

**SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
 COMMISSION ON COLLEGES
 SUBSTANTIVE CHANGE PROSPECTUS
 UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE
 Master of Science in Management**

Name of Institution: University of North Carolina at Charlotte	
Location: 9201 University City Blvd., Charlotte, NC 28223	
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Date Submitted: August 7, 2017	

List of Degrees

[List degrees](#) that the institution is authorized to grant. As a subset of each degree, list majors available.

List of Existing Approved Off-campus Sites and Addresses

List of existing [approved off-campus sites](#), their addresses, and programs. This is where 50% or more of the courses in a program is offered.

Abstract

The Master of Science in Management (MS in Management) is an advanced degree developed to expose individuals without a business background to basic business skills. The MS in Management program is designed for recent graduates of sciences, engineering, humanities, and social sciences disciplines who are interested in gaining marketable skills in functional areas of business. Students will learn the fundamentals of business in areas such as finance, business analytics, marketing, operations, accounting, economics, information technology, ethics, organizational behavior, and leadership.

The MS in Management is a full-time, one-year, lockstep program consisting of 10, three credit hour courses. Curriculum will provide individuals with a comprehensive overview of key business topics, making them marketable in today's business world. Students will learn how to conduct quantitative business analyses; how to manage talent, a marketing department, information resources, and the organization's operations; how individual, group, and organizational issues that affect and shape organizations; the role and impact of management decisions on employees, customers, investors, and the environment; and financial, economic, and accounting strategies required of managers.

It is anticipated that the MS in Management program will enroll 50 students in the first year, growing to a steady-state enrollment of about 150 students within four years.

The MS in Management program will begin enrolling students in July 2018. The projected life of the program is ongoing. The MS in Management program will be offered in a face-to-face format on the University of North Carolina at Charlotte (UNC Charlotte) main and Center City campuses. There are no plans to offer the program at any other locations or online.

The Belk College of Business has many institutional strengths that facilitate the offering of the Master of Management program including the following:

- Faculty with expertise to teach all areas of business and management including, but not limited to accounting, economics, finance, management, management information systems, marketing, and operations management;
- Proven track record of bringing together the academic and business worlds for the benefit of the community and the university at large;
- Strong partnerships with the Charlotte business community; and
- Proven track record of developing and sustaining rigorous graduate programs.

Determination of Need and Program Approval

Employers are seeking well-rounded employees with strong business and management fundamentals who can use critical thinking and analytical decision-making skills to solve

problems. The MS in Management program augments a student's undergraduate training in a non-business discipline by providing students with fundamental business knowledge and skills.

Assessment of Need

Institutional Mission and Strategic Plan

The MS in Management program closely aligns with the mission and strategic plan of UNC Charlotte. As North Carolina's urban research university, the university's strategic plan includes the following goal: "...educate a diverse student body through an integrated academic experience that positions graduates for personal success and civic responsibility in the global environment of the 21st century." Students in the MS in Management program will gain practical business knowledge and skills, and graduates will be well positioned to achieve success in a corporate environment. Furthermore, the strategic plan states a goal "to expand the frontiers of knowledge and leverage discovery for the public benefit through innovative programs that span the disciplines in research, creative activities, and graduate education." The MS in Management program will expand the university's graduate education offerings, will bridge multiple disciplines, and will serve students from the sciences, engineering, humanities, and social sciences who are interested in gaining marketable business skills.

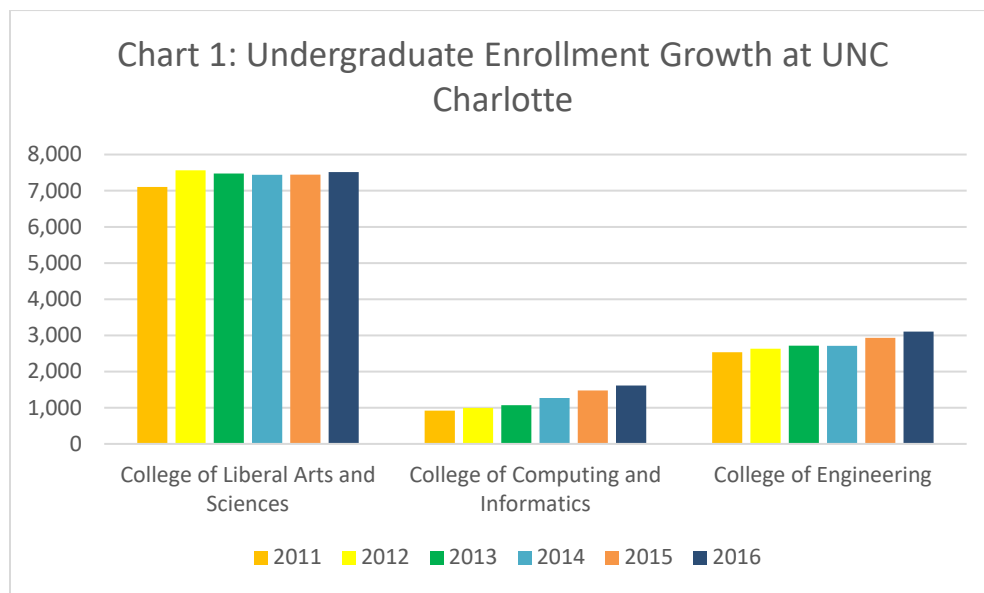
The mission for the Belk College is, in part, "In strategic partnership with the Greater Charlotte region, we educate our students to become leaders who are critical thinkers, ethically informed, and globally aware." The College provides educational programs in business disciplines that support the economic development of both the Charlotte region and North Carolina. The MS in Management program is aligned with the College mission. Employers see value in hiring graduates from programs in the humanities, sciences, social sciences, and engineering. These graduates have training in a technical area (sciences or engineering), highly developed communication skills, and/or strong critical thinking skills. A challenge is that these students frequently lack an understanding of the key operational components or corporations, which impedes their ability to contribute quickly to business organizations. By providing a "fifth-year" degree option for students in the humanities, sciences, social sciences, and engineering, the MS in Management program will enhance these student's employment prospects while also providing a better pool of talent for employers in the Charlotte region.

Student Demand

The MS in Management program is the first of its kind in the University of North Carolina (UNC) System. We examined these programs and considered a market research study conducted on the College's behalf by the Educational Advisor Board (EAB) to establish the need for a MS in Management program at UNC Charlotte. In addition, we have obtained letters of support from Belk College Advisory Board members that indicate both the need for the skill building that is done in an MS in Management program and an interest in hiring future employees from this type of program.

The [EAB](#) found there is significant student demand, as existing programs are planning to expand their programs. The study notes the University of Virginia received more than 350 applications for 110 spots in 2015-16, George Mason increased their capacity by seven students a year after beginning their program in Fall 2014 and may continue to expand, and Boston University, who launched their program in Fall 2015 expected 30 students but enrolled 39 due to demand.

The Belk College plans to recruit undergraduate students from other UNC Charlotte Colleges, particularly from the College of Liberal Arts and Sciences, College of Computing and Informatics, and the Williams States Lee College of Engineering, who have recently earned bachelor's degrees in the sciences, engineering, humanities, and social sciences disciplines. Each of these colleges has experienced growth in demand over the past six years, with total undergraduate enrollment growth among these colleges growing by 16% in this time (see Chart 1). Businesses value the critical thinking and communication skills provided by liberal arts education and the scientific training and technical writing skills provided by the sciences and engineering. However, the strongest candidates for entry-level positions in business and management also have a foundation in business principles.



Master of Management programs are becoming increasingly common. The Graduate Management Admission Council 2014 Application Trends Survey Report analyzed application data for more than 200 specialized business master's (non-MBA) programs for the 2014-2015 academic year. Table 1 below shows the competitive nature of Master of Management programs, with 33 programs and a median number of applications of 275 per program.

Table 1: Application Summary Data for Specialized Business Master’s Programs, [2014](#)

	MS in Management	Master of Accounting	Master of Finance	Master in Marketing and Communications	Master in Information Technology	PhD/DBA
Number of Programs	33	65	51	21	12	20
Median number of applications	275	112	286	131	64	55
2014-2015 estimated class size (median)	60	55	60	60	35	8
2013-2014 actual class size (median)	58	38	55	41	17	8
Median applications per seat	4.3	2.7	5.1	3.2	1.9	8.2
Median estimated acceptance rate	40%	67%	35%	56%	68%	16%
Median estimated enrollment rate	59%	65%	49%	50%	50%	79%

Furthermore, according to the Graduate Management Admission Council 2014 Application Trends Survey Report, 58% of MS in Management programs report increased application volume compared with the previous year. Over the last five years, Master of Management programs have reported increased application volume each year. The 2014 Application Trends Survey Report also notes that 59% of specialized business master’s program candidates are reporting no work experience. Business schools across the nation are developing specialized masters programs designed to give those without work experience the skills they need to enter the workforce.

Societal Demand

Mecklenburg County and the Charlotte region continue to be areas with ample employment opportunities. According to research conducted in October 2015 via NCWorks Online, Mecklenburg County had the most job openings of any county in the state of North Carolina. Among these job openings, the top ten necessary advertised job skills include problem solving, interpersonal skills, decision making, being a team player, customer service skills, time management, flexibility, mentoring, and risk management. Of these job openings from NCWorks, nearly half (47%) require a bachelor’s or master’s degree. However, the education level of available candidates does not match this profile. The education level of available candidates holding a bachelor’s degree or master’s degree is only 31% in Mecklenburg County, representing a gap in qualified candidates. The MS in Management program can help close this gap.

According to the [U.S. Bureau of Labor Statistics](#), 20,063,000 people were employed in management, business, and financial occupations in January 2005 compared to 23,447,000 in January 2015, a 14% growth in the past decade. Additionally, the U.S. Bureau of Labor Statistics reports that third month employment for the state of North Carolina in private, professional and business services rose 9.3% from 2012 to 2015 across establishments of all sizes. From the same 2012 to 2015 time period, total quarterly wages for [North Carolina](#) private, professional and business services rose by 18.8%. This is similar across the [United States](#), where third month employment in private, professional and business services for all establishment sizes rose at a

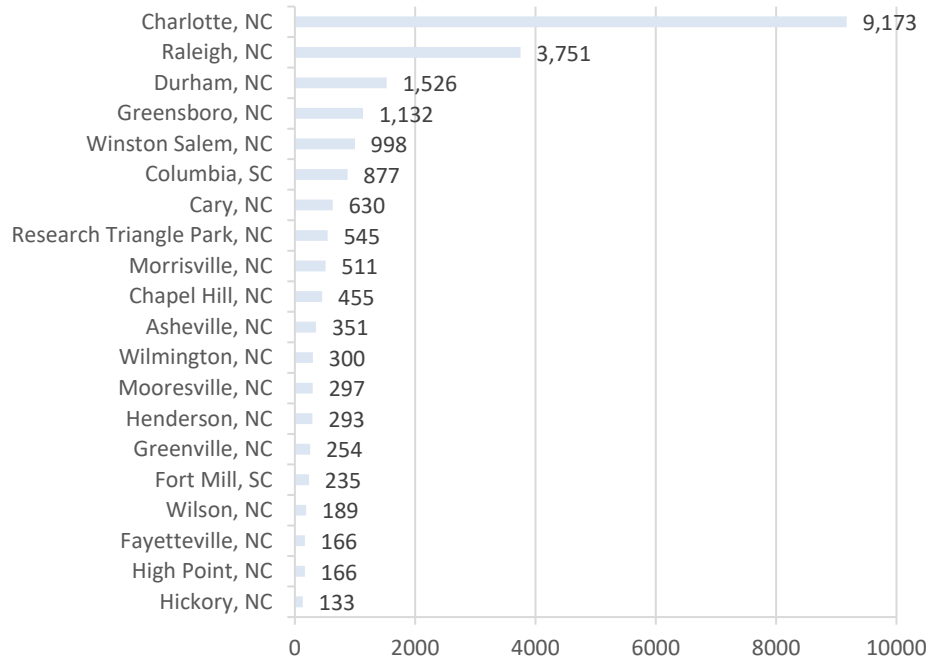
rate of 9.2% from 2012 to 2015 and total quarterly wages rose by 18.2%. These data demonstrate a need for business service professionals.

Future demand and wages for business professionals in both North Carolina and across the nation is expected to be high. According to the U.S. Bureau of Labor Statistics, employment for management occupations is expected to grow 7.2% between 2012 and 2022; business and financial operations employment is expected to grow 12.5% during the same period. Occupation Outlook Quarterly highlighted careers with options in its Spring 2014 issue. The report notes [median annual wages](#) in May 2013 for many management occupations were three times higher than the median for all occupations, though these jobs typically require further education and work experience.¹

The [EAB](#) market research study highlights Charlotte as the top city in North and South Carolina for master's-level management professionals, based on employer data. Job postings indicate employers in Charlotte post the greatest number of job openings for management professionals and represent over 35% of all regional and local postings. The chart below highlights the master's-level management professional's job demand.

Top Cities for Master's-Level Management Professionals
Regional and Local Data, February 2015-January 2016

n=25,756 job postings, 1,075 unspecified



As part of their study, EAB observed that in the last two years, employers demonstrated rapid growth in demand for master’s-level management professionals. The EAB market research study found regional job postings for master’s-level management professionals increased by 66% between the first half of 2014 and the second half of 2015 and local job postings increased by over 100% during the same time period. According to the EAB study, Business Analyst, Marketing Manager, and Financial Analyst were the top three job titles for regional and master’s-level management professionals.²

Program Planning

The Masters of Management program contributes to several of the goals of the Belk College of Business’ [2015-2020 Strategic Plan](#). In particular, the program contributes to Strategic Goal I of the college’s strategic plan, which is to “expand our graduate and executive programs”. The Belk College of Business’ strategic plan and its goals were reviewed and endorsed by the program’s stakeholders, including department faculty and the college’s advisory board.

Program Approval

The approval process for graduate courses establishes the review procedures for all new and modified courses. This process begins with review and approval at the departmental level, proceeds through collegiate curriculum committees and deans before reaching the Graduate Council; this is a subcommittee of the Faculty Council and consists entirely of faculty. The Graduate Council is also responsible for ensuring the quality and content of the curriculum, as well as the resulting course and [curriculum approvals](#). Finally, any proposals to establish new courses or programs (or modification of existing courses or programs) are reviewed by the Faculty Executive Committee and the Faculty Council for approval and implementation consideration.

This program received input from [faculty](#) and staff at UNC Charlotte throughout the development of the proposal. In addition to the UNC Charlotte campus review process, the UNC System approval process now involves distribution of proposed new graduate programs to all institutions in the UNC System for review and comment prior to action by the UNC System Board of Governors. Comments, suggestions, and questions received during this review process were addressed and incorporated at each step of the review process. The [UNC System Board of Governors](#) approved the Master of Science in Management on May 18, 2017.

Program Details

The MS in Management is a full-time, one-year, lockstep program consisting of 10, three credit hour courses. Students will learn how to conduct quantitative business analyses; how to manage talent, a marketing department, information resources, and the organization's operations; individual, group, and organizational issues that affect and shape organizations; the role and impact of management decisions on employees, customers, investors, and the environment; and financial, economic, and accounting strategies required of managers.

Student Learning Outcomes

The student learning outcomes for the MS in Management program are outlined below.

SLO #1: Students will demonstrate knowledge of the fundamentals of business.

- 1a. Students will demonstrate knowledge of the marketing process.
- 1b. Students will demonstrate knowledge of the management of information resources.
- 1c. Students will demonstrate knowledge of talent management in business.
- 1d. Students will demonstrate knowledge of financial strategies in business.
- 1e. Students will demonstrate knowledge of micro and macroeconomic concepts used in business.

SLO #2: Students will demonstrate the ability to analyze business data and make decisions based on the analysis.

- 2a. Students will demonstrate knowledge of ethical standards in business.
- 2b. Students will demonstrate the ability to analyze a business situation so that proper decisions are made.
- 2c. Students will demonstrate the ability to make informed and critical decisions required for the company's future profitability.
- 2d. Students will demonstrate the ability to interpret financial statements to evaluate the performance of a business.

SLO #3: Students will be prepared for employment in business and management disciplines.

- 3a. Students will demonstrate knowledge of leadership in organizations.
- 3b. Students will demonstrate the ability to solve business problems.
- 3c. Students will demonstrate the ability to evaluate and promote ideas.

The [SLO assessment plan](#) for the program is included.

Course Requirements

The MS in Management curriculum will provide individuals with a comprehensive overview of key business topics. The program requires a total of 30 face-to-face credit hours. Students must take the new courses listed below to complete the degree.

MGMT 6100 Quantitative Business Analysis: This course will provide an introduction to the analytical foundations of business decision making. Students will learn to identify important issues to be considered when working with data to answer a question. They will also learn the basics of analyzing data and making decisions based on the analysis. Topics covered include basic statistics through regression analysis.

MGMT 6110 Principles of Financial and Managerial Accounting: Accounting is the language of business. This course will teach students how to interpret financial statements to evaluate the performance and strength of a business. Student will also learn how organizations determines the cost of providing goods and services; uses accounting data for budgeting and profit planning; and identifies strategies for improving the quality of goods and services for customers while increasing efficiency, profitability, and sustainability of the organization.

MGMT 6120 Management and Organizational Behavior: This course will examine individual, group, and organizational issues that affect and shape organizations. Topics will include individual differences, motivation, communication, decision-making, leadership, power, organizational structure and design, and change.

MGMT 6130 Economics for Managers: Economics for managers covers the micro and macroeconomic concepts required to understand the environment in which business firms operate. Topics covered include supply and demand, the behavior of firms and consumers, business cycles, exchange rates, and the effects of monetary and fiscal policies.

MGMT 6140 Information Systems Management: Information Systems are an essential tool for conducting business and gaining a competitive edge in an increasingly global economy. This course will educate future managers on conceptual foundations underlying the management of information resources. Students will also be exposed to widely used business applications software.

MGMT 6150 Managing Talent for Strategic Advantage: Human resource management plays an important role in creating and sustaining competitive advantage. This course will focus on the manager's role in attracting, developing, and retaining talent in organizations. Contemporary issues such as globalization, outsourcing, workforce diversity, mergers and acquisitions, downsizing, and occupational health, safety, and security will be explored in terms of their strategic value.

MGMT 6160 Marketing from a Management Perspective: Since all companies (i.e., both for-profit and non-profit), require some form of selling to be in business, it is incumbent upon managers to have an understanding of marketing processes. This course will educate future managers on the psychology and sociology associated with consumer behaviors. Upon completion, students will have the skills needed to make informed and critical decisions required for the company's future profitability.

MGMT 6170 Analysis for Financial Management: This course covers the theory and practice of financial management including financial instruments and markets, financial statement analysis, financial forecasting, cost of capital and capital budgeting, and evaluating investment opportunities. Students will learn the methods and techniques for assessing the financial health of a company, planning future financial performance, and creating value for shareholders.

MGMT 6180 Managing your Organization's Operations: The operations function is an integral part of every organization, and managers must be familiar with issues arising in this area. This course will educate future managers on understanding how to manage the provision of goods and services both effectively and efficiently, as well as understanding how to improve related processes.

MGMT 6190 Managerial Ethics and Leadership: This class will involve an examination of the role and impact of management decisions on employees, customers, investors, and

the environment. This capstone course focuses on management and decision making to facilitate ethical and sustainable organizations.

Table 2: Schedule of Anticipated Course Offerings

Summer Semester Year 1	
MGMT 6100 Quantitative Business Analysis (3)	
MGMT 6110 Principles of Financial and Managerial Accounting (3)	
Fall Semester Year 1	Spring Semester Year 1
MGMT 6120 Management and Organizational Behavior (3)	MGMT 6160 Marketing from a Management Perspective (3)
MGMT 6130 Economics for Managers (3)	MGMT 6170 Analysis for Financial Management (3)
MGMT 6140 Information Systems Management (3)	MGMT 6180 Managing your Organization's Operations (3)
MGMT 6150 Managing Talent for Strategic Advantage (3)	MGMT 6190 Managerial Ethics and Leadership (3)

Program Admissions and Graduation

Requirements for admission and graduation are consistent with other master's programs in the Belk College of Business and are in alignment with the requirements of the UNC Charlotte Graduate School.

Admission requirements for acceptance include the following:

- An earned bachelor's degree from a regionally accredited college or university in a non-business field;
- An overall undergraduate grade point average of at least a 3.0 (based on a 4.0 scale);
- A completed application submitted online through the Graduate School's application system;
- A statement of purpose (essay) submitted online as part of the application submission process;
- Letter of recommendation;
- Official transcript(s) of all academic work attempted beyond high school;
- Official GRE or GMAT scores;
- A resume; and
- A minimum TOEFL score of 220 (computer-based), 557 (paper-based), or 83 (internet-based), or a minimum IELTS band score of 6.5 is required from any applicant whose native language is not English.

Students will be required to complete a college algebra course earning a grade of B or better or equivalent prior to enrolling in the program.

To earn a degree, a master's student is expected to complete satisfactorily a minimum of 30 semester hours of approved graduate level courses with an overall GPA of 3.0. Students who fail to maintain satisfactory progress toward their program or who do not achieve commendable or satisfactory grades in all their graduate coursework are subject to suspension and/or termination from their program of study and/or the Graduate School. Per the policy of the Graduate School, no course older than six years may be applied towards a master's degree

(including transfer credit). No more than six semester hours of graduate transfer credit may be applied toward the degree.

Definition of a Credit Hour

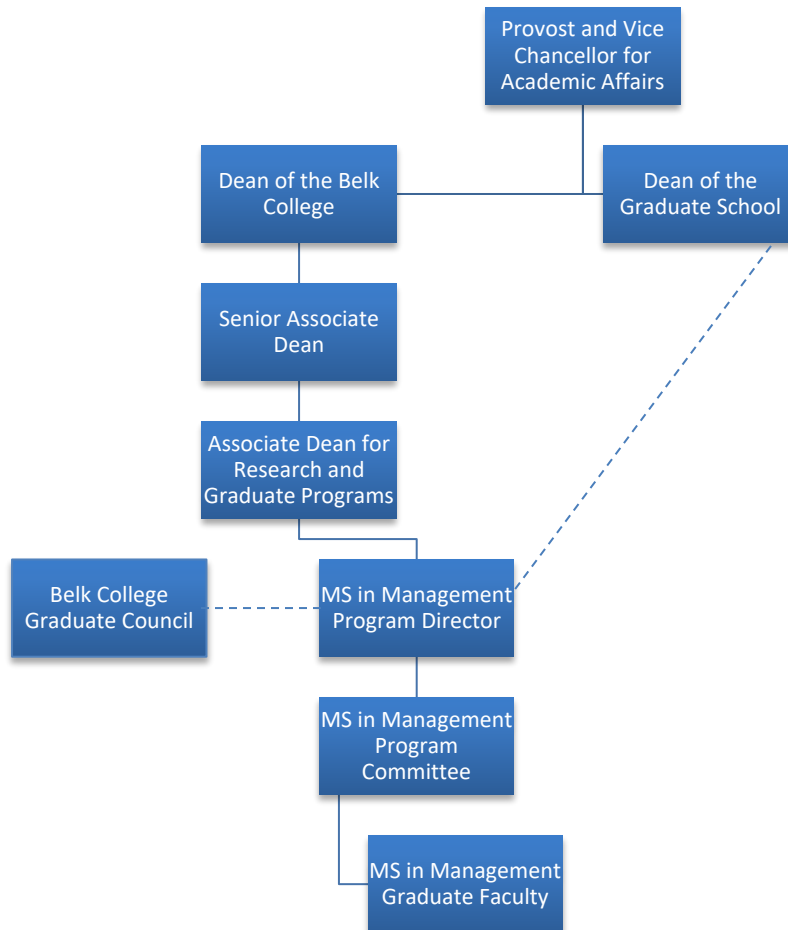
The course and curriculum development process is governed by the [Standing Rules of the Faculty Council](#). Faculty members in academic departments develop and complete the [required steps in Curriculog, the University's online course and curriculum change system](#), for new courses and revisions to courses. As part of the proposal, faculty are asked to provide a [draft catalog copy](#) for the course that includes the amount of credit to be awarded. Graduate faculty must also submit a [draft course syllabus](#) that includes the number of credits. The departmental and collegiate curriculum committees are responsible for verifying the credit hours for new courses and revisions to courses based on documentation of the amount of work expected by faculty in the class.

Existing and new courses represent best practices of credit calculations nationwide by following the federal definition of Carnegie Units. It is recommended that faculty members include the [Suggested Standard Syllabus Policies](#) (p. 2). All departments are required to verify that the credit awarded for new courses conform to federal and Commission policy and will indicate such through required steps and documentation submitted during the Curriculog course proposal process.

Program Oversight

The Masters of Management program will be operated and centrally administered in the Belk College of Business. The program will be overseen by a Faculty Program Director. Program faculty will consist of Belk College graduate faculty across the college's six academic departments. The Department Chairs will evaluate the program faculty in accordance with College rules and guidelines, with input from the Associate Dean for Research and Graduate Programs. The organization of the program administration is reflected in Figure 1.

Figure 1: Organizational Chart for the MS in Management Program



The following describes a governance structure and processes of the MS in Management program:

- Graduate School:* The Graduate School is responsible for setting policy regarding the operation of all graduate programs of the University of North Carolina at Charlotte. These policies cover minimum admission standards and performance requirements for successful completion of graduate degree programs. The MS in Management program will be subject to the rules and policies of the Graduate School. The Graduate School is responsible for collecting the material for applicants to the program and forwarding completed application packets to the MS in Management Program Director.
- Dean of the Graduate School:* At UNC Charlotte, the Dean of the Graduate School is the administrative officer with primary responsibility for the supervision of graduate programs. The Dean is responsible for the executive and administrative affairs of the Graduate School in accordance with policies determined by the UNC Charlotte Graduate

Council, the Graduate Faculty, and the Faculty Council. It is anticipated that the Dean of the Graduate School will communicate with the Dean of the Belk College of Business on important programmatic issues. The Graduate Dean's primary duties include the following:

- Final admission of students;
 - Approval of programs of study; and
 - Admission of students to candidacy.
- *Dean of the Belk College of Business:* The Dean of the Belk College has the administrative responsibility for supervision of all departments and programs housed within the college.
 - *MS in Management Program Director:* The Program Director is appointed by the Dean of the Graduate School. The Program Director is a faculty member in the Belk College who oversees the curriculum and operations of the program. Responsibilities for the Program Director will include:
 - Recommending operating budgets and supervising expenditures;
 - Chairing meetings of the MS in Management faculty;
 - Communicating assessment of the program and personnel to the chairs of participating departments and the Deans of the Belk College and the Graduate School;
 - Overseeing recruitment efforts for the program;
 - Coordinating the scheduling of courses;
 - Assuring proper maintenance of graduate student records; and
 - Representing the program to external constituencies.
 - *MS in Management Program Committee:* The Program Committee will be composed of six Graduate Faculty members from the Belk College. The committee members are nominated by relevant department chairs in the Belk College and approved by the Dean. The MS in Management Program Director will have ex officio membership on the Program Committee and will serve as chairperson for the Committee. Membership on the Committee will be for a three-year, renewable term. The Program committee works with the Program Director to set policy and curriculum, recommend students for admission to the program and candidates for the degree, and evaluate the program.
 - *Belk College Graduate Council:* The Belk College Graduate Council (BCGC) is composed of a representative from each department in the Belk College. The BCGC reviews and approves all course proposals and major curriculum changes to graduate programs in the Belk College. The Associate Dean for Research and Graduate Programs serves as an ex officio member of the committee.

- *MS in Management Faculty:* The MS in Management Faculty will be composed of those members of the Graduate Faculty at UNC Charlotte who will participate in the MS in Management program as instructors in component courses. It is expected that the credentials presented by a MS in Management program graduate faculty member will include a list of journal publications, externally funded research grants, and/or a research program relevant to the goals of the program.

Faculty Qualifications

Initially, all faculty members directly involved in the program will be from the Belk College of Business. The Belk College faculty members are experienced educators and researchers who have expertise in accounting, analytics, data analysis, economics, ethics, finance, innovation, management, management information systems, marketing, operations management, organizational behavior, and research methodology, to name a few.

The Belk College faculty is composed of more than 90 full-time faculty members. The faculty members expected to teach in the MS in Management program are identified in the [faculty roster](#). This demonstrates that faculty possess the required credentials or demonstrated competencies and achievements to teach in the MS in Management program.

Course loads of the current faculty are the maximum, but with adjustments to faculty overloads, the faculty will be able to cover the teaching load in the first year. The college plans to add a Program Director position prior to the first year (AY 2017-18), and then several new clinical faculty members in the second and third year of the program.

The percentage of courses taught by part-time faculty ranges from 15-25%. No graduate assistants will teach in this program. This demonstrates that both the number and percentage of full-time faculty is adequate to perform the basic functions of the academic programs.

Library and Learning Resources

The primary library facility will be the [J. Murrey Atkins Library](#) on the UNC Charlotte main campus. MS in Management students will have off-campus access to all of the resources provided on-campus through the Atkins Library's homepage. They can request research assistance either in person, or by phone, chat, text or email from the Library's homepage. They may contact a [research librarian](#) who has specialty knowledge of their discipline area(s) for assistance with research, or for help identifying and using the many electronic databases available. [Research Guides](#) are available electronically 24/7 for assistance with a specific course or particular subject area.

The Atkins Library facilities contain approximately 285,000 square feet, most of which is devoted to the Library's million-volume collection. The Library's main collections consist of materials in many formats, the most important of which include:

Books:	1,022,587
Serial titles:	86,331
Licensed databases	660
Ebooks	892,234

The Atkins library has 91 employees, including 35 faculty members and 56 support staff.

Current library holdings in the J. Murrey Atkins Library at UNC Charlotte are adequate to initially support the MS in Management program’s instructional and research needs. A copy of the MS in Management program proposal was shared with a Business Librarian for consultation. Her report highlights the substantial print source holdings and databases the library owns that are relevant to the MS in Management program. All new proposed courses were considered to have adequate library holdings. Presently there are no plans to increase library holdings specifically for this program. Expansion of relevant holdings will be sought as funds become available.

The following is a brief analysis of the library’s current relevant holdings:

Catalog Searches Performed	Total Results	Results Less Than 3 Years Old
Finance AND Management	5650	722
Business Analytics	38	23
Marketing AND Management	9594	1507
Operations AND Management	9409	1481
Information Technology	5964	1100
Organizational Behavior	2767	767
Leadership AND Management	4954	549

The library’s database subscriptions are adequate to support the program. Relevant databases include:

- ABI/Inform
- Books 24x& via Skillport
- Business Source Complete
- JSTOR
- Lexis Nexis Academic
- Mergent Online
- Mintel Academic
- ReferenceUSA
- ScienceDirect
- SimplyMap

The Belk College has made a substantial commitment to providing appropriate electronic databases in support of its research mission. The college spends almost \$300,000 per year on subscriptions to financial and other electronic databases. The library maintains approximately 920 business journal subscriptions to which students in the MS in Management program will have access.

Atkins Library has a Business librarian who works closely with the existing Belk College undergraduate and graduate degree programs and will continue to work with the proposed Master's program. A librarian is also available to teach students how to use EndNote citation management software. This training is currently offered to the Bachelor's students and will continue with the Master's students. No additional library staffing will be needed to support the program during the next four years.

J. Murrey Atkins Library is the primary library at UNC Charlotte and will be the main library for the MS in Management program. There are currently no plans to formally partner with other libraries within the UNC system to provide services to MS in Management students. Students who are able to visit other UNC-system libraries may check out items through UNC's Cooperative Direct Borrowing Agreement (https://old.northcarolina.edu/academics/ulac/coop_agreement.htm). In addition, students may visit these libraries and use the databases in-house. The Business librarian is available to help connect students to local resources, as well.

Use of Technology

Multiple UNC Charlotte departments are involved in fostering, training, and supporting the use of technology to enhance student learning. The primary mission of the Center for Teaching and Learning (CTL) is to help faculty develop meaningful and pedagogically sound approaches to their teaching. The Center provides professional development workshops, software, and support to allow faculty to teach effectively with technology. Working in conjunction with the Center are the [Information and Technology Services Departments \(ITS\)](#), the Atkins Library and IT departments in each of the colleges.

ITS provides both the [software](#) and the [training](#) for students to make the best use of the extensive technology resources available on campus. In addition, a wide variety of professionally developed training courses are provided through the [Skillport System](#). The Atkins Library Information Commons (IC) staff provides online resources and classes for students in the Library. The curriculum ranges from foundational instruction for the first-year writing program to differentiated instruction in upper-level and graduate courses. The college IT groups provide dedicated local support for faculty and students to help them make the best use of the technology in discipline-specific ways. Assistance provided by the college IT groups includes helping faculty find pedagogically appropriate technologies for their classroom instruction, tailoring computer labs to specific instructional needs, and assisting students with their needs.

The [Office of Classroom Support](#) provides support for the video conferencing and teleclass facilities that support both traditional educational programs and distance learning programs, and state-of-the-art technology for the classrooms on campus and ensures that faculty have access to modern tools such as smartboards and video capture.

ITS and the [Center for Teaching and Learning](#) provide a comprehensive suite of online technology resources that support instruction on campus, online, and through distance education. The principle vehicle for this delivery is our Learning Management System (LMS). This integrated platform (Canvas) is the center point for the delivery of technology in support of teaching. Every student enrolled at the University automatically has access to Canvas; this provides students with structured access to faculty email, course announcements and feedback. In addition, the LMS is the single point of entry for other important learning tools such as Video Content Management, Document Collaboration, Secure Testing, Synchronous Learning (WebEx), integrated response systems (clickers) and plagiarism detection. The Center for Teaching and Learning provides training to faculty who teach online and blended courses. The Center offers courses on Canvas, course design, Quality Matters, etc.

Student Support Services

The [Graduate School's](#) role is to foster excellence in all dimensions of post-baccalaureate studies as the primary advocate for graduate education and for graduate students at the University. It administers student admissions, financial aid, orientation, professional development, student mentoring, peer advising, funding support, and training for Teaching Assistants.

- The Graduate School strategically plans, implements, and evaluates services and programs to facilitate student enrollment and success. This unit collaborates with many offices in Academic Affairs, such as Financial Aid, Residency Determination and the Registrar's Office, to facilitate seamless services for graduate students. The Graduate School also coordinates with graduate program directors in each program to ensure that admitted students receive the faculty support needed to be successful.
- The [Center for Graduate Life](#) provides graduate students with centralized space dedicated to their needs and creates a stronger graduate community by promoting shared experiences, discourse, and activities designed to support interdisciplinary learning. Professional development courses and workshops that are provided support the development of "core competencies" in teaching, research, writing, leadership and ethics of graduate students. Mentoring support, teaching assistant training, and personal development programs are also offered through the Center.
- Consistent with the institution's mission of promoting student learning and development of its students, the [Graduate and Professional Student Government](#) works

closely with the Assistant Dean for Student Affairs in the Graduate School to promote student self-governance and student leadership.

The Graduate School partners with many units on campus to offer services that enrich and support the graduate student community. Working with offices in the Division of Academic Affairs and the Division of Student Affairs, students have access to a broad range of services that support their educational experience and success. Examples of university-level, student support programs, services, and activities that support student learning and success include, but are not limited to the:

- [Dean of Students Office](#) manages a variety of activities such as women's programs, new student programs, volunteer outreach, student conduct, off-campus student services, SAFE mentoring program, sorority and fraternity life, Niner Nation Family program, and veteran students outreach.
- [Disability Services](#) ensures access to academic programs and campus facilities by providing verification of medical documentation, academic accommodations, counseling, testing, note taking, and scholarships.
- [Office of International Programs](#) works with international students and scholars, and organizes activities related to acclimating to an American model of higher education. International graduate students benefit from specialized orientations and trainings, coordinated through this office.
- [University Career Center](#) offers career assessment, internships, co-ops, service learning, job preparation, and job interview opportunities. This center connects industry and community partners with graduate students in a variety of ways.
- [Writing Resources Center](#) offers one-to-one writing instruction in writing across the disciplines from first-year to graduate, presentations, and workshops. Consultations, on-line services, and a library of writing-related instructional materials are also available. The WRC hires graduate students as tutors, helping to meet the need for advanced writing assistance.

Physical Resources

Facilities at both the UNC Charlotte main campus in the Belk College of Business and at the UNC Charlotte Center City Campus will be used for the MS in Management program. Each location provides ample classrooms and state of the art computer facilities. In addition, breakout rooms and labs will be available for student and faculty space.

The existing facilities and laboratories in the Belk College of Business as well as the classrooms and computer labs at the UNC Charlotte Center City Campus will be adequate to support the new program. Furthermore, the new program will not negatively affect existing program space as classes for the MS in Management program will meet during the day at the Center City campus as there is ample classroom space available, though a commitment from UNC Charlotte to have priority use of the space for class scheduling on an ongoing basis will be required. However, additional office space at the Center City campus will be needed to house the dedicated MS in Management program staff. We anticipate that renovations to provide office space at the Center City campus will cost \$70,000 and we will request the funds for these renovations from UNC Charlotte's Academic Affairs.

Information Technology Services (ITS) at UNC Charlotte, under the leadership of the Vice Chancellor and Chief Information Officer, is responsible for providing campus-wide technology support and services for all of the colleges. The ITS systems and organization are designed to support the University's goals and programs. A common architecture serves as an enabler for excellent and cost effective services. Specifically ITS:

- Promotes the use of information systems for enhancing teaching, learning, and research;
- Provides access to secure, quality, and timely information and online services;
- Provides excellent support for campus-wide systems and technologies;
- Evaluates and recommends new technologies as to their capability to promote the University's mission and goals; and
- Uses all campus, information-technology resources effectively to provide agreed on services and solutions.

On the Center City campus, ITS has installed a new wireless architecture based on the classroom sizes around each access point. The Center City campus has been fully provisioned to provide a robust 802.11.ac wireless infrastructure capable of handling the wireless connection needs of every student, even with many students using multiple devices.

A component of ITS, the Center for Teaching and Learning, provides support for instructional technology. These combined capabilities will be adequate to support the anticipated information technology needs for the new MS in Management program.

Computers and related technology will be supported through the Education and Technology fees the MS in Management program will generate, enabling adequate support of technology and services both at the commencement of the program and over the course of the next decade. In addition, funding for specialized data and software used by students in the program will be partially funded out of the tuition increment.

Financial Support

The United States Department of Education has imposed no limitations, suspensions, or terminations with respect to the Title IV student financial aid programs. UNC Charlotte operates on the electronic transfer/advance payment method with respect to its federal funds and has not been placed on the reimbursement method. It has not been obligated to post a letter of credit on behalf of the U.S. Department of Education or other financial regulatory agency. There have been no complaints filed with the Department of Education regarding UNC Charlotte, and there are no impending litigation issues with respect to financial aid activities. The University is not aware of any infractions to regulations that would jeopardize Title IV funding.

The North Carolina Legislature, as part of the overall State budget, allocates funding for the University of North Carolina system, including UNC Charlotte. Within the UNC Charlotte budget, the State allocates a building reserve fund to cover maintenance and operation of existing facilities (housekeeping, maintenance, information technology, utilities, security, etc.), administered by the UNC Charlotte Division of Business Affairs. Day-to-day operating costs (office supplies, phone service, student workers, etc.) are funded through the Division of Academic Affairs, under the direction of the Provost. The year one budget for the MS in Management program is included as Table 4.

Table 3: Summary of Estimated Additional Costs for Proposed Program

SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM					
INSTITUTION	UNC Charlotte		DATE	28-Oct-16	
Program (CIP, Name, Level)	52.0201; Business Administration and Management, General; Masters				
Degree(s) to be Granted	MS in Management		Program Year	Year 1 (2018-2019)	
Differential tuition requested per student per academic yr	\$6,000				
Projected annual FTE students	50				
Projected annual differential tuition	\$300,000				
Percent differential tuition for financial aid	15%		\$45,000.00		
Differential tuition remainder	\$255,000				
ADDITIONAL FUNDS REQUIRED - BY SOURCE					
	Reallocation of Present Institutional Resources	Projected Differential Tuition	Enrollment Increase Funds	Other New Allocations (Identify)	Total
EPA/SPA Regular Salaries					
EPA Associate Director of Graduate Student Services	\$ -	\$ 55,000.00	\$ -	\$ -	\$ 55,000.00
EPA Associate Director - Career Services for MS in Management		\$ 60,000.00	\$ -		\$ 60,000.00
EPA Academic Salaries					
Academic Program Director		\$ 12,500.00	\$ -	\$ -	\$ 12,500.00
Clinical Faculty - 1	\$ 105,000.00				\$ 105,000.00
Social Security	\$ 8,032.50	\$ 9,753.75		\$ -	\$ 17,786.25
State Retirement	\$ 13,725.57	\$ 16,666.76		\$ -	\$ 30,392.33
Medical Insurance	\$ 5,661.93	\$ 11,323.87		\$ -	\$ 16,985.80
Graduate Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
Supplies and Materials					
Computers for new Staff	\$ -	\$ 5,000.00	\$ -	\$ -	\$ 5,000.00
Misc Other Supplies		\$ 2,000.00			\$ 2,000.00
Supplies and Materials - Student Services		\$ 25,000.00			\$ 25,000.00
Current Services	\$ -	\$ -	\$ -	\$ -	\$ -
Travel	\$ -	\$ 5,000.00	\$ -	\$ -	\$ 5,000.00
Communications	\$ -	\$ 10,000.00	\$ -	\$ -	\$ 10,000.00
Printing and Binding	\$ -	\$ 10,000.00	\$ -	\$ -	\$ 10,000.00
Advertising	\$ 18,244.38	\$ 31,755.62	\$ -	\$ -	\$ 50,000.00
Fixed Charges	\$ -	\$ -	\$ -	\$ -	\$ -
Capital Outlay (Equipment)					
Renovation of Center City for Staff Offices	\$ 70,000.00	\$ -	\$ -	\$ -	\$ 70,000.00
Libraries	\$ -	\$ 1,000.00	\$ -	\$ -	\$ 1,000.00
TOTAL ADDITIONAL COSTS	\$ 220,664.38	\$ 255,000.00	\$ -	\$ -	\$ 475,664.38

Note: Assumes inflation rate for Medical Insurance of 1.73% per year, with a base of \$5471 in 2015-2016. Assumes Social Security contribution of 7.65%. Year 1 Assumes State Retirement contribution of 12.85% with an inflation rate of 0.86% per year. Assumes that Reallocation of Present Institutional Resources (\$220,664) includes \$150,664 funded out of Belk College discretionary resources and \$70,000 funded out of Academic Affairs for renovations.

The overall budget provides for the addition of four clinical faculty and one staff member over the course of the second and third years of the program. A tuition differential is needed to support program staffing and operational needs. UNC Charlotte’s Provost is committed to funding expenses for the degree as described by reallocating funds, if needed.

The Belk College of Business at UNC Charlotte has a graduate student tuition differential in place for all Belk College graduate programs as shown in the tuition and fee schedule below. The same structure will be in effect for the MS in Management program. The tuition increment for a full-time graduate student is \$3,000 per semester. Given the lockstep nature of the program, students must enroll in six credit hours in the Summer II session and 12 credit hours per semester. The tuition and fee schedule is shown in Table 5 below.

Table 5: Tuition Increment for the Belk College of Business Graduate Programs

Belk College of Business				
	0-2 Credit Hours	3-5 Credit Hours	6-8 Credit Hours	9+ Credit Hours
Tuition NC Resident	542.13	1,084.25	1,626.38	2,168.50
Tuition Non NC Resident	2,221.50	4,442.75	6,664.25	8,885.50
Tuition Increment	750.00	1,500.00	2,250.00	3,000.00
Ed & Tech Fee	121.25	121.25	194.00	291.00
Safety and Security Fee	6.25	6.25	10.00	15.00
University Fees	528.25	528.25	847.75	1,204.00
ID Fee	7.50	7.50	7.50	7.50
UNC System Assoc Fee	0.15	0.15	0.25	0.50
Food Service Facilities Fee	10.00	10.00	10.00	10.00
Transportation Fee	52.50	52.50	52.50	52.50
Total Cost – NC Resident	2,018.03	3,310.15	4,998.38	6,749.00
Total Cost – Non NC Resident	3,697.40	6,668.65	10,036.25	13,466.00

Facility renovations are not required to deliver this program. There will be no expenditures to external institutions or organizations for contractual or support services. Funding for equipment necessary to deliver the program has been expended and equipment is in place to deliver the program. Library resources have been budgeted/expended in advance of program initiation. Ongoing library appropriations are sufficient to support the program.

Evaluation and Assessment

Student Learning Outcomes

As part of the Annual Report, departments must also submit an annual [Student Learning Outcomes Assessment Plan and Report](#). For each program this report documents student

learning outcome assessment plans (which consist of student learning outcomes, effectiveness measures, assessment methodology, and performance outcomes), assessment data, changes made based on assessment data and the impact of changes on student learning. Student learning outcomes for programs offered through the online delivery mode are the same as for programs offered face-to-face. Student Learning Outcomes Assessment Plans and Reports from all colleges at both the undergraduate and graduate levels and from online and face-to-face delivery modes are required to be completed. A sample Student Learning Outcomes Assessment Plan for the MS in Management program is provided.

UNC Charlotte utilizes a decentralized model for student learning outcomes assessment. Assessment Leads are appointed to oversee student learning outcomes assessment. Assessment Leads work with department chairs on the development of student learning outcomes assessment plans and evaluation rubrics, documentation of assessment data, and the use of assessment data for continuous improvement. The Director of Assessment in the Office of Assessment and Accreditation provides training and guidance to the Assessment Leads. The Executive Director of the Office of Assessment and Accreditation chairs the Academic Affairs Assessment Team (AAAT) that oversees student learning outcomes assessment processes at UNC Charlotte.

Planning

Each year, each division develops expected outcomes and measurement plans to assess the accomplishment of its goals and objectives. Upon completion, the units subsumed in each division will align their plans with the division plans. At the division level, vice chancellors use [report templates](#) and scorecards to note the accomplishment of division goals and objectives and continuous improvement. The Institutional Effectiveness Oversight Committee (IEOC) uses these completed reports and scorecards to annually review and prepare a [University scorecard](#) of findings to the Chancellor for discussion with his Cabinet.

As indicated previously, all colleges and departments within Academic Affairs complete five-year strategic plans. In addition, colleges and departments submit an Annual Report that highlights the major accomplishments for the year. The [Strategic Plans and Annual Report from the Belk College of Business](#) is provided. This report is used to complete the [Academic Affairs Annual Highlights](#).