

November 12, 2020, 10:00AM
Hill Ballroom, Carolina Inn

OPEN SESSION

FOR INFORMATION ONLY

(No formal action is requested at this time)

1. Faculty Update
Dr. Mimi Chapman, Chair of the Faculty
2. Masters in Applied Professional Studies Update Attachment A
Dr. Bob Blouin, Executive Vice Chancellor and Provost
3. Employee Forum Update
Shayna Hill, Chair
4. Graduate and Professional Student Federation Update
Ryan Collins, President

Some of the business to be conducted is authorized by the N.C. Open Meetings Law to be conducted in closed session.

COMMITTEE MEMBERS

Charles (Chuck) G. Duckett, Chair

Teresa Artis Neal, Vice Chair

Richard Y. Stevens, ex-officio

Jefferson (Jeff) W. Brown

Haywood D. Cochrane Jr.

Kelly Matthews Hopkins

E. Reeves Moseley

Ralph W. Meekins, Sr.

G. Munroe Cobey

Administrative Liaison:

Bob Blouin, Executive Vice Chancellor and Provost



THE
UNIVERSITY OF
NORTH CAROLINA
SYSTEM

Request to Establish New Academic Degree Program

The following approvals must be obtained prior to sending the Request to Establish a New Academic Degree Program to the UNC System Office.

Institution _____ UNC-Chapel Hill _____

Degree Program Title (e.g. M.A. in Biology) _____ Master of Applied Professional Studies _____

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

Check box to indicate participation in review. (Provost is required.)

- Provost:** Bob Blouin, Executive Vice Chancellor and Provost
- Faculty Senate Chair (as appropriate):**
- Graduate Council (as appropriate):** Graduate School Academic Policy Committee and Administrative Board
- Undergraduate or Graduate Dean (as appropriate):** Suzanne Barbour, Dean of The Graduate School
- Academic College Dean:**
- Department Chair:**
- Program Director/Coordinator:** To be hired, staff in The Graduate School

New Academic Program Process

New academic programs are initiated and developed by the faculty members. Approval of the Request to Establish a New Academic Degree Program must be obtained from department chairs and college deans or equivalent administrators before submission to the UNC System Office review.

Directions: Please provide a succinct, yet thorough response to each section. Obtain the Provost's signature and submit the proposal to the UNC System Vice President for Academic Program, Faculty, and Research, for review and approval by the UNC System Office. Once the Request to Establish is approved, UNC System Office staff can submit the proposal for review and approval by the UNC Board of Governors.

Request to Establish a New Academic Degree Program

Institution	University of North Carolina at Chapel Hill
Joint Degree Program (Yes or No)? If so, list partner campus.	No
Degree Program Title (e.g. M.A. in Biology)	Master of Applied Professional Studies (MAPS)
CIP Code and CIP Title (May be found at National Center for Education Statistics)	30.0000
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.	Campus residential and online/non-residential (50%/50%)
If requesting online delivery, indicate if program (or one or more courses) will be listed in UNC Online.	
If requesting site-based delivery, indicate address(es), city, county, state, and maximum % offered at site.	
Proposed Term to Enroll First Students (e.g. Spring 2019)	Fall 2020 / Spring 2021

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

Category	Yes or No	Explanation (if applicable)
SACSCOC Liaison Statement	No	
Review Status (campus bodies that reviewed and commented on Letter of Intent)	No	
Program Summary	No	

<p>Student Demand</p>	<p>Yes</p>	<p>The Master of Applied Professional Studies (MAPS) program has identified UNC-Chapel Hill employees as a potential enrollment pipeline due to learning outcomes tied to professional development and workforce training. The MAPS program can be taken part-time, allowing employees to balance work, school, and family priorities.</p> <p>In 2018, UNC-Chapel Hill employees used 687 tuition waivers, with 54% (319 tuition waivers) utilized for UNC-Chapel Hill classes.¹ In addition to the aforementioned student demand in the Letter of Intent, The Graduate School designed a survey for the Office of Human Resources (OHR) to send to UNC-Chapel Hill employees who had previously used tuition waivers.²</p> <p>The survey was intended to broadly gauge UNC-Chapel Hill employee interest in the proposed MAPS program. Highlights from the survey results are as follows:</p> <ul style="list-style-type: none"> • 58 employees completed the survey, with 50 expressing interest in pursuing the MAPS program • 53/58 participants preferred part-time study to obtain their master’s degree, allowing them to continue working full-time at UNC-Chapel Hill • The most important professional development goal for survey participants was to develop relevant workforce skills • The most important factors for survey participants to continue their academic studies included affordability, program delivery, and flexibility in curriculum • The specific skill most commonly mentioned by survey participants as necessary to be competitive in the workforce was leadership <p>Many job postings at UNC-Chapel Hill and other UNC System institutions list an advanced/graduate degree as desirable for job candidates. The MAPS program will allow UNC-Chapel Hill employees to tailor a master’s degree part-time to meet both their individual academic interests and their professional goals.</p> <p>With a core curriculum emphasizing leadership, communication, project management, and business</p>
------------------------------	------------	---

¹ See Appendix A for a breakdown of UNC-Chapel Hill and UNC System employee waivers.

² See Appendix B for the survey instrument for UNC-Chapel Hill employees who have utilized tuition waivers.

		<p>fundamentals, employees in the MAPS program will be well-positioned as leaders in their professional fields, directly using both the learning outcomes and acquired skills from the program in their daily work at UNC-Chapel Hill for the benefit of the University.</p>
<p>Societal Demand</p>	<p>Yes</p>	<p>In addition to the societal demand listed in the Letter of Intent, further research uncovered additional societal demand for graduate-level interdisciplinary/liberal/professional studies³ employees in the workplace.</p> <p>Overall, the average salary for employees with a master’s degree in professional studies is \$76,000, nearly 5% higher than the average salary for employees with a master’s degree across all disciplines.⁴</p> <p>Today, professional studies graduates make up a larger percentage of the tech workforce than technical graduates do.⁵ There is a growing need for employees who exhibit both the technical expertise as well as the aptitude to solve problems, communicate effectively and remain nimble within their profession.</p> <p>In addition to representation in technology occupations, graduate-level professional studies employees are often leaders within their respective industries. In North Carolina, the top five job titles for master’s-level employees in this field include:⁶</p> <ul style="list-style-type: none"> • Teacher • Business Owner • President • CEO • Executive Director <p>To prepare for these jobs, employees had to gain specific skills. Accordingly, the top skills and qualifications for masters-level professional studies employees include:⁷</p> <ul style="list-style-type: none"> • Leadership • Management

³ While these terms (interdisciplinary studies, liberal studies, professional studies) are used interchangeably, it is to be noted there are subtle differences between these degrees. The term “professional studies” will be used to encapsulate the MAPS degree in this report.

⁴ Source: U.S. Bureau of Labor Statistics Current Population Survey. More info: <https://www.bls.gov/careeroutlook/2018/data-on-display/education-pays.htm>

⁵ Hartley, S. (2017). *The fuzzy and the techie: Why the liberal arts will rule the digital world*. Houghton Mifflin Harcourt.

⁶ Based on 5,214 aggregated public resumés of North Carolina employees updated between 2014-2019.

⁷ Based on 5,214 aggregated public resumés of North Carolina employees updated between 2014-2019.

		<ul style="list-style-type: none"> • Public Speaking • Customer Service • Research <p>The local and regional workforce is actively looking for well-rounded employees to serve in a variety of occupations and industries. Graduates of the MAPS program can successfully fill various workforce needs in the Triangle and across the state of North Carolina.</p>
--	--	---

I. Program Planning and Unnecessary Duplication:

- **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. Show a four-year history of enrollments and degrees awarded in similar programs offered at other UNC institutions (using the format below for each institution with a similar program). Programs at UNC institutions may be found on the UNC System [website](#).**

Institution	North Carolina State University, fully on-campus			
Program Title	MA in Liberal Studies			
	2018	2017	2016	2015
Enrollment	Not avail	Not avail	Not avail	Not avail
Degrees Awarded	7	11	16	11
Institution	University of North Carolina at Charlotte, fully on-campus			
Program Title	MA in Liberal Studies			
	2018	2017	2016	2015
Enrollment	Not avail	Not avail	Not avail	Not avail
Degrees Awarded	5	12	2	3
Institution	University of North Carolina at Wilmington, fully online			
Program Title	MA in Liberal Studies			
	2018	2017	2016	2015

Enrollment	Not avail	Not avail	Not avail	Not avail
Degrees Awarded	18	8	12	15
Institution	University of North Carolina at Asheville, fully on-campus ⁸			
Program Title	MA in Liberal Arts and Sciences, fully on-campus			
	2018	2017	2016	2015
Enrollment	19	26	24	33
Degrees Awarded	9	6	19	9
Institution	University of North Carolina at Greensboro, fully online			
Program Title	MA in Applied Arts and Sciences			
	2018	2017	2016	2015
Enrollment	Not avail	Not avail	Not avail	Not avail
Degrees Awarded	39	32	35	49
Institution	Wake Forest University, fully on-campus			
Program Title	MA in Liberal Studies			
	2018	2017	2016	2015
Enrollment	Not avail	Not avail	Not avail	Not avail
Degrees Awarded	11	12	3	3
Institution	Lenoir-Rhyne University, fully on-campus			
Program Title	MA in Liberal Studies			
	2018	2017	2016	2015
Enrollment	Not avail	Not avail	Not avail	Not avail
Degrees Awarded	N/A	3	2	5

⁸ The UNC Asheville program is undergoing review and curricular revisions as of the time we consulted with them.

Institution	Duke University, fully on-campus			
Program Title	MA in Liberal Studies			
	2018	2017	2016	2015
Enrollment	Not avail	Not avail	Not avail	Not avail
Degrees Awarded	38	40	28	36

- **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.**

As indicated in national data, application and enrollment trends in traditional liberal studies graduate programs is static or declining. However, there is substantial interest and growth in more professionally-oriented and flexible graduate programs like the proposed MAPS program at UNC-Chapel Hill. UNC Asheville, for example, reported increases in student demand from campus staff and recent graduates or mid-career professionals as compared to their original target audience of retirees and life-long learners. NC State reported half of their students to be mid-career professionals looking to switch career paths or receive promotions.

Job placement trends show increased attention to aligning graduate program curricula and learning outcomes with tangible professional opportunities. Enabling a flexible program that allows prospective students and their employers to design a program of study useful to their career goals, with academic rigor and faculty oversight via the administrative structures that will be in place in the MAPS program, will meet this need. Feedback from other campuses reflect the importance of identifying and admitting the right type of student for this flexible program. Students need to be self-starters and have goals in mind for what this type of educational opportunity will afford them, both to direct their academic experience and their job search/promotion nearing graduation. Students who are merely seeking a ‘piece of paper’ are not ideally suited to the individualized nature of these programs and potentially languish in a job search unable to market their experiences.

- **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.**

Inter-institutional courses are already possible between UNC-Chapel Hill and several of the campuses listed above with similar degree programs, making it possible for students to take courses across universities for academic credit at their home campus. Opportunities exist for collaborations on core course content as well as electives to help students round out their individualized courses of study.

For example, the GRAD courses at UNC-Chapel Hill that make up the core of the proposed MAPS curriculum are always seeking experienced course instructors and facilitators, which could be

broadened beyond UNC-Chapel Hill faculty, especially for the online sections.

Because of the highly flexible and interdisciplinary nature of the proposed MAPS curriculum, it is anticipated that students will need to seek out a variety of electives. Having access to residential courses at local NCCU, NCSU, and Duke, in particular, as well as online courses across the UNC System, will broaden the course options for students to round out their academic plans. UNC Greensboro, for example, reported strong interest among professionals wishing to work/teach at community colleges and needing greater access to online course offerings across the state in common content areas like English, Sociology, History and Psychology.

Collaboration and advising possibilities should also exist for students across campuses. In particular the capstone experience that all MAPS students must complete will benefit from the research expertise, industry contacts, and practical community linkages at UNC-Chapel Hill and beyond. Committee members from other campuses are welcomed, when appropriate to the capstone project topic.

Employment trends and professional development opportunities should extend across all relevant graduate programs in this training area. The market trends for the Triangle and the state will affect all programs similarly, thus cross-sharing and communications among program directors will be essential. It is a goal for the newly-hired MAPS director at UNC-Chapel Hill to develop relationships with peer program directors around the state to monitor these trends, identify ways to collaborate with large-scale and smaller/focused events, and refresh curricular offerings on a continuous basis. Alumni engagement is another important point of feedback from peer programs, which is something that can be coordinated across programs to share stories and bring back alumni for professional development events statewide.

It is anticipated that the MAPS program director will also become aligned with the Association of Graduate Liberal Studies Programs (AGLSP), a national organization supporting the development, implementation, assessment, and collaboration among liberal studies programs. There is also a Carolina Consortium made up of program directors from similar programs in NC/SC, with which the MAPS program director would be expected to engage.

- **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.**

The creation of the MAPS program at UNC-Chapel Hill would not create unnecessary program duplication with the already-existing programs in the UNC System. Due to its focus on establishing a curriculum meeting state and regional workforce needs, as well as its concentration on professional development and skill attainment, the MAPS program will be positioned to serve a distinct segment of students and also collaborate among existing programs in the System.

There are five existing master's programs in liberal studies in the UNC System, yet the MAPS program at UNC-Chapel Hill offers a value proposition not fully met by the other five programs. As mentioned above, the MAPS program is not fashioned like traditional "liberal studies" programs and instead is focused more on the applied and professional development

opportunities to characterize the skills gained through the program, particularly for a target audience of UNC-Chapel Hill staff and local professionals.

Many institutions in the UNC System operate their Master of Arts in Liberal Studies program as a way to dig deeper in the study of the humanities, including philosophy, history, literature, and art, among other subjects. Conversely, the MAPS program at UNC-Chapel Hill will be designed to be responsive to statewide and regional workforce needs, appropriately equipping a new generation as leaders in their industries and increasing the welfare of North Carolinians. Administrators in the MAPS program (specifically the director of the program and the MAPS Program Governance Board) will utilize existing industry partnerships to continuously monitor the learning outcomes from the MAPS program to ensure they are aligned to specific workforce needs of the state. Modifications, new tracks, and flexible advising are expected in the MAPS program as it matures to continuously offer a professionally focused degree that can deliver a high return on investment for the students.

The majority of existing master's-level liberal studies programs offer participants the opportunity to create their own curriculum in full. While this provides ultimate flexibility for students to "create their own degree," oftentimes, creating an extemporaneous degree from a wide array of courses leads to students lacking specific learning outcomes from the program. While the MAPS program will require a series of elective courses for students to enroll, the program will be grounded by a nine-credit core applied professional skills curriculum.⁹

Another way the MAPS program will focus on professional development and skill attainment tied to industry needs is through specific learning tracks in the curriculum. As part of the development of the MAPS program, internal stakeholders surveyed industry leaders throughout North Carolina and have developed specific curricular tracks that students will utilize to focus their elective coursework.¹⁰ It is anticipated that the tracks will evolve over time, allowing the MAPS program to nimbly respond to workforce and student demand.

Finally, the MAPS program will utilize a mix of in-person and online courses to move a student toward their degree. Currently, no institution in the UNC System offering a master's degree in liberal studies utilizes a hybrid approach; all institutions offer the program either fully in-person (NC State, UNC-Charlotte, UNC-Asheville) or fully online (UNC-Greensboro, UNC-Wilmington). Allowing a student to earn more than 50% of the degree credits online provides an added layer of flexibility for UNC-Chapel Hill graduate students, particularly those who are UNC-Chapel Hill employees taking advantage of their employee tuition waivers.

- **Admission. List the following:**
 - **Admissions requirements for proposed programs (indicate minimum requirements and general requirements).**

The MAPS program will be administratively based out of The Graduate School at UNC-Chapel Hill. All Graduate School admissions requirements will be met, which includes

⁹ The MAPS program will utilize the content that exists for the existing Graduate Certificate in Business Fundamentals offered by The Graduate School. See Appendix C for a description of each course in the core curriculum.

¹⁰ See page 13 for more specific information about curricular tracks.

the minimum requirement of a bachelor's degree (based on a four-year curriculum) completed before graduate study begins or its international equivalent with an accredited institution, and an average grade of B (cumulative GPA 3.0) or better. Along with these minimal requirements, admission decisions will be based on a number of factors, including academic degrees and record, written statement of purpose, letters of recommendation, and relevant work and research experience¹¹.

Note that as part of this proposal, an exception to the requirement for standardized test scores as part of the admission application is requested. Because of the target populations (i.e., military-affiliated, working professionals, mid-career professionals) and the skills outcomes expected (i.e., career shifts, upskilling) for the MAPS program, standardized test scores such as the GRE are not relevant to the admissions review process. Additionally, increasingly graduate programs are finding standardized test scores are not predictive of success and a barrier to prospective students, especially students from underrepresented populations.

The MAPS program director, in consultation with the Program Governance Board, will develop a rubric for use in a holistic admissions review process that encourages quality and diversity in a number of ways, most critically in thematic rigor and academic fit for this interdisciplinary program. The admissions review will be facilitated by the director with a majority vote from the Governance Board to recommend admission for applicants.

- **Documents to be submitted for admission (listing)**
 - Application fee
 - Transcripts of all post-secondary universities attended
 - Three letters of recommendation
 - Resume/CV
 - Statement of purpose and student plan of work: When applying to the MAPS program, prospective students must have a thoughtful plan for areas of academic interest in which they intend to study and why those interests are not served by existing master's degree programs. In their application, students must specifically articulate how the MAPS program can help them grow professionally as well as lay out a proposed plan of study with courses for meeting their goals. Upon admission, students will work directly with the director of the program to discuss their academic goals and create a formal academic plan to ensure students meet their educational and professional goals with realistic course selections and faculty oversight.

- **Degree requirements. List the following:**
 - **Total hours required. State requirements for Major, Minor, General Education, etc.**

 - 30 credit hours, consisting of the following curriculum:
 - Introductory core course in professional studies (3 credits)

¹¹ For additional detail see: <https://gradschool.unc.edu/admissions/instructions.html>

- Core applied professional skills curriculum¹² (9-10 credits)
- Elective courses tailored based on academic and professional interests¹³ (14-15 credits)
- Capstone experience (3 credits)

It is anticipated that as the program evolves, the core curriculum content may need to shift as well. For example, some thematic areas may need to have advanced offerings, particularly for working professionals who already have core business fundamental skills, or new content may need to be developed based on student and alumni feedback.

- The UNC-Chapel Hill Graduate School’s comprehensive exam and thesis degree requirements will be met through proposed substitutes in line with existing guidelines and followed by most professionally-oriented master’s degree programs on campus.
 - a. The culminating capstone course (GRAD 992) will serve as the comprehensive exam substitute. The course will synthesize concepts and skills covered in the program, apply knowledge to real world/professional problems and concerns, and serve as the academic experience to align with the more practice-based capstone project.
 - b. The culminating capstone project experience will serve as the thesis substitute. Students will use their capstone project as an opportunity to tackle real-world challenges to demonstrate community-engaged scholarship. They will work in direct consultation with a faculty advisor to ensure project viability and alignment with the Graduate School’s Core Competency Framework.¹⁴ The format will be flexible in nature, depending on the goals of the students and their faculty advisor’s guidance. Examples may include white papers, training programs, digital media such as web resources or archivals, or other appropriate formats.

In addition to showing mastery over the subject matter throughout the program, the capstone experience is intended to enhance a student’s marketability and prepare them to meet their professional development goals. The MAPS program director, using the Program Governance Board,

¹² The MAPS program will utilize the content that exists for the existing Graduate Certificate in Business Fundamentals offered by The Graduate School. See Appendix C for a description of each course in the core curriculum.

¹³ As part of the elective courses, student will create a curricular track as an area of academic specialization. See page 13 for specific information about curricular tracks.

¹⁴ <http://gradprofdev.unc.edu/core-competency-framework/>

will have oversight for ensuring students are developing and making progress on their capstone experience.

- c. It is expected that students will enroll in the capstone course and complete their capstone project experience in their final semester. The course will be taught by the MAPS program director with facilitated instructor-led topics as well as guest lectures based on content. The syllabus and grading rubric will be developed once the MAPS program director is named.
- **Other requirements (e.g. residence, comprehensive exams, thesis, dissertation, clinical or field experience, “second major,” etc.)**
 - A minimum program residence credit of two full semesters either by full-time registration or by part-time registration over several semesters at UNC-Chapel Hill (requirement of all master’s degrees)
 - Students will have five years to complete their master’s degree; extensions of time for academic reasons are possible
 - Leaves of absence will be reviewed and approved for MAPS program students in line with all other Graduate School programs
- **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.)**

	Campus	Online	Site	Full-Time	Part-Time
Year 1	2	2		1-2	2-4
Year 4	8-10	10-12		4-12	8-20

- **For graduate programs only, please also answer the following:**

Grades required	All master's and doctoral programs administered through The Graduate School operate under the same grading system (High Pass, Pass, Low Pass, Fail). The graduate grading scale in use at UNC-Chapel Hill is unique in that it cannot be converted to the more traditional ABC grading scale. Graduate students do not carry a numerical GPA. Graduate School eligibility rules will apply for the MAPS program.
Amount of transfer credit accepted	Upon recommendation of the academic program and approval by The Graduate School, up to 20 percent of the total hours required for the master's degree may be graduate-level courses transferred from another approved institution or from UNC-Chapel Hill prior to formal admission. Because of its highly interdisciplinary and flexible nature,

	it is not anticipated that much transfer credit will be accepted for MAPS applicants. Most likely will be a student who begins by taking a course or two as a non-degree student and then applies to the MAPS program, bringing those credits with them as transfer credit.
Language and/or research requirements	N/A
Any time limits for completion	Students will have five years to complete their master's degree; extensions of time for academic reasons are possible.

- **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.**

Degree requirements were listed above and include reference to the core class content found in Appendix C. The Capstone course and experience were also described above. Additionally, upon final approval of program guidelines and policies by the Program Governance Board, it is anticipated that restrictions will be established preventing too much content from any given discipline. For example, a limitation of 9 credits (typically 3 courses) from one field is expected, which will prevent any perception of students trying to earn degrees for which they were not admitted or that are not in line with the interdisciplinary nature of the MAPS program.

Due to the flexible and interdisciplinary nature of the MAPS program, a set sequence of courses beyond the core is not possible as each student will propose and have evaluated independently their proposed course of study. It is expected that the director and Governance Board will review proposed plans of study, determine their feasibility and appropriateness/level, and engage with students in identifying course availability. The sooner these plans are developed, even prior to admission, the more beneficial advising and administrative support to secure the plan can occur.

As a starting point, the following two concentrations have been developed as part of this degree proposal. Both areas are strengths at UNC-Chapel Hill and would enable a student to tailor their course of study appropriately.

Sample Concentration – Nonprofit Management

Introduction MAPS Course (3, Fall and Spring)

MAPS Core (9-10)

- GRAD 710 – Professional Communication: Writing (1.5, Fall)
- GRAD 711 – Professional Communication: Presenting (1.5, Fall)
- GRAD 712 – Leadership in the Workplace (1.5, Spring)
- GRAD 713 – Applied Project Management (1.5, Fall and Spring)
- GRAD 714 – Introduction to Financial Accounting (1.5, Spring)

- GRAD 726 – Business Fundamentals Selected Topics (1.0, Fall)
- Elective – examples from past semesters include Technology Commercialization; Digital Transformation; Build your Professional Brand; Venture Capital Valuation; Consulting; Entrepreneurship (variable credit and terms)

Nonprofit Management slate of courses, as selected by students (15, variable credit and terms)

- Social Work
- Public Administration
- Business
- Public Health
- Other community-based courses

MAPS Capstone (3, Fall and Spring)

Sample Concentration – Research Administration

Introduction MAPS Course (3, Fall and Spring)

MAPS Core (9-10)

- GRAD 710 – Professional Communication: Writing (1.5, Fall)
- GRAD 711 – Professional Communication: Presenting (1.5, Fall)
- GRAD 712 – Leadership in the Workplace (1.5, Spring)
- GRAD 713 – Applied Project Management (1.5, Fall and Spring)
- GRAD 714 – Introduction to Financial Accounting (1.5, Spring)
- GRAD 726 – Business Fundamentals Selected Topics (1.0, Fall)
- Elective – examples from past semesters include Technology Commercialization; Digital Transformation; Build your Professional Brand; Venture Capital Valuation; Consulting; Entrepreneurship (variable credit and terms)

Research Administration slate of courses, as selected by students (15, variable credit and terms)

- Courses to be developed based on core competencies: Ethics, Organizational Compliance, Service (customer/client/stakeholders), Resource/Information Management, Technical/specialized (specific to field, working with sponsored programs/research administration), proposal management, post award management, research financials management (budgeting, accounting, reporting), regulatory compliance

MAPS Capstone (3, Fall and Spring)

Finally, there are national certifications in research administration (<http://cra-cert.org/>) that could be used as outcomes for the MAPS students in this particular concentration.

Additionally, future concentrations, and even unique plans of study, are possible under the spirit of the MAPS program. The MAPS program director and the Program Governance Board will be crucial in evaluating proposed courses of study and facilitating student advising and enrollment based on individual needs. The emphasis on timely and strong advising cannot be understated for this program given the inherent individuality of each student’s plan of study. The director and Board members will work together to identify a prescribed process for advising, beginning with prospective students and carrying through until graduation, and including a set of expectations for both advisors and advisees and a set time table for advising checkpoints. The director and Board will also monitor and mine these interdisciplinary concentrations to identify future concentrations and patterns of student demand.

II. Faculty

- **(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.**
 - MAPS Program Director – to be hired; see position description in Appendix D
 - MAPS Program Governance Board – to be seated; membership will include faculty from professional master’s programs on campus, as well as relevant stakeholder units such as Human Resources, Office of Sponsored Research, and The Graduate School
 - Faculty teaching GRAD courses – variable from semester to semester; recent instructors include clinical and teaching faculty from the Kenan-Flagler Business School, adjunct faculty from the School of Public Health and School of Government, a local CEO of a nonprofit in Research Triangle Park, a president of a local consulting firm, University administrators, and local working professionals
 - Faculty from across campus will be involved in the MAPS program as needed, depending on the students’ interests in elective courses and capstone projects. All tenured/tenure track faculty at UNC-Chapel Hill are considered regular graduate faculty capable of serving as instructor in graduate courses and serving on graduate student committees. Other faculty ranks, such as research and clinical track, and faculty from peer institutions may also be nominated as fixed term graduate faculty to serve on student committees.

- **(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

- **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.**

No new faculty are anticipated as part of the MAPS program. The program director position has been developed to oversee the program. If future additions are needed, it will likely be in staff positions to support the director and provide oversight for component of the MAPS curriculum.

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

It is not expected that the MAPS provide will affect faculty workload. At most, a few students may be interested in any one elective course or a faculty member’s research or community/industry project.

III. 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.
- 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.
- 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.
- 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.

Students who participate in the MAPS program will be charged residential tuition and fees, even if they complete courses online, and as such will have access to campus services. Online versions of the core classes (except for GRAD 726) are already available, and capacity exists for additional enrollments via the MAPS program. Faculty and staff are trained in campus resources, such as the Sakai learning management system, before online courses are initiated and all normal security protocols to assure attendance and are in place. If faculty experience any issues or concerns about academic integrity, the UNC-Chapel Hill Honor System and Honor Court are resources.

IV. Library

- **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.**
- **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?**
- **Discuss the use of other institutional libraries.**
- **For doctoral programs, provide a systematic needs assessment of the current holdings to meet the needs of the program.**

UNC-Chapel Hill has adequate library resources to support the proposed MAPS program. Current library policies enable inter-library loans and resources, which may be useful for the MAPS students depending on their proposed course of study and expertise that may be offered at other nearby universities.

V. Facilities and Equipment

- **Describe facilities available for the proposed program.**
- **Describe the effect of this new program on existing facilities and indicate whether they will be adequate, both at the commencement of the program and during the next decade.**
- **Describe information technology and services available for the proposed program.**
- **Describe the effect of this new program on existing information technology and services and indicate whether they will be adequate, both at the commencement of the program and during the next decade.**

UNC-Chapel Hill has adequate IT resources to support the proposed MAPS program and associated students' IT needs. For any online courses, Sakai is the University's learning management system. No special facilities are required for the MAPS program aside from staffing and equipment needs for the program director position, which will be based in The Graduate School.

VI. Administration

- **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 MAPS program will be administratively based out of The Graduate School, an academic and administrative unit on campus that supports the majority of graduate programs and students on campus from admissions through graduation. Academic policies and processes for all graduate programs on campus will also apply to the proposed MAPS program, many of which are included in the Graduate Handbook (<https://handbook.unc.edu/>).

The administration of the MAPS program will be led by the director of the program.¹⁵ This role is integral to the success of the program and will develop, direct, assess, and manage all administrative functions associated with the MAPS program to both internal and external audiences. They will administer student recruitment and admissions processes to secure highly qualified students to enroll in the program. They will lead the advising efforts for enrolled students to ensure appropriate courses are taken that align to a student's professional interests. They will teach in the program and be actively engaged with students throughout their time, including post-graduation while assessing and tracking student outcomes, job placement, and career progression of alumni.

The director will develop and strengthen strategic relationships with partners across campus to increase the visibility of the MAPS program. Due to its interdisciplinary nature, the MAPS program will rely on academic units from across campus for the long-term viability and success of the program. The director must be a visible presence on campus and adeptly create academic partnerships for the benefit of the program at-large. The program director and Governance Board will necessarily need to perform high levels of outreach and collaboration across the campus to engage faculty from any number of fields,

¹⁵ See Appendix D for the position description for the Director of the MAPS program.

depending on student demand. It is anticipated that specific tracks will be developed, with input and support from relevant schools and departments on campus. Additionally, because of the highly flexible and individualized nature of the MAPS curriculum, specific student interests will also need to be managed and coordinated through relationships between the program director and other units across campus.

Finally, the director will engage with external audiences to build strategic partnerships with key industry leaders across the state. Since the MAPS degree is inherently tied to statewide workforce needs, the director will routinely evaluate professional needs by communicating with various industry leaders, associations, and organizations. Based on the feedback, the director will lead processes to ensure the MAPS curriculum is aligned with statewide workforce needs and that students are equipped with the skills needed to succeed in their careers. Similarly, the relationships cultivated with other peer programs across the state of North Carolina will assist in monitoring workforce trends and demand from all corners, including providing opportunities for collaboration, faculty and student sharing of courses, and professional development opportunities that might be relevant for multiple master's degree programs.

Meant to support the director, a Program Governance Board will be established from key academic stakeholders across campus with rotating terms. The role of this interdisciplinary Board is to help provide oversight for the MAPS program. It will meet on a regular basis, i.e., monthly as the program starts with regular check-ins to review program impacts and assess growth and demand patterns. This group will be a key sounding board and advisor for the director as well as aid in decision-making for academic advising and admission decisions. The Board will also strategize with the director on new opportunities for the MAPS program that will help align the program with statewide workforce needs, based on the feedback from external partnerships. The Board can also serve as Capstone committee members and/or direct students to appropriate faculty members across campus to serve on Capstone committees.

- **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

VII. Additional Program Support

- **Will additional administrative staff, new master’s program graduate student assistantships, etc. be required? If so, please briefly explain in the space below 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.**

It is not anticipated that MAPS students will engage in graduate assistantships on a routine basis. Many will be working professionals already, either on campus at UNC-Chapel Hill or in the local area. The program director will work with individual students as needed if funding needs become a barrier to student continuation.

As the MAPS program evolves, it is anticipated that additional courses, tracks and partnerships will increase, thus leading to additional administrative complexity for tracking student advising, progression, and completion. The program director may need additional staff resources in the future to support a growing curriculum and program complexity. It is anticipated that initially a Program Coordinator position in The Graduate School supporting other professional development programs will be able to assist the MAPS program. Over time, if complexity increases, a dedicated staff support position may be needed. The Graduate School and the Office of the Executive Vice Chancellor and Provost have committed to supporting the success of this program, including revisiting the financial model as needed.

VIII. Accreditation and Licensure

- **Where appropriate, describe how all licensure or professional accreditation standards will be met, including required practica, internships, and supervised clinical experiences.**
- **Indicate the names of all accrediting agencies normally concerned with programs similar to the one proposed. Describe plans to request professional accreditation.**
- **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?**
- **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.**

The proposed MAPS program will not be subject to professional licensure or accreditation standards. The program will be accredited through UNC-Chapel Hill’s accreditation via SACSCOC.

IX. Supporting Fields

- **Discuss the number and quality of lower-level and cognate programs for supporting the proposed degree program.**
- **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?**

UNC-Chapel Hill has a strong undergraduate major in Interdisciplinary Studies, which uses a similar model of flexible and interdisciplinary plans of study. The current faculty advisor for this major has been consulted in the development of this proposal and it is expected that the MAPS program director will

cultivate a relationship with this advisor as well.

- X. Additional Information.** Include any additional information deemed pertinent to the review of this new degree program proposal.

XI. Budget

- **Complete and insert the Excel budget template provided showing incremental continuing and one-time costs required each year of the first four years of the program. Supplement the template with a budget narrative for each year.**

The financial model for the MAPS program will be designed to recoup enrollment funds for the MAPS students and GRAD courses administered out of The Graduate School, which in turn will support the ongoing management of the program. The Graduate School requested and received start up funds from the Office of the Executive Vice Chancellor and Provost to administer the MAPS program, primarily to support the salary needed for the MAPS program director in its first two years. The Graduate School is expected to support the director for physical space, supplies, travel, professional development, and other staffing support provided to all Graduate School employees. Additionally, the program director will be expected to work with the Dean of The Graduate School in identifying any external resources, especially from industry, that may support the ongoing development of courses and curricular tracks relevant to working professionals.

- **Based on the campus' 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), will the campus:**
 - **Seek enrollment increase funds or other additional state appropriations (both one-time and recurring) to implement and sustain the proposed program? If so, please elaborate.**
 - **Require differential tuition supplements or program-specific fees? If so, please elaborate.**
 - **State the amount of tuition differential or program-specific fees that will be requested.**
 - **Describe specifically how the campus will spend the revenues generated.**
 - **Does the campus request the tuition differential or program-specific fees be approved by the Board of Governors prior to the next Tuition and Fee cycle?**

N/A

- **If enrollment increase funding, differential tuition, or other state appropriations noted in the budget templates are not forthcoming, can the program still be implemented and sustained and, if so, how will that be accomplished? Letters of commitment from the Chancellor and/or Chief Academic Officer should be provided.**

N/A

XII. Evaluation Plans

- **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.**

Once hired, the MAPS program director will work to establish a robust assessment plan for the program, including student learning outcomes, admissions metrics, completion and attrition metrics, student satisfaction, and alumni tracking. It is anticipated that student learning outcomes will be measured in the following ways.

- Admissions metrics, such as applications received/admitted/enrolled
 - Applicant and enrolled student diversity and inclusion metrics, as known and as broadly defined as possible given the diverse range of possible students interested in this program
 - Student progression through milestones, including grade monitoring and academic eligibility monitoring
 - Time to degree, full time vs part time
 - Completion rates, full time vs part time
 - Student evaluations of courses taken
 - Student feedback/surveys related to advising and program administration
 - Program Governance Board feedback/surveys related to advising and program administration
 - Annual reviews of the program director
 - Graduate placements
 - Trends related to thematic concentrations, both historic and prospective where possible
- **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).**

The assessment activities above will be monitored annually by the MAPS program director, once in place and the first cohorts of students are enrolled in the program. The program director will maintain primary responsibility for program evaluation, including student, instructor, and Program Governance Board input. Because the program is intended to be flexible and adapt to market needs, it is anticipated that regular curricular updates will occur, both in the core material and also in the offered concentrations.

- XIII. Attachments.** Attach the final approved Letter of Intent as the first attachment following this document.

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

Position Title	Signature	Date
----------------	-----------	------

Chancellor		
Chancellor (Joint Partner Campus)		
Provost		

Appendix A: UNC-Chapel Hill and UNC System Employees Usage of Tuition Waivers

Tuition Waiver Courses Taken at UNC-Chapel Hill by UNC-Chapel Hill Employees

Academic Year	Fall	Spring	Summer	Total
2013-14	256	272	78	606
2014-15	283	279	81	643
2015-16	292	249	101	642
2016-17	288	302	101	691
2017-18	238	294	16	548

Tuition Waiver Courses Taken at UNC-Chapel Hill by UNC System Employees¹⁶

Academic Year	Fall	Spring	Summer	Total
2013-14	363	359	75	797
2014-15	386	270	81	737
2015-16	421	343	152	916
2016-17	433	414	164	1011
2017-18	329	294	16	639

¹⁶ Data includes employees from all institutions, including UNC-Chapel Hill.

Appendix B: Survey for UNC-Chapel Hill Employees Using Tuition Waivers

The Graduate School at UNC-Chapel Hill is considering the development of a new graduate program, the Master of Applied Professional Studies (MAPS). The MAPS program will provide students with the opportunity to pursue their graduate education at Carolina and the flexibility to develop their own program of study to achieve their professional and educational goals.

The MAPS curriculum will consist of the following:

- 1) Introductory course in professional studies (3 credits)
- 2) Core applied [professional skills curriculum](#) (9 credits)
- 3) Elective courses based on professional interests (15 credits)
- 4) Capstone experience (3 credits)

We currently are assessing student demand for the MAPS program. **Please take a few minutes to complete the following survey to help the Graduate School gauge potential interest.**

Do you have a graduate degree?

- Yes (if so, what is the level and discipline?)
- No

Have you considered getting a master's degree?

- Yes
- No

If you were looking to apply to graduate school, please rank the following factors you would consider when choosing a specific master's program in order of importance (click and drag each choice to create your preferred order):

- Affordability
- Program delivery (ex. online, hybrid, classroom)
- GRE waiver
- Flexibility in curriculum
- Reputation of institution
- Courses focused on applied professional skills
- Emphasis on student/career services
- Type of scholarship/research at the institution

If you were to enroll in a master's program, which would you prefer?

- Full-time study (9 credit hours or more per term)
- Part-time study (fewer than 9 credit hours per term)

As a UNC System employee, what are your most important professional development goals? Please rank these considerations in the order of importance to you (click and drag each choice to create your preferred order):

- Preparation for a high-paying job
- Development of relevant workforce skills
- Access to research opportunities
- Access to opportunities for leadership

As a UNC System employee, what do you foresee as specific skills necessary to be competitive in the workforce?

Based on your answer to question 7, what are your plans to gain these skills?

Based on the program and your responses to this survey, would you be interested in pursuing a Master of Applied Professional Studies at UNC-Chapel Hill?

- Yes
- No

Would you be interested and available to participate in a focus group to provide more targeted feedback? If so, please share your name and contact information below

- Yes
- No

Appendix C: Core Applied Professional Skills Curriculum

GRAD 710 - Professional Communication: Writing

This writing-intensive, seminar-style course teaches you to craft effective email messages, short reports, and executive summaries in professional settings. Key topics include content selection, organization, accessibility, plain language, clarity and conciseness, tone, and visual displays of information.

GRAD 711 - Professional Communication: Presenting

This speaking-intensive, seminar-style course focuses on presenting complex topics using plain language in professional settings. Key topics include selecting and organizing content, developing audience-centered visual aids, incorporating storytelling, projecting a professional image, and managing Q & A. This course requires a strong command of English.

GRAD 712 - Leadership in the Workplace

Effective leadership begins with understanding your capacity to influence others positively. This online course examines your current leadership style and addresses the relationship of that style to leadership development opportunities including influencing team dynamics, building productive relationships and managing change as a professional and a leader.

GRAD 713 – Applied Project Management: Frameworks, Principles and Techniques

This course focuses on practical project management principles and techniques, demonstrating their effectiveness in the workplace. Key topics include frameworks and methodologies, planning and monitoring projects, risk management, stakeholder management, managing your team, and time and cost management. This course will include group work.

GRAD 714 – Introduction to Financial Accounting

As a future leader in the workplace, you will need read and interpret financial statements, even if this is not one of your primary job responsibilities. Having a basic understanding of financial concepts expands your ability to contribute to organizations and evaluate the strength of a proposal or strategy in light of its impact on an organization's financial health. GRAD 714 Financial Accounting is an 8-week course that introduces key principles and instruments used in financial accounting, including how to read and create basic financial statements (the balance sheet, the income statement, the cash flow statement) and more advanced concepts, like depreciation, goodwill, forecasting, and budgeting. Each week builds on the next, and you will be applying these principles to case examples and collaborative projects during weekly live class sessions.

By the end of this course, you will be able to navigate the most common types of financial statements and disclosures and use these skills in a final project in which you propose a future project to the business managers in your organization.

GRAD 726 – Business Fundamentals Selected Topics

This seminar series will introduce students to many of the topics essential to the workplace including the structure and culture of a variety of organizations, interpersonal skills in the workplace, and more. Broadly, the series will reinforce concepts taught in the GRAD business fundamentals/professional skills classes by placing them in the context of career paths that are of interest to students.

Source: The Graduate School at UNC-Chapel Hill: <https://gcbf.unc.edu/core-courses/>

Note: These nine credit hours form the core applied professional skills curriculum of the MAPS program.

Appendix D: Position Description for the Program Director Role

Director, Interdisciplinary Studies Program, Master of Applied Professional Studies (MAPS)

Position Summary

This position will develop, direct, and manage all administrative functions associated with the Master of Applied Professional Studies (MAPS) interdisciplinary studies degree program that falls under the purview of The Graduate School. Functions include the student admission process, broad marketing of the program, registration and advisement of students, instructional development and oversight for a core curriculum, monitoring of academic degree milestones, annual budgeting and fiscal management, and program assessment. The Director will report to the Dean of The Graduate School.

Position Principal Functions

The MAPS program is in a nascent stage. The Director will lead the development of the degree proposal in conjunction with the efforts of a campus-wide working group. Once the program is approved, the Director's principal functions include:

- Develop and organize the administrative efforts of the program, ranging from launching the program through managing it as it grows to a steady state of students and administrative effort
- Recruit members and manage a faculty governance board that provides academic and administrative oversight for the MAPS program
- Administer student recruitment and admissions, including developing marketing strategies, work with the faculty governance board to make admission recommendations, and facilitating student enrollment and registration
- Work with the faculty governance board to develop and administer student advising services in a highly customizable, interdisciplinary course of study
- Develop and direct curriculum requirements, including an introductory course, core degree classes and requirements, and a capstone/culminating experience; identify and manage instructors and potentially serve as instructor of record in appropriate classes (through a secondary appointment)
- Collaborate with the Associate Dean for Student Success, Retention, and Diversity Initiatives and the Associate Dean for Academics to address student services and academic issues (withdrawals, leaves of absence, appeals, grievances, honor court violations, among others)

- Implement evaluation plans for the curriculum, campus partners, and associated instructors to assure continuous assessment
- Develop, maintain, and strengthen relationships with key academic stakeholders and collaborators, including staff internal to The Graduate School as well as campus partners, such as Directors of Graduate Studies in relevant, partner graduate programs
- Oversee the MAPS program budget, including budget development, management, and reporting; collaborate with the Dean to explore opportunities to secure external funding for the MAPS program
- Represent the program at the state and national level through appropriate partnerships and related organizations

Educational Requirements

Master's degree and related experience required, Doctoral degree preferred.

Qualifications and Experience

- Program management and assessment skills
- Excellent communication, collaboration and advocacy skills
- Teaching and advising experience; experience with instructor assessment
- Superior organization skills and the ability to process parallel tasks
- Evidence of prior management and budgeting experience in higher education administration, preferably at the graduate education level