

Graduate Programs (2.D, 2.E, 2.F)

I. Purpose/Description

Graduate Degree Programs (2.D.1, 2.D.2, 2.D.3)

In keeping with our stated mission (WSU 2004-05 Catalog), we offer a limited number of professional graduate degree programs — Master of Business Administration (MBA), Master of Professional Accountancy (MPAcc), Master of Education in Curriculum and Instruction (MEd) and Master of Science in Criminal Justice (MSC) — while maintaining our commitment to quality undergraduate education. Presently, four master's degree programs are offered in areas of professional specialization, with no programs leading to the doctoral degree. Aimed at developing advanced knowledge and skills for professional practice, the master's degree programs are housed in three academic units as shown in Table X on page 34.

As shown in Table XI on page 35, our first graduate program began in 1978, and two of our programs were initiated in 2000. As of Spring 2003, graduate students accounted for 1.9% of our student body, with graduate programs generating 1.4% of SCHs university-wide for the year 2002-03. Of all certificates and degrees awarded in 2002-03, 3.9% were graduate degrees. The number of graduate degrees awarded is anticipated to continue increasing slightly as the new MSCJ and MBA programs reach full, steady state enrollment levels.

Each graduate degree program is characterized by entrance requirements and coursework that differentiate it from undergraduate programs and ensure that students achieve a greater depth of study and increased development of intellectual and creative capacities. For example, all graduate

programs build upon the foundation of a baccalaureate degree in a closely related field or in other fields with additional leveling coursework. Furthermore, all graduate programs encourage professional experience in their applicants, with the MEd program making it an entrance requirement. Additionally, nearly all courses for graduate credit are reserved for graduate students only. In the very few exceptions where MEd courses are double-listed for undergraduate and graduate credit (4000/6000 level), they have additional performance requirements for students seeking graduate credit.

In designing the depth and breadth of their curricula, the graduate programs meet the guidelines of their respective accrediting bodies, including the National Council for Accreditation of Teacher Education (NCATE) for the MEd program and the Association to Advance Collegiate Schools of Business (AACSB) for the MBA and MPAcc programs. The MSCJ program used models of leading practice to design their curriculum. Additions and changes to graduate program curricula are subject to the same faculty review and approval procedures as explained earlier in this Standard for undergraduate programs. To measure the effectiveness of their curricula, the graduate programs have designed and implemented a growing matrix of assessment methods that is further detailed earlier in this Standard and in each program's self-study report.

In addition to the graduate degree programs described above, we offer a graduate certifi-

"Education makes people easy to lead, but difficult to drive; easy to govern, but impossible to enslave."

— Henry Peter Broughan



cate in Information Systems and Technologies. Housed in the Goddard School of Business & Economics, this nine-credit certificate program is closely linked with the MPAcc degree program, and all certificate courses and faculty are included with the MPAcc program statis-

tics shown in the following sections. Beginning in fall 2003, a newly approved graduate certificate in Health Administrative Services was offered. This 15-credit certificate program is housed in the Dumke College of Health Professions and will allow cross-enrollment from students in the MBA program.

Graduate Faculty and Related Resources (2.E)

Human Resources: Faculty/Staff/Administration (2.E.3, 2.E.4, 2.E.5)

Our graduate programs are taught by faculty who also hold teaching assignments at the undergraduate level. In selecting the faculty who will teach graduate courses, each program takes care to assure that these faculty members are fully qualified based on their educational degrees, specialized knowledge, teaching excellence, and research and/or professional experience. Noteworthy is the fact that our

graduate faculty also meet the standards of relevant accreditation bodies such as NCATE for the MEd program and AACSB for the MBA and MPAcc programs.

As can be seen from Table XII on page 36, 83% of faculty members teaching in our graduate programs hold tenured or tenure-track positions, and a total of 85% of these faculty have a full-time commitment to WSU. With regard to degree qualifications, 88% of all faculty who teach graduate courses hold the appropriate terminal degree (including 95% of full-time faculty and 50% of part-time faculty). Moreover, 91% of all graduate course offerings are taught by faculty with terminal degree qualifications. Consistent with the professional nature of the degree programs, a limited number of course offerings (9%) are taught by faculty holding a master's degree, who have full-time, professional experience in the areas of the particular courses that they teach.

In terms of faculty numbers, 55 (12%) of our 450 full-time faculty members teach one or

Standard 2: Table X. Graduate Degree Programs.

Goddard School of Business and Economics	
Master of Business Administration (MBA) (goddard.weber.edu/dp/mba)	The MBA program is intended for individuals who want to further their careers. It is designed to enhance general management knowledge and abilities and provides an opportunity to further develop functional business skills.
Master of Professional Accountancy (MPAcc) (departments.weber.edu/accountancy/graduate_program.htm)	The MPAcc program gives students an opportunity to increase the depth of their understanding of key accounting areas and to further develop the skills and abilities needed to be successful accounting professionals.
Moyes College of Education	
Master of Education in Curriculum and Instruction (MEd) (departments.weber.edu/meduc)	The MEd program extends the professional knowledge, skills, and attitudes of educators in schools, business, industry, and higher education through advancing the theoretical and practical applications of curriculum and instruction.
College of Social & Behavioral Sciences	
Master of Science in Criminal Justice (MSCJ) (departments.weber.edu/cj)	The MSCJ program provides post-baccalaureate education to criminal justice and social service professionals and traditional students. The program develops in graduates the ability to analyze, comprehend, and resolve the complex problems confronting the criminal justice system.

more courses at the graduate level. On an FTE basis, student-to-faculty ratios range from 16.8 (MSCJ) and 16.9 (MEd) to a high of 30.6 for the MBA program. This compares to a student-to-faculty ratio of 22 to 1 for WSU as a whole.

With regard to academic and professional background, our faculty who teach in graduate programs represent a diversity of specializations that effectively support each program's curriculum, as shown in Table XIII on page 37. As a whole, faculty members are distinguished by their active engagement in research, publication, competitive grants, professional society leadership, and other significant professional activities. Further details on the qualifications and activities of faculty are provided in faculty vitae and individual program self-study reports.

For program administration, each graduate program has a faculty director and support staff as shown in Table XIV on page 38. To some degree, program support personnel have been stretched as enrollments have grown in the MBA, MSCJ, and MEd programs. In response to increased enrollments, a new staff position was added to the MBA program in Fall 2003. Other programs will continue to review their evolving needs and budgetary situations. To ensure communication and coordination among all graduate programs, the faculty directors hold meetings on a monthly basis to discuss issues of common concern to

all graduate programs. These meetings often include the participation of relevant university personnel.

All graduate programs are offered at either WSU Ogden or WSU Davis, where regular faculty, staff, and administrative personnel are fully involved in the programs. The MEd program has offered a few courses at off-campus locations, and these courses also have been administered and taught by the same full-time faculty as on-campus offerings. No satellite or other off-campus graduate degree programs are offered.

Physical Resources (2.E.1, 2.E.2)

Graduate programs use WSU facilities in common with undergraduate programs. Our facilities and other physical resources are described in detail earlier in this Standard and in Standard 8. Noteworthy is the completion of WSU Davis in 2003-04, which houses the MBA program (and other programs) in its state-of-the-art classrooms and computer labs. This new facility accommodates the MBA program's significant growth and provides convenient access to working professionals in the program. In addition, renovation of the McKay Education Building housing the MEd program, completed in Fall 2003, provides enhanced instructional facilities. The MSCJ program continues to utilize classrooms, a crime laboratory, and a computer laboratory in the Social

Standard 2: Table XI. Graduate Program Information.

	Name and Year Started					
	MEd (1978)	MPAcc (1986)	MBA (2000)	MSCJ (2000)	Grad Total	WSU Total
Student Headcount (Spring 2003)	109	57	111	49	326	17,420
SCH (Spring 2003)	700	381	1,065	306	2,452	206,835
SCH (2002-03)	2,236	990	2,570	771	6,567	461,092
Student FTE Annualized* (2002-03)	111.8	49.5	128.5	38.6	328.4	15,479.2
Degrees Awarded (2002-03)	27	49	48	11	135	3,471

Notes: Except as noted, data are for Summer, Fall and Spring 2002-03 combined. Data source: Institutional Research reports. *Graduate FTE=SCH/20; undergraduate FTE= SCH/30

Sciences Building. Similarly, the MPAcc program uses classroom and computer lab facilities in the Wattis Business Building on the Ogden Campus.

Financial Resources (2.E.1, 2.E.2)

Detailed discussion of our financial resources for supporting educational programs is provided in earlier in this Standard and in Standard 7. Overall, graduate programs are supported by the same financial resources and systems as undergraduate programs. Program funds flow to the academic units/departments that house the graduate program and its related undergraduate programs. Approval for graduate programs is granted only when adequate

financial resources are available. As a further means of ensuring adequate financial support, in 2000 we initiated a program-specific tuition differential in addition to the higher base rate of graduate tuition. Thus, graduate students in the MBA, MPAcc, and MSCJ programs paid an additional \$54, \$54, or \$29 per credit hour, respectively, on all program-related courses in 2002-03. This tuition surcharge is allocated directly to the respective graduate programs to finance program-specific needs.

Library and Information Resources (2.E.1, 2.E.2)

A library faculty member is assigned to work as a liaison with each college's graduate and

Standard 2: Table XII. Classification and Number of Faculty Teaching in Graduate Programs in 2002-03.

		Graduate Program				
		MBA	MPAcc	MEd	MSCJ	Total
Total Faculty		16	12	29	8	65
Faculty FTE		4.2	2.3	6.6	2.3	15.3
Student FTE-to-Faculty FTE Ratio		30.6	21.5	16.9	16.8	21.5
Faculty with Terminal Degree	Full-Time Tenure Track	15	10	20	7	52
	Full-Time Non-Tenure Track	0	0	0	0	0
	Part-Time	0	0	5	0	5
	Subtotal	15	10	25	7	57
Faculty with Non-Terminal Degrees	Full-Time Tenure Track	0	0	2	0	2
	Full-Time Non-Tenure Track	1	0	0	0	1
	Part-Time	0	2	2	1	5
	Subtotal	1	2	4	1	8
Number of Course	Terminal Degree Qualification	32	16	60	16	124
	Non-Terminal Degree Qualification	1	2	8	1	12
	Total	33	18	68	17	136

Notes:

Full-Time Tenure Track: Full-time faculty members who are tenured or tenure-track in an academic unit of WSU. Includes persons with split administrative and teaching appointments.

Full-Time Non-Tenure Track: Full-time members of an academic unit at WSU who are not tenure track. Includes persons with split administrative and teaching appointments.

Part-Time: Persons hired to teach a specific course on part-time basis whose regular employment is outside the academic units of WSU. Includes some retired and former faculty members.

Course Sections Taught: Number of graduate courses/sections offered during summer, fall, and spring 2002-03, by highest degree qualification of instructor. Miscellaneous curricular offerings such as continuing graduate advisement, individual readings, and workshops are excluded.

undergraduate programs. As part of the approval process for graduate programs and courses, these library liaisons review all curriculum proposals to assess the adequacy of library resources and arrange for additional resources, if needed, to support the graduate program or course. The liaisons also regularly present workshops for the MEd, MBA, and MSCJ programs and have developed guides and online resources specific to each of the graduate programs. As detailed in Standard 5, the library has greatly expanded its online resources, providing convenient on- and off-campus access to extensive information resources for students and faculty in our professional graduate programs.

Graduate Records and Academic Credit (2.F)

Admissions Policies and Practices (2.F.1, 2.F.2, 2.F.3)

The admissions policies and procedures for all graduate programs are published in the printed and online versions of our catalog and in each program's brochures and web pages. These materials are publicly available to prospective applicants, admitted graduate students, and other interested persons. Consistent with our overall practice, graduate admissions policies and procedures are designed to ensure that admitted students have adequate qualifications and are likely to succeed in the particular program.

Admission to a graduate program is determined by the joint decision of faculty involved in the program and the program's director. Evaluation of each applicant is based upon

defined, publicly available criteria that are determined by relevant faculty. All applicants must submit a written application with the required supporting materials including undergraduate and graduate transcripts, official score reports (GMAT for MBA or MPAcc, GRE for MSCJ, GRE or MAT for MEd applicants with GPA less than 3.25), and other documentation. Many of these admission criteria and application materials are common to all graduate programs, while others, such as letters of recommendation and oral interviews, are specific to particular programs. Once admission decisions are reached by each program, the registrar's office is notified, whereupon a student can be officially admitted with graduate student status for that program.

Graduation Requirements and Policies (2.F.4)

As illustrated by Table XV on page 39, each program has defined requirements and policies for graduation that have been formulated and approved by relevant faculty members. Further details are provided in the individual program self-study reports.

Transfer Credit and Experiential Credit (2.F.5, 2.F.6)

Faculty in each graduate program have formulated and approved policies for the acceptance of transfer credit that are in compliance with NWCCU 2.4 Policy on Transfer and Award of Academic Credit. These policies consider such factors as the accreditation status of the granting institution, age of the credit, and course content. Though the amounts vary, the maxi-

Standard 2: Table XIII. Areas of Faculty Specialization in Graduate Programs.

MBA	MPAcc	MEd	MSCJ
Accounting, economics, finance, law, marketing, operations and logistics, organizational behavior, management, strategy, information systems, international business, and other areas	Auditing, financial accounting, managerial and cost accounting, taxation and law, information systems, and other areas	Curriculum design, instructional pedagogy, various discipline subjects, research methods, educational psychology, child development, education administration, law, and other areas	Criminal justice theory and practice, justice administration, law enforcement, corrections, public administration, research methods, and other areas

mum amount of transfer credit allowed by any program is one-third of the program's credit requirements, consistent with residency requirements. Transfer credit is reviewed on a case-by-case basis by each program's faculty director in consultation with relevant faculty as needed. In practice, few students present transfer credit to our graduate programs for review and acceptance, and then usually only in amounts well below the defined limits.

Some of our graduate programs allow credit for project or field experience-based courses that may be taken by students after program matriculation. In all cases, these courses are consistent with the graduate program of study and are structured, monitored, and assessed by a supervising faculty member. In compliance with NWCCU 2.3 Policy on Credit for Prior Experiential Learning, none of our programs grants credit for prior experiential learning or other learning experiences external to the student's formal graduate program.

II. Significant Changes Since 1994

Our graduate programs have undergone a number of changes that are detailed in the individual program self-study reports. The most significant changes include:

- **Increase in the number of graduate programs offered.** Two new masters degree programs (MBA and MSCJ) were

approved by the Board of Regents in early 2000. This doubled the number of graduate degree programs we offer.

- **Growth in graduate program enrollments.** Growing from zero to 128.5 FTE students by 2002-03, our new MBA program has dramatically exceeded its original target enrollments of 30 FTE for 2000-01 and 40 FTE for 2002-03. The MSCJ program also grew from zero to 38.6 FTE students by 2002-03, surpassing its original target enrollment of 30 FTE for 2002-03. The MEd program experienced a 40% increase in enrollments compared to 1997-98, while enrollments in the MPAcc program have fluctuated within their historical range.
- **Expansion of assessment activities.** Consistent with our increased emphasis on assessment, the MEd and MPAcc programs have augmented their assessment activities, and the new MBA and MSCJ programs have established a variety of assessment activities (see weber.edu/assessment). The results of assessment activities so far have led already to some program improvements, while other assessment activities are still underway.
- **New and renovated facilities.** Beginning Fall 2003, the newly constructed WSU Davis was available to house the MBA program and the renovated McKay Education Building was available for the MEd program at WSU Ogden.

Standard 2: Table XIV. Administrative and Support Staff in Graduate Programs 2002-03.

	MBA	MPAcc	MEd	MSCJ
Administrator	1 faculty director with 1/2 reasigned time	1 faculty director with 1/4 reasigned time	1 faculty director with 1/2 reasigned time	1 faculty director with 1/4 reasigned time
Support Staff	1 full-time staff, part-time student assistant	1 shared staff, part-time student assistant	1 full-time staff reduced to half-time in January 2003, part-time graduate student assistant	1 half-time staff, part-time student assistant

III. Strengths and Challenges

Strengths include:

- Strong academic programs
- Qualified faculty
- Strong enrollments in graduate programs
- Accessible and convenient program offerings

Challenges include:

- Maintaining adequate faculty numbers and balanced teaching loads for faculty teach-

ing in graduate programs, particularly in newly added MBA and MSCJ programs

- Maintaining adequate support staff in graduate programs with growing enrollments
- Keeping programs aligned with changing accreditation standards
- Maintaining adequate student information systems for program management

IV. Next Steps/ Action Items

- Apply results of assessment and continue augmentation of assessment activities

Standard 2: Table XV. Graduation Requirements and Policies for Graduate Programs.

	MBA	MPAcc	MEd	MSCJ
Minimum number of semester credit hours	36 cr. with business bachelor's degree; 55 cr. with non-business bachelor's degree	30 cr. with accounting bachelor's degree or equivalent leveling courses	36 cr.	36 cr.
Minimum number of graduate-level credits	36+ graduate cr.; additional credits may be grad or undergrad	18+ graduate cr.	36 graduate cr.	36 graduate cr.
Minimum number of graded credits	36+ graded hours; only undergrad leveling courses may be credit/no credit	30 cr.	36 cr.	36 cr.
Minimum residency requirement	24 of 36 credits or 36 of 55 credits	21 of 30 credits	27 of 36 credits	27 of 36 credits
Maximum time period for completion	6 years	6 years	6 years	4 years
Performance standard	2.7 GPA; each course C- or higher	Probation for one course C+ or lower and termination for two courses C+ or lower	3.0 GPA; each course C- or higher	No courses C or lower
Thesis/writing/research requirement	N/A	N/A	Required 3-cr Master's project	Option for 3-cr Master's project
Qualifying and exit examinations and proficiency requirements	Refer to individual program self-study reports			

- Prepare for re-accreditation of MBA, MPAcc, and MEd graduate programs
- Hire new faculty to fill positions that have been on budgetary hold in Criminal Justice Department. Review faculty needs and budgets in other graduate programs
- Add new support staff position for MBA program
- Review staffing needs and budgets in other graduate programs
- Transition to new, university-wide administrative information systems)
- Identify opportunities for increased coordination in processes and policies among the graduate programs and implement as appropriate through the existing mechanism of regular council meetings of graduate program directors
- Plan and carry out joint activities to publicize graduate programs through web site, printed advertisement, open house meetings, and other means