in Appendix D).

Graduate programs at Appalachian also have an administrative relationship with the Cratis D. Williams Graduate School. Responsibilities for each of these units include, but are not limited to the following:

- Department of Public Health and Exercise Science
  - Recruit full-time and part-time faculty; conduct faculty searches and recommend faculty hires to the Dean of the Beaver College of Health Sciences
  - Recommend graduate faculty appointments to the Dean
  - Recommend reappointment, tenure and promotion of faculty to the Dean
  - Schedule classes and make faculty teaching assignments
  - Supervise faculty and conduct annual performance reviews of all faculty
  - Conduct student evaluation of teaching for all faculty members
  - Perform routine assessment of program and student outcomes; complete all periodic program reviews as required
  - Conduct all self-study or other evaluation required for program accreditation
  - Initiate requests for curriculum changes, to include adding, changing or deleting courses in the program of study
  - Review student applications and make decisions regarding who to accept into the program
  - Advise, support and otherwise assist students in completing the program; respond to questions and requests for assistance from enrolled students, provide assistance or refer students to the relevant support service
  - Approve expenditures and travel necessary to support the program; seek approval from the Dean for expenditures that exceed the authorization level of the department chair

- Beaver College of Health Sciences
  - Recommend the hiring of full-time and part-time faculty to Academic Affairs; once approved, extend the offer of employment to all full-time faculty
  - Recommend starting salaries for newly hired faculty and salary increases for currently employed faculty; obtain approval from Academic Affairs for faculty salaries
  - Delegate annual operating budgets to departments; authorize one-time purchases of capital and oversee the financial management of department and centers in the college
  - Recommend curriculum changes to the Graduate School
  - Perform annual evaluation of department chairpersons
  - Recommend reappointment, tenure and promotion of faculty to the Provost and Executive Vice-Chancellor of Academic Affairs
  - Recommend graduate faculty appointments to the Graduate School
  
- Cratis D. Williams Graduate School
  - Approve graduate program curriculum additions, changes or deletions
  - Approve appointment of graduate faculty
  - Accept applications from students for admission to a graduate program
  - Appoint graduate teaching assistantships, fellowships, scholarships and grants
  - Validate student progress in the graduate degree and completion of degree requirements prior to awarding the graduate degree
  - Assist faculty with grants and other resources to support research and scholarly activity
  
- b. For joint programs only, include documentation that, at minimum, the fundamental elements of the following institutional processes have been agreed to by the partners:
  - Admission process
  - Registration and enrollment process for students
  - Committee process for graduate students
  - Plan for charging and distributing tuition and fees
  - Management of transcripts and permanent records
  - Participation in graduation
  - Design of diploma

N/A

## VIII. Additional Program Support

- a. Will additional administrative staff, new master's program graduate student assistantships, etc. be required that were not previously identified in the Request for Preliminary Authorization? If so, please describe each item, state the estimated new dollars required at steady state after four years, and state the source of the new funding and resources required.

No new administrative staff will be required, and graduate assistantships are not available to online students.

## IX. Accreditation and Licensure

- a. Where appropriate, describe how all licensure or professional accreditation standards will be met, including required practica, internships, and supervised clinical experiences.
- b. Indicate the names of all accrediting agencies normally concerned with programs similar to the one proposed. Describe plans to request professional accreditation.
- c. If the new degree program meets the SACSCOC definition for a substantive change, what campus actions need to be completed by what date in order to ensure that the substantive change is reported to SACSCOC on time?
- d. If recipients of the proposed degree will require licensure to practice, explain how program curricula and title are aligned with requirements to "sit" for the licensure exam. List what state(s) the institution has determined the program meets professional licensure requirements for and how that information will be communicated to students and prospective students.

The proposed MPH program would seek immediate accreditation through the Council on Education for Public Health (CEPH). The current BS in PH degree program has already been accredited through CEPH. While CEPH does not specify that students have to complete an internship, students in the MPH program will have the option to participate in a practicum/internship or a research experience. Either option will be worth 6 credit hours. There is no licensure requirement or examination associated with this degree. Our students will be eligible and "encouraged" to take the [CPH](#) and/or [CHES](#) exams, but neither will be required.

The PHES department and the BCHS administration are working with Heather Langdon, Executive Director of Institutional Research and Planning to submit the required documentation to SACSCOC by the start of fall 2023. With an anticipated start date of Fall 2024, there is time to receive all necessary approvals.

## X. Evaluation Plans

- a. What student learning outcomes will be met by the proposed program and how will student proficiency be measured? These items may be updated as necessary to meet student and program needs.

<b>Program Student Learning Outcomes*</b>	<b>Measurement Instrument</b>	<b>Criteria for Proficiency (score, percentage, level of performance, etc.)</b>
Apply epidemiological methods to settings & situations in public health practice	PH 5200 - Epidemiological Methods	Grade of B or better
Select quantitative & qualitative data collection methods appropriate for a given public health context	PH 5350 - Program Evaluation in Rural Settings	Grade of B or better
Analyze quantitative & qualitative data using biostatistics, informatics, computer-based programming & software, as appropriate	PH 5100 - Statistical Methods in Public Health 1 PH 5350 - Program Evaluation in Rural Settings	Grade of B or better
Interpret results of data analysis for public health research, policy, or practice	PH 5100 - Statistical Methods in Public Health 1 PH 5350 - Program Evaluation in Rural Settings	Grade of B or better
Compare the organization, structure & function of health care, public health & regulatory systems across national & international settings	PH 5000 - Foundations of Public Health	Grade of B or better
Discuss the means by which structural bias, social inequities & racism undermine health & create challenges to achieving health equity at organizational, community & systemic levels	PH 5000 - Foundations of Public Health	Grade of B or better
Assess population needs, assets & capacities that affect communities' health	PH 5350 - Program Evaluation in Rural Settings	Grade of B or better
Apply awareness of cultural values & practices to the design, implementation, or critique of public health policies or programs	PH 5000 - Foundations of Public Health	Grade of B or better
Design a population-based policy, program, project or intervention	PH 5500 - Public Health Policy for Rural Resilience and Sustainability	Grade of B or better

Explain basic principles & tools of budget & resource management	PH 5600 - Public Health Leadership, Management, and Practice	Grade of B or better
Select methods to evaluate public health programs	PH 5350 - Program Evaluation in Rural Settings	Grade of B or better
Discuss the policy-making process, including the roles of ethics & evidence	PH 5500 - Public Health Policy for Rural Resilience and Sustainability	Grade of B or better
Propose strategies to identify stakeholders & build coalitions & partnerships for influencing public health outcomes	PH 5600 - Public Health Leadership, Management, and Practice	Grade of B or better
Advocate for political, social or economic policies & programs that will improve health in diverse populations	PH 5500 - Public Health Policy for Rural Resilience and Sustainability	Grade of B or better
Evaluate policies for their impact on public health & health equity	PH 5500 - Public Health Policy for Rural Resilience and Sustainability	Grade of B or better
Apply leadership and/or management principles to address a relevant issue	PH 5600 - Public Health Leadership, Management, and Practice	Grade of B or better
Apply negotiation & mediation skills to address organizational or community challenges	PH 5600 - Public Health Leadership, Management, and Practice	Grade of B or better
Select communication strategies for different audiences & sectors	PH 5600 - Public Health Leadership, Management, and Practice	Grade of B or better
Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing & through oral presentation	PH 5600 - Public Health Leadership, Management, and Practice	Grade of B or better
Describe the importance of cultural competence in communicating public health content	PH 5000 - Foundations of Public Health	Grade of B or better
Integrate perspectives from other sectors and/or professions to promote & advance population health	PH 5000 - Foundations of Public Health  Elective courses taken outside of the MPH program	Grade of B or better
Apply a systems thinking tool to visually represent a public health issue in a format other than standard narrative	PH 5500 - Public Health Policy for Rural Resilience and Sustainability	Grade of B or better

\* These learning outcomes come directly from the CEPH accreditation MPH foundational competencies



- b. The plan and schedule to evaluate the proposed new degree program prior to the completion of its fourth year of operation (to include types of measurement, frequency, and scope of program review).

### **Program Quality & Effectiveness**

All courses included in the proposed MPH degree program and the faculty members teaching those courses are subject to ongoing systematic review through the Office of Institutional Research, Assessment & Planning as well as through departmental evaluations such as peer teaching observations and student evaluations. Appalachian State University reports academic program student learning outcomes online on an annual basis with goals, learning outcomes, and evaluation samples for each program.

The proposed MPH program will target each of the student learning outcomes outlined above and assess each using the following measures:

- Academic course performance
- Practicum site supervisor evaluation of student or successful completion of independent research project
- Exit surveys with graduating students

Other evaluation criteria used to evaluate the quality and effectiveness of the proposed program:

- Evaluations of practicum sites
- Retention and graduation rates
- Alumni employment or continued training/education one year post graduation

### **Other Metrics/Measures of Program Success**

- Number of qualified applicants
- Quality of applicants (GPA)
- Diversity of applicants
- Student participation at Regional, National, and International conferences
- Student evaluations of teaching
- Peer observation evaluations of teaching
- Alumni surveys
- Alumni employer surveys

In addition, Appalachian has established a periodic comprehensive review process whereby all units on campus (academic, educational support and administrative) will go through an in-depth review at least every seven years. CEPH requires a comprehensive review every 5 years.

Lastly, each year the Dean of the Beaver College of Health Sciences evaluates program performance and accomplishments with the Chairperson of each department. This evaluation considers both quantitative as well as qualitative information related to student outcomes,

program outcomes, and faculty performance to conduct summative and formative evaluations of the program.

## XI. Supporting Fields

- a. Discuss the number and quality of lower-level and cognate programs in operation at the institution for supporting the proposed degree program.
- b. Are other subject-matter fields at the proposing institution necessary or valuable in support of the proposed program? Is there needed improvement or expansion of these fields? To what extent will such improvement or expansion be necessary for the proposed program?

Appalachian State undergraduate students who choose to apply to the MPH program are expected to be graduates of various majors across the Beaver College of Health Sciences including public health, nutrition, social work, exercise science, and nursing. In addition, we anticipate that graduates of undergraduate degree programs in other colleges across the university will apply including psychology, anthropology, sociology, political science, community and regional planning, environmental science, and geography. The trained academic advisors within the BCHS Office of Advising and Academic Support will aid in the transition from BCHS majors to the MPH program. The Advising and Support Services Hub will provide similar assistance to students within degree programs housed in the College of Arts and Sciences.

Due to the broad scope of the public health field, there are various masters level degree programs at Appalachian State University that would support the MPH program curriculum through elective courses. As mentioned previously, the MPH curriculum will consist of 12 credit hours of elective courses, 9 credit hours of which can be taken outside of the MPH program with the approval of the academic advisor. The more likely master level programs that offer courses relevant to MPH students are Appalachian studies, exercise science, geography, political science, psychology, social work, and public health nutrition. Graduates of these master level programs may also apply to the MPH program seeking a second complementary graduate degree.

## XII. Costs, Funding, and Budget

Adding a new degree program will cost the institution some amount of money and will potentially generate new revenues. Calculating the costs and identifying the funding sources associated with implementation of a new program requires several institutional offices (e.g., academic affairs, finance, institutional research, enrollment management) to collaborate to present an accurate estimate.

- a. Complete and attach the *UNC System Academic Program Planning Financial Worksheet* showing all costs required and revenues generated for each of the first five years of the program. Provide a budget narrative for each year addressing the following:

i. UNC Academic Program Costs

Faculty costs include all faculty assigned to the proposed program, including faculty serving as program directors, coordinators, department chairs, etc., funded in the 101 instructional budget code. If an existing faculty member is reassigned to the program, the salary is reflected as a reallocated cost. New faculty salaries need to be competitive for the discipline, and figures should include all applicable fringe (e.g., retirement, medical). If the proposed program will hire new faculty, it is a new cost.

Graduate Assistant costs are identified either as new or reallocated, as appropriate, and should include all stipends, tuition remission, and benefits, as applicable.

EHRA Non-Faculty positions include non-instructional academic support costs directly associated with running the program, including amounts associated with the Dean's office, research support, etc. This should include salaries and all applicable fringe.

SHRA Non-Faculty positions includes all positions specific costs associated with the new program. This includes the additional staff needed to organize applications, prepare for the proposed program, and for general administration of the proposed program. New staff or purchases of new equipment should be adequate to support the stated goals and enrollments for the proposed program. Other program costs identified in the proposal should be realistic.

ii. UNC Academic Program Revenues

Funding sources may include enrollment growth formula funding, other state appropriation, regular tuition, tuition differential, general fees, special fees, reallocation of existing resources, federal funding, and other funding (such as awarded grants or gifts). The total projected revenue from the above categories should allow the proposed program to become self-sufficient within five years.

When estimating funding for new programs, institutions should take into account that students switching programs do not generate additional enrollment growth formula funds. For example, if a program projects enrollment of 20 students, by 12 of them switched into the program from an existing program at the institution, then only 8 of the students would generate additional formula funding.

Reallocation of Existing Resources includes the salary of faculty reassigned who may be partially or wholly reallocated to the new program. Explain how the current teaching obligations of those faculty are reallocated and include any faculty replacement costs as program costs in the budget. If substantial funds are reallocated, explain how existing undergraduate and graduate programs will be affected.

Federal Funding (In-hand only) refers to federal monies from grants or other sources currently in hand. Do not include federal funding sought but not secured. If anticipated federal funding is obtained, at that time it can be substituted for funds designated in other funding categories. Make note within the text of the proposal of any anticipated federal funding. Provide evidence of sustainability after federal funds have been exhausted.

- b. Based on the institutions' estimate of available existing resources or expected non-state financial resources that will support the proposed program (e.g., federal support, private sources, tuition revenue, etc.), please describe the following:
- i. How does the institution budget and allocate enrollment growth revenues? Is this program expected to generate new enrollment growth for the institution? If so, how will funds be allocated to the proposed program or be used to further other institutional priorities?
  - ii. Will the institution seek other additional state appropriations (both one-time and recurring) to implement and sustain the proposed program? If so, please elaborate.
  - iii. Will the institution require differential tuition supplements or program-specific fees? If so, please elaborate.
    1. State the amount of tuition differential or program-specific fees that will be requested.
    2. Describe specifically how the campus will spend the revenues generated.
    3. Describe the anticipated impact of the tuition differential or program-specific fee are expected to impact student access.
- c. Provide a description of how the program can be implemented and sustained If enrollment increase funding, differential tuition, or other state appropriations noted in the budget templates are not forthcoming.

#### SEE APPENDIX A

The proposed Master of Public Health (MPH) program is anticipated to net \$116,220 for years 1 through 5 and becomes self-sustaining in year 1. The College has a successful undergraduate bachelor's program in public health and is well-positioned to add a master's level program. The MPH program will be included with the Public Health and Exercise Science department, which has existing administrative functions to absorb the program. Direct costs associated with adding the MPH program include salary and benefits for one new tenure-track faculty position and one new non-tenure track faculty position; other costs include scholarships and travel for the faculty. Faculty will be hired at the market rates for the discipline at the time of hire with salary increases of 2.5% annually. Benefits are based on the current schedule of State benefits with health insurance increases of 5% every two years. Scholarships begin in year 1 with \$3,000 and will be \$6,000 each year thereafter. These scholarships will be supported by the College's existing resources. Student fees collected will be allocated to the specific areas for which the fees were charged.

Revenues are a mix of tuition, fees and reallocation of existing resources. Resident tuition will increase 3% in years 3 and 5. Non-resident tuition will increase each year by 2%. Fees

are anticipated to increase 3% in years 3 and 5 for all students and include E&T fees, book rental fees, safety and security fee, and Student Government fee. Each student cohort is projected to be 20 based on market demand with 10% non-resident. No enrollment growth funding is included in the revenue estimates.

**Year 1 Costs - \$107,501**

- 1 new TT Assistant Professor, salary and benefits \$99,685
- Travel - \$600
- Scholarships - \$3,000
- Fees allocated to respective Divisions - \$4,216

**Revenue - \$127,761**

- Tuition: \$120,545 - total enrollment 20 (18 resident; 2 non-resident)
- Fees: \$4,216
- Reallocated scholarship support from College: \$3,000

**Year 2 Costs - \$200,909**

- 1 previously hired TT Assistant Professor, salary and benefits \$102,362
- 1 new NTT Lecturer, salary and benefits \$82,916
- Travel - \$1,200
- Scholarships - \$6,000
- Fees allocated to respective Divisions - \$8,431

**Revenue - \$226,665**

- Tuition: \$212,234 - total enrollment 40 (36 resident; 4 non-resident)
- Fees: \$8,431
- Reallocated scholarship support from College: \$6,000

**Year 3 Costs - \$205,238**

- 1 previously hired TT Assistant Professor, salary and benefits \$104,727
- 1 previously hired NTT Lecturer, salary and benefits \$84,795
- Travel - \$1,200
- Scholarships - \$6,000
- Fees allocated to respective Divisions - \$8,516

**Revenue - \$233,023**

- Tuition: \$218,507 - total enrollment 40 (36 resident; 4 non-resident)
- Fees: \$8,516
- Reallocated scholarship support from College: \$6,000

**Year 4 Costs - \$210,365**

- 1 previously hired TT Assistant Professor, salary and benefits \$107,540
- 1 previously hired NTT Lecturer, salary and benefits \$87,109

- Travel - \$1,200
- Scholarships - \$6,000
- Fees allocated to respective Divisions - \$8,516

**Revenue - \$233,207**

- Tuition: \$218,691 - total enrollment 40 (36 resident; 4 non-resident)
- Fees: \$8,516
- Reallocated scholarship support from College: \$6,000

**Year 5 Costs - \$220,185**

- 1 previously hired TT promoted to Associate Professor, salary and benefits \$115,299
- 1 previously hired NTT Lecturer, salary and benefits \$89,082
- Travel - \$1,200
- Scholarships - \$6,000
- Fees allocated to respective Divisions - \$8,604

**Revenue - \$239,762**

- Tuition: \$225,158 - total enrollment 40 (36 resident; 4 non-resident)
- Fees: \$8,604
- Reallocated scholarship support from College: \$6,000

### XIII. Additional Information

Include any additional information deemed pertinent to the review of this new degree program proposal.

N/A

### XIV. Attachments

Attach *the UNC System Academic Program Planning Worksheet* as the first attachment following this document, the final approved Request for Preliminary Authorization as the second attachment, followed by any other relevant documents.

SEE APPENDICES

# APPENDIX A

## UNC System Academic Program Planning Worksheet

### ACADEMIC PROGRAM COSTS

1	Cost Category**	Cost Sub-Category	Start-Up Costs**	1st Year	2nd Year	3rd Year	4th Year	5th Year	TOTALS
2	Tenure/Tenure-Track Faculty	New	\$ -	\$ 99,685	\$ 102,362	\$ 104,727	\$ 107,540	\$ 115,299	\$ 529,613
3		Reallocated	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
4	Non Tenure-Track Faculty	New	\$ -	\$ -	\$ 82,916	\$ 84,795	\$ 87,109	\$ 89,082	\$ 343,902
5		Reallocated	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6	Graduate Student Support	New	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
7		Reallocated	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
8	EHRA Non-Faculty Positions	New	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
9		Reallocated	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
10	SHRA Non-Faculty Positions	New	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
11		Reallocated	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
12	Student Support (Scholarships)		\$ -	\$ 3,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 27,000
13	Libraries		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
14	Supplies and Materials		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
15	Travel, Communications, and Fixed Charges		\$ -	\$ 600	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200	\$ 5,400
16	Equipment and Technology		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
17	Facility Repair and Renovation		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
18	Facility New Construction or Expansion		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
19	Other (Identify) - Fees to specific Division		\$ -	\$ 4,216	\$ 8,431	\$ 8,516	\$ 8,516	\$ 8,604	\$ 38,283
20	<b>TOTALS</b>		\$ -	\$ 107,501	\$ 200,909	\$ 205,238	\$ 210,365	\$ 220,185	\$ 944,198

21 \* For personnel, include all salary and benefit expenses

22 \*\* For start-up costs, include all costs incurred prior to the first year of student enrollments

ACADEMIC PROGRAM REVENUES

1	Revenue Category	Year 0 (Start Up) **	1st Year	2nd year	3rd Year	4th Year	5th Year	TOTALS
2	Enrollment Funding Formula Appropriation (FTE or SCH) *							\$ -
3	Regular Tuition		\$ 120,545	\$ 212,234	\$ 218,507	\$ 218,691	\$ 225,158	\$ 995,135
4	Tuition Differential							\$ -
5	Reallocation of Existing Resources (Scholarship Support from College)		\$ 3,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 27,000
6	External Funding (In-Hand Only)		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
7	Special Fees - Book Rental Fees		\$ 2,800	\$ 5,600	\$ 5,600	\$ 5,600	\$ 5,600	\$ 25,200
8	Other Fees (Identify)- Safety & Security, E&T, and SGA		\$ 1,416	\$ 2,831	\$ 2,916	\$ 2,916	\$ 3,004	\$ 13,083
9	Other Funding (Identify) - Donations							\$ -
10	<b>TOTALS</b>	\$ -	\$ 127,761	\$ 226,665	\$ 233,023	\$ 233,207	\$ 239,762	\$ 1,060,418
11	* Enrollment growth funding appropriation should not be included in the first two years of the							
12	program.							
13	** Funds identified to cover expenses prior to student enrollment							



## APPENDIX B

### Approved Request for Preliminary Authorization



**Institution Appalachian State University**

**Degree Program Title (e.g. M.A. in Biology) Master of Public Health (MPH)**

**Reviewed and Approved By (Provide Name and title only. No signature required in this section.)**

<b>Review</b>	<b>Name</b>	<b>Title</b>
<b>Vice Chancellor of Finance and Operations</b>	<b>Dan Layzell</b>	<b>Vice Chancellor of Finance and Operations</b>
<b>Faculty Senate Chair (Or appropriate faculty body)</b>	<b>Buzz Gallien</b>	<b>Chair, Faculty Senate</b>
<b>Graduate Council (If applicable)</b>	<b>Holly Hirst</b>	<b>Chair Representative, Graduate AP&amp;P</b>
<b>Graduate/Undergraduate Dean (If applicable)</b>	<b>Marie Hoepfl</b>	<b>Dean and Vice Provost of Academic Program Development and Strategic Initiatives</b>
<b>Academic College/School Dean</b>	<b>Marie Huff</b>	<b>Dean, Beaver College of Health Sciences</b>
<b>Department Head/Chair</b>	<b>Kelly Cole</b>	<b>Chair, Health &amp; Exercise Science</b>
<b>Program Director/Coordinator</b>	<b>N/A</b>	<b>N/A</b>

**New Academic Proposal Process**

New academic programs are initiated and developed by faculty members. The Request for

Preliminary Authorization must be reviewed and approved by the appropriate individuals listed above before submission to the UNC System Office for review.

Please provide a succinct, yet thorough response to each section. Obtain signatures from the Chancellor, Provost, and Chief Financial Officer, and submit the proposal via the PREP system to the UNC System Vice President for Academic Programs, Faculty, and Research, for review and approval by the UNC System Office. If the Request for Preliminary Authorization is approved, the institution may begin work on the formal Request to Establish a New Academic Degree Program.

**NOTE: If an institution is requesting preliminary authorization for a degree program at a higher level than their current Carnegie Classification (e.g. a Master’s institution proposing a doctoral degree), then a request for a mission review must first be submitted to the UNC Board of Governors Committee on Educational Planning, Programs, and Policies, through the Senior Vice President for Academic Affairs. If approved by the Board, then the institution may proceed with the Request for Preliminary Authorization.**

UNC Institution Name	Appalachian State University
Joint Degree Program (Yes or No)? If so, list partner institution.	No
Degree Program Title (e.g. M.A. in Biology)	Master of Public Health (MPH)
CIP Code and CIP Title (May be found at <a href="#">National Center for Education Statistics</a> )	51.2201, Public Health, General
Require UNC Teacher Licensure Specialty Area Code (Yes or No). If yes, list suggested UNC Specialty Area Code(s).	No
Proposed Delivery Mode (campus, online, or site-based distance education). Add maximum % online, if applicable.	Online (80%), On Campus (20%)
Proposed Term to Enroll First Students (e.g. Fall 2022)	Fall 2024

**I. SACSCOC Liaison Statement:** *(Provide a brief statement from the University SACSCOC liaison regarding whether the new program is or is not a substantive change.)*

Statement from Ms. Heather Langdon, SACSCOC Institutional Accreditation Liaison and Executive Director, IRAP

As SACSCOC Liaison, I can affirm that our institutional regional accrediting body, the Southern Association for Colleges and Schools Commission on Colleges (SACSCOC) must approve the proposed new Master of Public Health degree program (MPH). Since this degree program is not currently offered by Appalachian State University, a full prospectus must be submitted to SACSCOC as a substantive change, and approved by SACSCOC, prior to enrolling students in this program. If the program is intended for a fall or summer start, the latest this program should be submitted to SACSCOC is December 1 of the prior year (based on current SACSCOC timelines).

**II. Program Summary:** *(Briefly describe the proposed program and summarize the overall rationale.)* Maximum of 1,000 words.

Include the following in your narrative:

- a. How this program supports specific university and UNC System [missions](#).
- b. Collaborative opportunities with other UNC institutions as appropriate.
- c. Ways in which the proposed program is distinct from others already offered in the UNC System. Information on other programs may be found on the UNC System [website](#), and all similar programs should be listed here (use the 4-digit CIP as a guide).

Program Overview and Resources

The Master of Public Health degree (MPH) is the standard and terminal degree for practitioners in the field of public health (PH). It provides a grounding in the theories and core disciplines of public health, including biostatistics, environmental health, epidemiology, health policy, and social and behavioral sciences. The MPH degree is distinct from the Master of Science in Public Health degree (MSPH) in that the focus is largely on PH practice rather than research. The MPH degree is sought by students graduating with an undergraduate degree, as well as working professionals such as nurses, medical doctors (MDs), occupational safety experts, and others. As the magnitude of rural health problems continues to grow in PH, particularly in the face of a global pandemic such as COVID-19, there is a need for training specific to working with these populations. The location of Appalachian State University in the mountains of western North Carolina provides an ideal setting for an MPH degree focusing on rural health. There are currently only 4 general MPH programs across the University of North Carolina System at East Carolina University, UNC-Chapel Hill, UNC-Charlotte, and UNC-Greensboro. In addition, UNC-Chapel Hill offers a satellite program with UNC Asheville focusing on the Asheville area. We propose to establish a full-time and part-time hybrid (20% on-campus/80% online) MPH with a concentration in Applied Public Health focused on Rural Resilience and Sustainability that would target individuals throughout Western North Carolina seeking the MPH to advance their knowledge and

career. More specifically, this MPH aims to recruit, train, and develop new generations of public health leaders ready to respond to public health needs through public health service and capacity building in North Carolina's rural Appalachian communities. This MPH will help meet public health needs of the North Carolina rural Appalachian communities by providing needed capacity and support to local public health and community settings in collaboration with state and regional partners, to advance more equitable health outcomes for communities who are currently and historically underserved. This program will provide pathways to good quality public health education by providing exposure through practice-based experience with a focus on recruiting learners who reflect the communities in which they will serve.

The program would require 42 credit hours, including 6 credits of either practicum placement or practice-based research under the direction of a faculty member. Full-time students would generally begin in the fall term with an expected graduation in spring term 4 semesters later. The program would seek immediate accreditation through the Council on Education for Public Health (CEPH). The current BS in PH degree program has already been accredited through CEPH.

Currently, the PH program has 3 full-time tenured faculty, 2 full-time tenure-track faculty, 2 full-time Senior Lecturers, 2 full-time Lecturers, and is in the process of a faculty search for one other tenure-track faculty member in Public Health. In addition, the PH program has a strong pool of 5 adjunct faculty that have MPH degrees and are practitioners with experience in the course material they teach. This includes practitioners from the Watauga County public health department and those in leadership positions with nonprofit agencies. Clearly, full-time PhD level and experienced MPH faculty hires in PH will be necessary for implementation of the MPH program. However, the Dean of the Beaver College of Health Sciences (BCHS) has shown tremendous support for the undergraduate PH program and we propose to hire just one new tenure track faculty member and one non-tenure track faculty member to meet the program needs. Further, the program's track record in hiring quality PhD level faculty is stellar with four faculty hired in four years. There are also other BCHS departments whose faculty expertise overlaps with PH including the department of Nutrition and Health Care Management, which offers a Master of Science in Nutrition with Concentration in Public Health Nutrition and a Master of Health Administration which includes courses on leadership. In addition, the Department of Social Work, in their macro-focused MSW track, has overlap, and there are several other departments across campus that do as well. Thus, we have the resources for a strong, general MPH program focusing on rural health issues.

In addition to the resources stated above, the home of the BCHS in the new Leon Levine Hall of Health Sciences is situated in the heart of the Appalachian Regional Healthcare System and a mile from the district public health department that serves three rural counties. It also is within several miles of multiple non-profit organizations focused on improving various aspects of health in the region, including the Children's Council (early childhood and family support), Western Youth Network

(substance use prevention), High Country Area Agency on Aging (older adult and caregiver support), Community Care Clinic, Hunger and Health Coalition, Center for Independent Living, High Country Community Health, Hospitality House (homeless shelter and support), along with a multitude of community service collaboratives. This makes it an ideal setting for the MPH program. Moreover, our existing partnerships with the district public health department and local/regional/national PH organizations will provide ample opportunities for practicum placements and research projects.

### Alignment With Our Mission

Appalachian State University, a constituent member of the University of North Carolina System sustained by the generous support of North Carolinians, is a long-established public institution that honors our founding commitment to educational access and excellence and our rural mountain heritage through teaching, research and service. The university's vibrant culture shapes students into globally minded, responsible members of society who engage with and actively contribute to their communities. Our exemplary faculty and staff prepare undergraduate and graduate students to be the leaders of the future.

In keeping with this mission, PH professionals work to protect and improve the health of populations and communities. As the field of PH is projected to grow substantially in the future due to the increasing threats to our populations' health, training quality professionals with the expertise to address the PH issues of specific populations is paramount. COVID-19 has highlighted many of these needs and challenges facing us moving forward in the 21st century. The Appalachian Mountains of western North Carolina and the Appalachian region more broadly present a unique challenge to PH practice.

The development of an MPH program would also meet all aspects of the Appalachian State University Strategic Directions and the newly revised BCHS Goals (see Table 1). The field of PH is interprofessional and at its core seeks to engage communities to identify health threats and develop sustainable approaches to address health needs in diverse populations and cultures.

Table 1. Proposed MPH Alignment with University and College Strategic Goals

		Appalachian State University Strategic Directions					
		1. Providing Exceptional Educational Experiences	2. Advancing Research, Innovation and Creativity	3. Advancing Local, Regional and Global Engagement	4. Advancing Diversity, Equity and Inclusion	5. Investing in Faculty and Staff Excellence	6. Strengthen Resilience and Sustainability
Beaver College of Health Sciences Goals	A. Teaching & Educational Programs	X					
	B. Interprofessional Education	X					
	C. Research		X				
	D. Service & Community Engagement			X			
	E. Diversity, Equity & Inclusion				X		
	F. Faculty and Staff Excellence					X	
	G. Faculty and Staff Well-Being					X	
	H. Sustainability						X
	I. External Support						X

Beaver College of Health Sciences Goals

Collaboration with Other Institutions

We see many collaborative opportunities with East Carolina University given its recently established Ethnic & Rural Health Disparities Graduate Certificate program and the rural health focus of our proposed MPH program, and we have already discussed collaborations—about which ECU faculty were

excited. Addressing PH issues in rural populations is substantively different in the eastern part of the state and Piedmont as opposed to the western Appalachian mountain region. This is due in part to concerns in rural Appalachia around extreme poverty, geographic isolation, weather, lack of state and federal investment, and lack of access to medical services that are detrimental to health. Nonetheless, some challenges in rural areas are similar across the state and faculty and practitioners at East Carolina University will provide vital input as we develop our program and seek collaborative opportunities for our faculty and students. We have also discussed collaborations with UNCG, who expressed their support. Our faculty also have ongoing collaborations with faculty working with the Asheville MAHEC site. We see more opportunities there, as well, including co-teaching, guest lecturing, and collaborations on internship/practicum experiences. We also see potential for collaboration with East Tennessee State University's MPH program, as their faculty work with a very similar population in rural Appalachia. We have already had discussions with some of their faculty around certain topics and funding opportunities.

**III. Student Demand:** *(Provide evidence of student enrollment demand, including external estimates. Discuss the extent to which students will be drawn from a pool of students not previously served by the institution. Maximum length 1,000 words.)*

The MPH attracts students from a variety of disciplines and does not require previous training in public health. As noted above, the field is interdisciplinary in nature and therefore we expect to attract undergraduate students from a broad array of disciplines including the sciences, humanities, and arts. Our faculty have already worked with students from across the university through independent study, research, and honors theses. These students' majors include (but are not limited to) Biology, Appalachian Studies, Geography, Psychology, Sociology, Sustainable Development, Exercise Science, Nutrition, Recreation Management, Social Work, and Interdisciplinary Studies/Global Studies. We believe that the growth in our undergraduate public health major and courses over the past 3 years along with the current national focus on public health due to the COVID-19 pandemic also demonstrates the interest in the field and the potential for a strong demand for the MPH degree. Since becoming accredited as a bachelor's degree in public health in 2017, the number of intended majors (freshman with fewer than 30 hours) has grown from 0 students to 83 students, keeping within the range of 60-83 intended majors over the past 4 years. Enrollment in our Introduction to Public Health course has soared from 20 in Fall 2016 to 126 in Fall 2018 and approximately 250 in Spring 2022. We have moved to over 200 current undergraduate students majoring in Public Health in Fall 2021 and expect continued growth due to the COVID-19 pandemic and increased interest in public health.



In November of 2021, we surveyed 51 current undergraduate students majoring in Public Health at Appalachian and found that 100% are either moderately or very interested in pursuing an MPH; of these 98% reported being likely to enroll in an MPH program at Appalachian State University within the next 3 years. In terms of mode of delivery, 94% reported being likely to enroll in the MPH program if it were offered on-campus, 90% if offered as hybrid both online and on-campus, and 80% if offered fully online.

Among 126 other majors in the College and across the University, 69% said they are moderately or very interested in an MPH degree generally and of these, 87% reported being likely to enroll in an MPH program at Appalachian State University within the next 3 years. In terms of mode of delivery, 81% reported being likely to enroll in the MPH program if it were offered on-campus, 78% if offered hybrid online and on-campus, and 76% if offered fully online.

Among 67 alumni of the undergraduate Public Health program that were surveyed, 79% are either moderately or very interested in pursuing an MPH; of these 94% reported being likely to enroll in an MPH program at Appalachian State University within the next 3 years. In terms of mode of delivery, 67% reported being likely to enroll in the MPH program if it were offered on-campus, 87% if offered hybrid online and on-campus, and 92% if offered fully online.

In addition to undergraduate students and practitioners without formal public health training, we also anticipate that physicians, nurses, and other health care professionals will be interested in pursuing an MPH at Appalachian State University. As health care systems become more focused on population health and prevention, training in public health methods is increasingly important. We anticipate having no difficulties filling our classes with the anticipated number, as we will be the only MPH program with all full-time faculty that is fully located in and focused on Western North Carolina and will be receiving applications from people already working in Western North Carolina, as well as newly graduating students interested in going directly into an MPH program. The interest has been clear from our surveys.

**IV. Access, Affordability, and Student Success:** *(Provide an analysis of the impact of the program on student access and affordability. Maximum length 1,000 words. Reference sources such as College Scorecard, Census postsecondary outcomes data, etc. For graduate programs, focus on areas relevant to the institution's strategic plan.)*

- a. Analysis of the impact of the proposed program on student access, including key metrics identified in the UNC System Strategic Plan and statewide initiatives (such as myFutureNC).
- b. Analysis of student debt levels for similar programs and programs at the same academic level at the institution.
- c. Provide an analysis of indebtedness, repayment, and relationship to potential earnings.

The addition of the Master of Public Health (MPH) degree program at Appalachian will have a significant regional impact. Numbers of available positions in Western North Carolina are provided below (see Societal and Labor Market Demand) with average annual salary ranges from \$50,000-\$80,000. Public health departments in our region cannot find MPH-trained professionals to work in their facilities and this has become even more challenging since the onset of the COVID-19 pandemic. Moreover, students who live in Western North Carolina have limited access to this degree program, since there are no public and affordable degree programs in the western region of the state. More degree programs are needed. Initiating this degree program will improve the health and well-being of people in Western North Carolina and beyond by providing them with the needed community and public health services that are sorely needed to address health inequities.

This is in keeping with the mission of the Beaver College of Health Sciences at Appalachian, which is to elevate the health and quality of life in our region and beyond by preparing future leaders through transformative education, collaborative research and community engagement. Identifying regional needs for health professionals with consideration for existing training programs and access to employment opportunities falls squarely within this mission. The fact that MPH programs that are affordable for underrepresented and rural students are in short supply, and the fact that MPH-trained professionals are needed desperately in our region, creates a compelling case for initiating the MPH degree program.

Examining the costs associated with MPH programs and debt is complicated in that comparisons must be made across public and private institutions. What is not complicated is that Appalachian can provide the MPH degree at an affordable, accessible cost for students who want to enter the field without accruing massive debt. The average annual salary for MPH-trained professionals ranges from \$50,000 to \$80,000 (Bureau of Labor Statistics), which is a competitive income, particularly in Western North Carolina. Although costs of programs vary widely, the average North Carolina debt for MPH graduates is between \$29,000 and \$88,000 and the average national debt for MPH graduates is between \$13,500 and \$168,000, largely dependent on public or private status (Texas Public Policy Foundation, College Earnings and Debt by Major).

Table 2 provides a cost comparison for MPH degrees across public and private universities in North Carolina. The difference in semesters between MPH programs is typically just one to two semesters with part-time and full-time options.

Table 2. MPH Degree Costs at Other Universities in North Carolina for Full-Time Students

University	Public/Private	Tuition/Semester	Semesters	Total Cost
UNC CH	Public	\$5,276 (NC resident) \$14,422 (non-NC resident)	4	\$ 24,622 (NC resident) \$ 67,326 (non-NC resident)
East Carolina	Public	\$3,274 (NC resident) \$9,849 (non-NC resident)	4	\$ 16,372 (NC resident) \$ 49,230 (non-NC resident)
UNC Greensboro	Public	\$2,610 (NC resident) \$9,469 (non-NC resident)	4	\$10,440 (NC resident) \$37,876 (non-NC resident)
UNC Charlotte	Public	\$2,169 (NC resident) \$8,886 (non-NC resident)	5	\$10,845 (NC resident) \$44,430 (non-NC resident)
Lenoir-Rhyne	Private	\$6,030		\$28,140
<b>App State</b>	<b>Public</b>	<b>\$3,194 (NC resident)</b> <b>11,949 (non-NC resident)</b>	4	<b>\$12,777 (NC resident)</b> <b>\$47,800 (non-NC resident)</b>

As of Fall 2021 (the most recent annual Census data), Appalachian had a total enrollment of just over 20,600 students with 18.2% coming from underrepresented populations. Moreover, almost one third of all students are from rural locations and almost one third are first generation college students. This means that Appalachian will provide rural and lower income students with the MPH degree at one of the lowest costs in the state.

**V. Societal and Labor Market Demand:** *(Provide evidence of societal demand and employability of graduates from each of the following source types. Must include external estimates. Maximum length 1,000 words)*

- a. Labor market information (projections, job posting analyses, and wages)
  - i. Specific to North Carolina (such as [ncworks.gov](http://ncworks.gov), [nctower.com](http://nctower.com), or outside vendors such as [Burning Glass](#)).
  - ii. Available from national occupational and industry projections (such as the [U.S. Bureau of Labor Statistics](#)).
- b. Projections from professional associations or industry reports (including analysis)
- c. Other (alumni surveys, insights from existing programs, etc.)

As highlighted in the United Nations Sustainable Development goals for 2030, our world is facing dire challenges and health-related consequences that include such issues as poverty, food insecurity and hunger, poor health and well-being, social and economic inequities, and the effects of global climate change. These pressing global challenges, along with others such as the current COVID-19 pandemic, require leaders and professionals trained in a socioecological approach (multilevel – micro, meso, macro) who understand and know how to effectively intervene to address these complex issues. Public health, in its unique interdisciplinary framework, works to address each of these issues from a multilevel perspective.

The Appalachian region of the U.S., consisting of 420 counties across 13 states, is documented as a region encountering profound health inequities and suffering “deaths of despair” and “diseases of despair.” Many areas across the region are considered “third world.” The *Health Disparities in Appalachia*<sup>1</sup> report produced by the Robert Wood Johnson Foundation, and the Appalachian Regional Commission detailed the data surrounding the Appalachia region and made a call to action to boost investment and training in this region of the country to alleviate these disparities. There is an urgent need for upstream, public health-led policy and systems changes to address these societal issues in a sustainable fashion, which means a critically important need for those trained in public health at the MPH level. However, there are only presently five public schools of public health accredited by the Council on Education for Public Health (CEPH) and a few additional public MPH programs across the region; we at Appalachian State presently offer the only accredited standalone baccalaureate program in Appalachia and there are no public MPH programs across the Appalachian counties of North Carolina. The closest MPH programs in Appalachia to our university include: Virginia Tech University; East Tennessee State University; University of Tennessee; University of Kentucky; Eastern Kentucky University; West Virginia University; and UNC Chapel Hill’s satellite program in Asheville.

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<sup>1</sup> Marshall JF, Thomas L, Lane NM, et al. Health Disparities in Appalachia [Internet]. Appalachian Regional Commission; 2017. [cited 2021 July 7]. Available from: <https://www.arc.gov/report/health-disparities-in-appalachia/>

Specific to North Carolina, there is one School of Public Health (UNC-Chapel Hill) and four universities in the UNC system that offer the MPH degree (UNC-Chapel Hill, UNC-Greensboro, East Carolina University and UNC-Charlotte). All of these schools are found in the central and eastern portions of the state. There is a strong need for those trained at the MPH level in western North Carolina that is not currently being met.

PH professionals work in such areas as epidemiology, community planning and organization, policy making and analysis, and health education throughout an array of professional settings (e.g., environmental protection/emergency preparedness, occupational safety and health, nursing/medicine, and social services) to both protect and promote the health of the public. For this reason, it is not surprising that according to the Bureau of Labor Statistics (BLS), the health care and social assistance sector is expected to add nearly four million new jobs by 2030, which is about one-third of all new jobs.

According to [a report](#) by the Bureau of Labor Statistics, “most employment gains over the 2020–30 period are expected to occur in the service-providing sectors and to be led by strong growth in the healthcare and social assistance sector. An aging population will continue to create strong demand for industries and occupations that provide healthcare and related services.” A few examples of predicted increases in demand from 2020-2030 for MPH-related job classes include: environmental scientists and specialists 8%; epidemiologists 27%; community health workers 21%; and health educators 12%. As public health leaders commonly state – we are needed and desired everywhere in society.

In examining the current labor market demands for North Carolina, when using the search term “public health” on [ncworks.gov](#), there are more than 450 current open positions, including such positions as (but not limited to): public health nurse; public health educator; local public health director; public health education specialist; environmental health supervisor; and biostatistician/epidemiologist. Each of these either requires or strongly prefers applicants with the MPH degree. The salaries range from approximately \$35,000/year for entry level jobs all the way up to \$100,000+ for more administrative positions in the field.

#### **VI. Costs, Funding, and Budget** (*Maximum length 1,000 words*)

Adding a new degree program will cost the institution some amount of money and will potentially generate new revenues. Calculating the costs and identifying the funding sources associated with implementation of a new program requires several institutional

offices (e.g., academic affairs, finance, institutional research, enrollment management) to collaborate to present an accurate estimate.

- a. Complete and attach the *UNC System Academic Program Planning Financial Worksheet* showing all costs required and revenues generated for each of the first five years of the program. Provide a budget narrative for each year addressing the following:

- i. UNC Academic Program Costs

Faculty costs include all faculty assigned to the proposed program, including faculty serving as program directors, coordinators, department chairs, etc. funded in the 101 instructional budget code. If an existing faculty member is reassigned to the program, the salary is reflected as a reallocated cost. New faculty salaries need to be competitive for the discipline, and figures should include all applicable fringe (e.g., retirement, medical). If the proposed program will hire new faculty, it is a new cost.

Graduate Assistant costs are identified either as new or reallocated, as appropriate, and should include all stipends, tuition remission, and benefits, as applicable.

EHRA Non-Faculty positions include non-instructional academic support costs directly associated with running the program, including amounts associated with the Dean's office, research support, etc. This should include salaries and all applicable fringe.

SHRA Non-Faculty positions includes all positions specific costs associated with the new program. This includes the additional staff needed to organize applications, prepare for the proposed program, and for general administration of the proposed program. New staff or purchases of new equipment should be adequate to support the stated goals and enrollments for the proposed program. Other program costs identified in the proposal should be realistic.

- ii. UNC Academic Program Revenues

Funding sources may include enrollment growth formula funding, other state appropriation, regular tuition, tuition differential, general fees, special fees, reallocation of existing resources, federal funding, and other funding (such as awarded grants or gifts). The total projected revenue from the above categories should allow the proposed program to become self-sufficient within five years.

When estimating funding for new programs, institutions should take into account that students switching programs do not generate additional enrollment growth formula funds. For example, if a program projects enrollment of 20 students, but 12 of them switched into the program from an existing program at the institution, then only 8 of the students would generate additional formula funding.

Reallocation of Existing Resources includes the salary of faculty reassigned who may be partially or wholly reallocated to the new program. Explain how the current teaching obligations of those faculty are reallocated and include any faculty replacement costs as program costs in the budget. If substantial funds are reallocated, explain how existing undergraduate and graduate programs will be affected.

Federal Funding (In-hand only) refers to federal monies from grants or other sources currently in hand. Do not include federal funding sought but not secured. If anticipated federal funding is obtained, at that time it can be substituted for funds designated in other funding categories. Make note within the text of the proposal of any anticipated federal funding. Provide evidence of sustainability after federal funds have been exhausted.

- b. Based on the institution's estimate of available existing resources or expected non-state financial resources that will support the proposed program (e.g., federal support, private sources, tuition revenue, etc.), please describe the following:
  - i. How does the institution budget and allocate enrollment growth revenues? Is this program expected to generate new enrollment growth for the institution? If so, how will funds be allocated to the proposed program or be used to further other institutional priorities?
  - ii. Will the institution seek other additional state appropriations (both one-time and recurring) to implement and sustain the proposed program? If so, please elaborate.
  - iii. Will the institution require differential tuition supplements or program-specific fees? If so, please elaborate.
    1. State the amount of tuition differential or program-specific fees that will be requested.
    2. Describe specifically how the campus will spend the revenues generated.
- c. Provide a description of how the program can be implemented and sustained if enrollment increase funding, differential tuition, or other state appropriations noted in the budget templates are not forthcoming.

The proposed Master of Public Health (MPH) program is anticipated to net \$116,220 for years 1 through 5 and becomes self-sustaining in year 1. The College has a successful undergraduate bachelor's program in public health and is well-positioned to add a master's level program. The MPH program will be included with the Public Health and Exercise Science department, which has existing administrative functions to absorb the program. Direct costs associated with adding the MPH program

include salary and benefits for one new tenure-track faculty position and one new non-tenure track faculty position; other costs include scholarships and travel for the faculty. Faculty will be hired at the market rates for the discipline at the time of hire with salary increases of 2.5% annually. Benefits are based on the current schedule of State benefits with health insurance increases of 5% every two years. Scholarships begin in year 1 with \$3,000 and will be \$6,000 each year thereafter. These scholarships will be supported by the College's existing resources. Student fees collected will be allocated to the specific areas for which the fees were charged.

Revenues are a mix of tuition, fees and reallocation of existing resources. Resident tuition will increase 3% in years 3 and 5. Non-resident tuition will increase each year by 2%. Fees are anticipated to increase 3% in years 3 and 5 for all students and include E&T fees, book rental fees, safety and security fee, and Student Government fee. Each student cohort is projected to be 20 based on market demand with 10% non-resident. No enrollment growth funding is included in the revenue estimates.

#### **Year 1 Costs - \$107,501**

- 1 new TT Assistant Professor, salary and benefits \$99,685
- Travel - \$600
- Scholarships - \$3,000
- Fees allocated to respective Divisions - \$4,216

#### **Revenue - \$127,761**

- Tuition: \$120,545 - total enrollment 20 (18 resident; 2 non-resident)
- Fees: \$4,216
- Reallocated scholarship support from College: \$3,000

#### **Year 2 Costs - \$200,909**

- 1 previously hired TT Assistant Professor, salary and benefits \$102,362
- 1 new NTT Lecturer, salary and benefits \$82,916
- Travel - \$1,200
- Scholarships - \$6,000
- Fees allocated to respective Divisions - \$8,431

#### **Revenue - \$226,665**

- Tuition: \$212,234 - total enrollment 40 (36 resident; 4 non-resident)
- Fees: \$8,431
- Reallocated scholarship support from College: \$6,000



**Year 3 Costs - \$205,238**

- 1 previously hired TT Assistant Professor, salary and benefits \$104,727
- 1 previously hired NTT Lecturer, salary and benefits \$84,795
- Travel - \$1,200
- Scholarships - \$6,000
- Fees allocated to respective Divisions - \$8,516

**Revenue - \$233,023**

- Tuition: \$218,507 - total enrollment 40 (36 resident; 4 non-resident)
- Fees: \$8,516
- Reallocated scholarship support from College: \$6,000

**Year 4 Costs - \$210,365**

- 1 previously hired TT Assistant Professor, salary and benefits \$107,540
- 1 previously hired NTT Lecturer, salary and benefits \$87,109
- Travel - \$1,200
- Scholarships - \$6,000
- Fees allocated to respective Divisions - \$8,516

**Revenue - \$233,207**

- Tuition: \$218,691 - total enrollment 40 (36 resident; 4 non-resident)
- Fees: \$8,516
- Reallocated scholarship support from College: \$6,000

**Year 5 Costs - \$220,185**

- 1 previously hired TT promoted to Associate Professor, salary and benefits \$115,299
- 1 previously hired NTT Lecturer, salary and benefits \$89,082
- Travel - \$1,200
- Scholarships - \$6,000
- Fees allocated to respective Divisions - \$8,604

**Revenue - \$239,762**

- Tuition: \$225,158 - total enrollment 40 (36 resident; 4 non-resident)
- Fees: \$8,604
- Reallocated scholarship support from College: \$6,000

**VII. For Research Doctoral Programs Only:**

Describe the following (maximum length 1,000 words):

- a. The research and scholarly infrastructure in place (including faculty) to support the proposed program.
- b. Any aspects of financing the proposed new program not included in the above section.
- c. State the number, amount, and source of proposed graduate student stipends and related tuition benefits that will be required to initiate the program.

NOT APPLICABLE

**VIII. For Professional Practice Doctoral Programs Only:**

Describe the following (maximum length 1,000 words):

- a. Discussion of external requirements, including professional licensure or accreditation requirements related to the proposed program. If the program is designed or will be marketed to lead to professional licensure, which state(s) has the institution determined the program meets professional licensure requirements for?
- b. The academic and professional infrastructure in place (including faculty) to support the proposed program.
- c. Any aspects of financing the proposed new program not included in the above section.
- d. State the number and source of required clinical/practical placements, if applicable. Determine whether it is the students' or the institution's responsibility to secure clinical/practical placements and discuss how that expectation will be communicated to students and prospective students. Describe how the institution will ensure that proposed clinical/practical sites are appropriate.



NOT APPLICABLE

**IX. Contact:** (List the names, titles, e-mail addresses and telephone numbers of the person(s) responsible for planning the proposed program.)

Position Title	Name	E-mail Address	Telephone
Dean, Beaver College of Health Sciences	Marie Huff	<a href="mailto:huffmt@appstate.edu">huffmt@appstate.edu</a>	(828)262-8489
Associate Dean for Research & Graduate Education	Gary McCullough	<a href="mailto:mcculloughgh@appstate.edu">mcculloughgh@appstate.edu</a>	(828)262-7675
Undergraduate	Adam Hege	<a href="mailto:hegeba@appstate.edu">hegeba@appstate.edu</a>	(828)262-7102

<b>Program Director</b>			
<b>Endowed Professor of Public Health</b>	Martie Thompson	<a href="mailto:Thompsonmp3@appstate.edu">Thompsonmp3@appstate.edu</a>	(828)262-7685

**Signatures.** This Request for Preliminary Authorization has been reviewed and approved by the appropriate institutional committees and authorities and has my support.

Position Title	Signature	Date
<b>Chancellor</b>		9.19.22
<b>Provost</b>		09/19/2022

*(Only complete below for partner institution if this is a joint degree program proposal)*

Position Title	Signature	Date
<b>Chancellor</b>		
<b>Provost</b>		

## APPENDIX C

### Letters of Support

Jennifer Greene, Health Director  
AppHealthCare, Appalachian District Health Department

Diane Creek, Health Director  
Toe River Health District

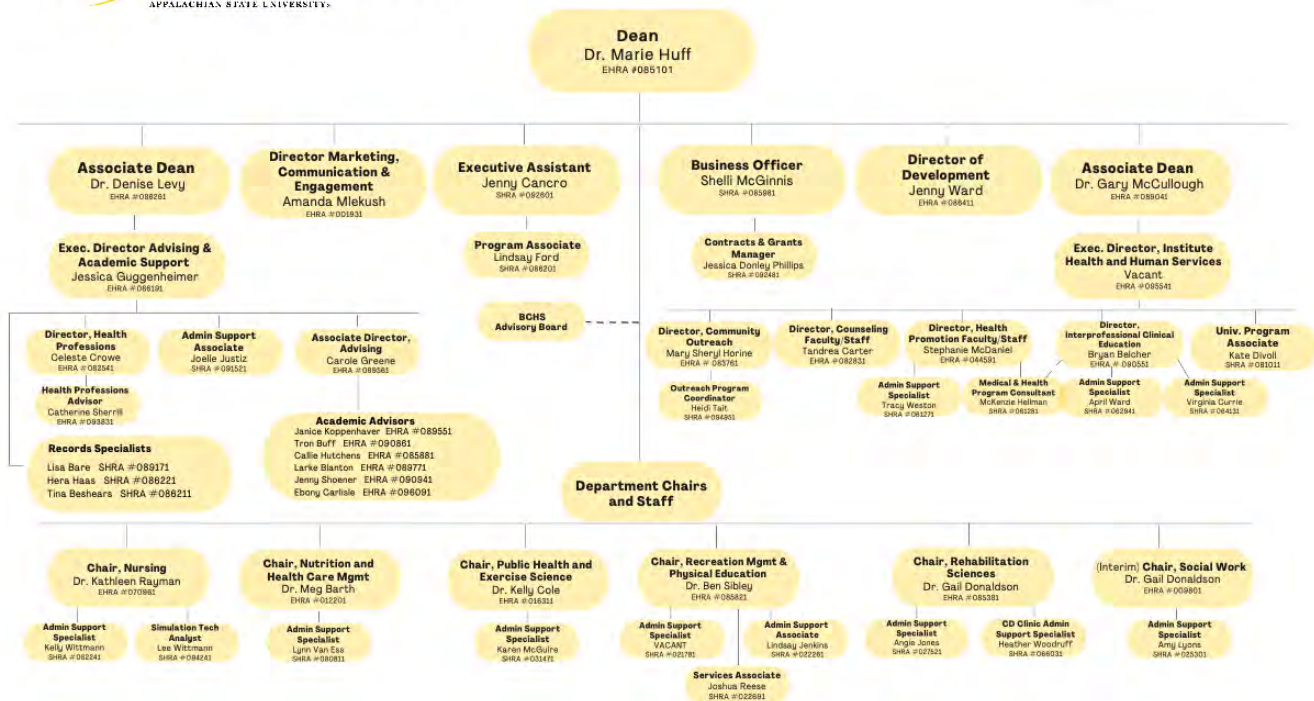
Rachel Willard, Health Director  
Wilkes County Health Department

# APPENDIX D

## Organizational Chart – Academic Affairs



**Organization Chart**  
Updated 8.16.22



## XV. Signatures

This proposal to establish a new program has been reviewed and approved by the appropriate campus committees and authorities and has my support.

Position Title	Signature	Date
Chancellor		
Provost		
Chief Financial Officer		

*(Only complete below for partner institution if this is a joint degree program proposal)*

Position Title	Signature	Date
Chancellor		
Provost		
Chief Financial Officer		