

## APPENDIX N

### **Request to Establish a Doctoral Program in Health Psychology at East Carolina University**

#### **Introduction**

Following a recommendation from the Graduate Council and from the Senior Vice President for Academic Affairs, the Committee on Educational Planning, Policies, and Programs approved the request from East Carolina University to plan a doctoral program in Health Psychology in September 2004. East Carolina University now seeks approval to establish a doctoral program in Health Psychology (CIP: 42.2301) effective August 2006.

#### **Program Description**

The Department of Psychology is proposing to establish a PhD in health psychology. Health psychology is the educational, scientific, and professional contribution of psychology to:

- understanding the etiology, promotion, and maintenance of health;
- the prevention, diagnosis, treatment and rehabilitation of physical and mental illness;
- the study of psychological, social, emotional, and behavioral factors in physical and mental illness; and
- the improvement of the health care system and formulation of health policy (American Psychological Association, 2002).

The term "health psychology" is a broad term that encompasses many different specialties and is often associated with the terms "behavioral medicine" or "medical psychology". Behavioral medicine psychology programs are often described as a non-clinical approach that is designed to provide systematic research training in biopsychosocial factors involved in the etiology, pathogenesis, and treatment/rehabilitation of disease, and in the prevention of disease in high risk populations. Primary Care health psychology programs are often described as clinical based or practitioner programs aimed at training psychologists who are both academically and clinically prepared to work as researchers and clinicians in medical or academic settings. In contemporary research and medical settings, successful health psychologists, whether engaged in basic research or clinical health, work collaboratively with many different health care professionals (e.g., physicians, dentists, nurses, physician's assistants, dietitians, social workers, pharmacists, physical and occupational therapists, and chaplains) to conduct research and provide clinical assessment and treatment services (Pew Commission, 1998). Many health psychologists focus on prevention through research and clinical interventions designed to foster health and reduce the risk of disease (Cummings, Cummings, & Johnson, 1997). Research-focused health psychologists are interested in the etiology of illness (e.g., interaction of complex psychosocial and biological factors), efficacy of methods of health promotion, and the effectiveness of various coping strategies in response to psychosocial stressors, pain, physical and cognitive limitations, and serious health problems. While more than half of health

psychologists provide clinical services as part of their duties, many health psychologists function in non-clinical roles such as administration or teaching and research. Thus, graduates of the PhD program in health psychology will be prepared for a number of practitioner, faculty, and research roles within a variety of health care, community, and academic settings.

The health psychology PhD program is based on a biopsychosocial approach to understanding physical and behavioral health and illness. Health and illness are viewed as the product of a combination of factors, including biological characteristics (e.g., genetic predisposition), behavioral factors (e.g., lifestyle, stress, health beliefs), and psychosocial conditions (e.g., cultural influences, family relationships, social support, school experiences). The philosophy of training is the scientist-practitioner model in which psychologists are trained as both scientists (competent to engage in scientific inquiry) and practitioners (competent to provide clinical services). Building on the existing strengths and resources of the MA in clinical psychology and the MA/CAS in school psychology, a number of the required courses will be a continuation of graduate course work currently provided within the Department of Psychology. Thus, the health psychology PhD program will be a post-baccalaureate five-year PhD degree consisting of two concentrations: behavioral medicine/primary care and pediatric school psychology. Each concentration will admit three to four students per year.

#### *Behavioral Medicine/Primary Care Concentration*

The behavioral medicine/primary care concentration will train psychologists to become a member of the primary health care team in hospitals, health maintenance organizations, community mental health agencies, and in the private practice of health psychology. The health psychologist will have skills in the assessment of biological, psychological, behavioral, social, and cultural domains as they relate to understanding of the individual's behavioral and physical health status. They will develop skills in psychological interventions to promote wellness, reduce disease risk, and treat behavioral and physical illnesses. A broad range of psychological intervention techniques will be included in the intervention curriculum, ranging from traditional psychotherapy to targeted interventions such as stress management, relaxation training, biofeedback, and health promotion programming. Graduates of the program will develop skills in collaboration, consultation, and teamwork, which are essential to the successful practice of primary care psychologists within a multidisciplinary team.

#### *Pediatric School Psychology Concentration*

The objective of the pediatric school psychology concentration is to train psychologists for practice within a variety of settings that serve children and adolescents with health-related problems including public and private schools (particularly where there are school-based or school-linked health centers), developmental evaluation centers, medical or rehabilitation centers, universities, and private practice (Power, DuPaul, Shapiro, & Parrish, 1995). Program graduates will have the knowledge and skills to serve children with a range of health-related problems within and across medical, home, and school

settings. They will bring the understanding of learning and development that is characteristic of the school psychologist, and develop the knowledge of health problems and the health care system that is characteristic of the health psychologist.

The pediatric school psychologist will be able to serve as a liaison among medical, mental and school-based health centers, and educational professionals. The pediatric school psychologist will consult and collaborate with school personnel, medical professionals and parents to meet the needs of all children, but especially students with behavioral and physical health needs. The program competencies, unique to the interdisciplinary role of this emerging sub-specialty of school psychology, include those of both health psychology and school psychology.

The pediatric school psychologist will be competent to work with children and adolescents who have acute and chronic medical disorders in medical or school settings, providing the usual array of direct and indirect services to enhance the educational and behavioral health of the child. In addition, the pediatric school psychologist will have a preventive orientation, able to provide primary prevention and health promotion programs designed to impact the entire school population.

### **Program Review**

The review process is designed to surface strengths and weaknesses in proposed new degree programs. Proposals to establish new doctoral programs are reviewed internally and externally. The concerns from the two review processes were summarized in a letter to the Chancellor prior to the presentation to the Graduate Council. That summary follows:

All reviewers were supportive of the proposed program and confirmed that there should be both an adequate supply of candidates for the program and attractive employment opportunities for doctoral recipients. Several previous concerns regarding the planning proposal have been addressed, but these reviewers still have some concerns about the pediatric school psychology option within the program perhaps because it is a relatively new concentration for which, I understand, specific accreditation standards have not yet been established. Reviewer 1 seems to want additional attention to developing the pediatric option and Reviewer 2 wants more attention to differentiating how training in this concentration differs from that provided in a traditional Educational Specialist program that trains school psychologists.

Reviewer 1 praises the “scientist-practitioner” model that is planned for doctoral education but does note that fewer than half of the faculty are licensed. That could be a problem for role models for the students. The reviewers reach somewhat different judgment regarding the current levels of research and funding. One sees the research as strong and the other sees the amount of funding as weak, and advises the program to set about establishing a culture of research funding among faculty and students alike.

Reviewer 1 recognizes the many potential clinical sites that had been identified but did wonder if these had been solidified with contractual arrangements.

**Graduate Council**

The Graduate Council had, as a basis for its consideration, the proposal to plan the program, copies of the outside reviews of the program, the summary letter to the Chancellor, and a presentation to the Council by representatives of the program.

**Response**

Representatives of the program make it clear that they will seek and meet the APA accreditation standards for both concentrations in the doctoral program. They will seek accreditation at the doctoral level for the school psychology concentration from the National Association of School Psychologist. There are major difference in the specialist in school psychology program and the proposed doctoral program. The doctoral program will have 42 more student credit hours, including 18 in research and dissertation, and a pre-doctoral internship.

Clinical internships will utilize the School of Medicine clinics, Pitt Memorial Hospital and its regional health care sites, and many other facilities and schools in the surrounding counties.

This proposed program fits with ECU's commitment to improve human health, especially in the eastern part of the state. The faculty has a mix including those focusing primarily on research and teaching and those focusing on practice. Together they provide role models for the many options the students may want to pursue.

**Need for the Program**

The representatives make the case for the growing use of psychologists as part of teams whose role is to help people improve their health. Treating a physical health condition may not be successful without underlying life style changes to bring a new attitude to being healthy. Students, faculty, and graduates will have opportunities to work with the School of Medicine and the public schools to promote better health.

**Resources**

Two new faculty members have been added to enhance the program for a total of thirty-nine full time faculty positions. The program does not foresee the need for additional faculty. The resources will come from current allocations, clinical fees, research grants, and the state funding formula. By 2011-12, the funding formula is expected to generate approximately \$550,000 in additional state requirements, a portion of which will be covered by tuition. An exact break down is dependent on the portion of the students who are in state and out of state.

**Recommendation by the Graduate Council**

After consideration of the issues raised by reviewers and Council members, the Graduate Council voted, without dissent, to recommend approval for East Carolina University to establish a doctoral program in Health Psychology.

**Recommendation**

The General Administration recommends that the Board of Governors approve the request from East Carolina University to establish a doctoral program in Health Psychology.

**Approved to be Recommended for Establishment to the Committee on Educational Planning, Policies, and Programs**

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**Acting Senior Vice President for AA Alan Mabe**

**January 4, 2006**

## **Request to Establish a Doctoral Program in Organizational Science at the University of North Carolina at Charlotte**

### **Introduction**

Following a recommendation from the Graduate Council and from the Senior Vice President for Academic Affairs, the Committee on Educational Planning, Policies, and Programs approved the request from the University of North Carolina at Charlotte to plan a doctoral program in Organizational Science in November 2004. The University of North Carolina at Charlotte now seeks approval to establish a doctoral program in Organizational Science (CIP: 30.9999 ) effective January 2006.

### **Program Description**

Organizational Science is a field of inquiry and practice focusing on human wellbeing and performance in work settings. As an area of study, it assumes that a thorough understanding of organizations requires an interdisciplinary focus that crosses levels of analysis and incorporates theory from such diverse fields as psychology, management, sociology, and communication studies. As Organizational Science is both a science and a practice, enhanced understanding leads to applications and interventions that benefit the individual, the organization, the customer, and the larger community in which the organization operates.

Organizational Science is an emergent interdisciplinary field that addresses topics traditionally addressed from discipline-specific perspectives interested in a wide range of work-related topics. The specific topics of study in Organizational Science include, but are not limited to:

- *Team and Organizational Effectiveness*: organization culture and climate; group dynamics; cross-cultural issues; customer service; labor relations
- *Selection, Testing, and Promotion*: recruiting; test development; assessment centers; test fairness; hiring; consultation and expert testimony on EEO/AA, ADA, OSHA
- *Training and Development*: executive coaching; management development; training
- *Performance Evaluations*: design of job performance measurement systems for feedback and performance improvement, performance appraisal and management
- *Workplace Health*: ergonomics, human factors, and safety; overcoming stress
- *Employee Attitudes and Satisfaction*: empowerment; retention; job satisfaction; conflict and stress management; aging and retirement; turnover; organizational commitment
- *Compensation and Benefits*: pay; perks; rewards; recognition
- *Communication Effectiveness*: organizational communication design, processes and effectiveness; technology facilitated communications
- *Employee Motivation*: factors that motivate employees; job design and evaluation

- *Change Management*: mergers and acquisitions; process reengineering; productivity and quality improvement; downsizing
- *Employee Citizenship and Deviance*: harassment; bullying; pro-social behavior; violence
- *Work–Life Programs*: quality of work life; work–life balance; telecommuting

Organizational Science has its origin in four core disciplines: Industrial/Organizational Psychology, Organizational Behavior/Human Resources Management, Organizational Sociology, and Organizational Communication.

An interdisciplinary Organizational Science approach should integrate the four perspectives to more fully understand the organizational phenomenon in question, thus positively impacting both science and application. It is important to recognize, however, that in its own right, each of the core disciplines comprising Organizational Science is thriving. Despite the success of the four respective disciplines, scholars in each discipline acknowledge that the potential impact of any one field on the world of work is mitigated to the extent that researchers and practitioners do not engage in systemic and integrative thinking and research.

An interdisciplinary perspective, therefore, should not only be an ideal in Organizational Science, but rather a fundamental necessity without which this emerging field of inquiry simply will fail to reach its potential. Overall, Organizational Science should capitalize on the individual success of its component disciplines, but at the same time fill an important integrative gap that exists in the broader discipline.

#### Intended Audience

Two main groups will be served by this doctoral program. The common denominator among these groups is a strong interest in learning about, researching, and working to improve human well-being and performance in organizations with an aim toward application.

- Principally, highly qualified students with undergraduate degrees will be eligible for admission into the program. These individuals may be recent graduates or returning professionals. Discipline-based prerequisites do not exist.
- Secondly, highly qualified students with master's degrees in highly related fields (e.g., I/O psychology) will be eligible for admission into the program. These individuals may be recent graduates or returning professionals.

Ideally, the student body will contain a mixture of recent graduates with an undergraduate degree, students with a master's degree in a highly related field, and professionals with significant work experience. This academic diversity, coupled with the demographic diversity the University presently enjoys, creates the ingredients for a highly stimulating intellectual environment.

## **Program Review**

The review process is designed to surface strengths and weaknesses in proposed new degree programs. Proposals to establish new doctoral programs are reviewed internally and externally. The concerns from the two review processes were summarized in a letter to the Chancellor prior to the presentation to the Graduate Council. That summary follows:

Both external reviewers confirm that there will be an adequate pool of applicants and that job opportunities for graduates will be “rich, plentiful, and varied.” Let me identify two issues raised by Reviewer 1 then move to Reviewer 2 who has more detailed concerns and advice. Reviewer 1 thinks there will need to be continuing attention to keep balance among the four disciplines constituting the program, and that there will need to be explicit outreach activities to gain local support for internship opportunities.

Reviewer 2 raises a major concern regarding the level at which the program is cast. This reviewer believes that the program is unbalanced in the direction of the micro level, though there appears to be some confusion about how “macro” is used in the proposal. The reviewer bases this primarily on the research done by the faculty and reviewing the courses. She draws the conclusion that this potential hole in the training of a student who is working in business or industry may inadequately appreciate the “macro” forces at work in an organization. This appears to be an issue that may need to be addressed with additional courses or additional faculty. Reviewer 1 seems to support this analysis.

Reviewer 2 suggests the program rethink the internship/practicum. Not all students will need this, only those going to work in business or industry, but all will need research training, so reviewer 2 suggest the practicum be an option for those students only.

Both reviewers recognize the productivity of the faculty, but see it as weighted to the junior level. Additional faculty at the senior level is recommended to provide more balance and more sponsored research activity.

Finally, Reviewer 2 is concerned about the support particularly of graduate students, who she thinks will need a stipend of approximately \$24,000 to be attracted to the program.

Reviewer 2, who raises a number of important issues that need to be addressed, does conclude on a positive note that the proposal is well conceived and well written.

## **Graduate Council**

The Graduate Council had, as a basis for its consideration, the proposal to plan the program, copies of the outside reviews of the program, the summary letter to the Chancellor, and a presentation to the Council by representatives of the program.

## **Response**

Representatives of the program detailed the steps being taken to enhance the outreach of the program and the securing of internship sites, including involving the alumni in an



annual outreach event. The Industrial Organization program has a 20 year history of 100% placement of its students in internships. The program representative identified how the doctoral program would need to address micro, meso (middle range), and macro levels. Interest and work of the faculty are appropriately distributed at the three levels as are the core courses so students will have an opportunity to integrate all three levels/perspectives into their education. Not all students will need an internship but that will be determined on a case by case basis. Balance will be maintained by having all four departments and departmental representatives involved in all the work of the proposed program. Regarding level of the faculty, two faculty will be promoted to full professor by the time the program starts, and two new hires are in the works, one at the associate level and one at the full professor level.

### **Need for the Program**

The program has documented that there will be both a pool of good applicants for the program and good opportunities for employment for its graduates. This is confirmed by both external reviewers.

### **Resources**

The program will be supported through internal reallocations, grant funds, and enrollment expansion funds from the state. By 2007-08 the campus expects to reallocate \$500,000 to this program and the will generate a requirement of \$379,573 from enrollment expansion funding for this program. The portion for state funding will be determined by the amount of tuition paid which in turn depends on the in state/out of state mix.

### **Recommendation by the Graduate Council**

After consideration of the issues raised by reviewers and Council members, the Graduate Council voted, without dissent, to recommend approval for the University of North Carolina at Charlotte to establish a doctoral program in Organizational Science.

### **Recommendation**

The General Administration recommends that the Board of Governors approve the request from the University of North Carolina at Charlotte to establish a doctoral program in Organizational Science.

### **Approved to be Recommended for Establishment to the Committee on Educational Planning, Policies, and Programs**

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**Acting Senior Vice President for AA Alan Mabe**

**January 4, 2006**

## **Request to Establish a Doctoral Program in Business Administration with a Major in Finance at the University of North Carolina at Charlotte**

### **Introduction**

Following a recommendation from the Graduate Council and from the Senior Vice President for Academic Affairs, the Committee on Educational Planning, Policies, and Programs approved the request from the University of North Carolina at Charlotte to plan a doctoral program in Business Administration with a major in Finance in January 2005. The University of North Carolina at Charlotte now seeks approval to establish a doctoral program in Business Administration with a major in Finance (CIP: 52.0201) effective August 2006.

### **Program Description**

The foremost mission of the Ph.D. in Business Administration will be to provide a research-oriented program in business that is designed to prepare graduates for teaching and research careers in academia. The program will include core courses covering all business specialties, combined with an in-depth study in both theoretical and empirical aspects of the major and minor field. Students will also be provided with training in pedagogy. Students will be expected to demonstrate mastery of the existing body of knowledge in their major and minor field and be able to develop new knowledge through original independent research. With the educational background provided by the program, graduates will be qualified for tenure-track assistant professor positions at both national and international research and teaching universities and other educational institutions.

The proposed Ph.D. in Business Administration may eventually encompass majors in other business fields. However, this proposal is focused on the proposed initial major within the Ph.D. in Business Administration; namely, a major in Finance and Financial Management Services (referred to as Finance hereafter). The program in Finance will include an in-depth study of both theoretical and empirical/statistical aspects of the fields of finance, mathematical finance, and financial economics.

The demand for Ph.D.s in Business Administration with Finance emphases has increased dramatically in the past three decades. In addition to increased academic and government demand, the business community, particularly the corporate, banking, insurance, real estate, and financial services sectors, has greatly increased its need for highly trained Ph.D.s in Business Administration with emphasis in Finance who are able to provide leadership in financial research, research in public policy, risk management, portfolio management, and investment strategies. Therefore, an additional goal of the Ph.D. program in Business Administration with a Major in Finance will be to prepare graduates for careers in the private sector. The curriculum of the program will be designed to provide the strong analytical training necessary to provide graduates with the option to choose career paths in either academia or private and government sectors.

**Program Review**

The review process is designed to surface strengths and weaknesses in proposed new degree programs. Proposals to establish new doctoral programs are reviewed internally and externally. The concerns from the two review processes were summarized in a letter to the Chancellor prior to the presentation to the Graduate Council. That summary follows:

Both reviewers agree that there is a strong pool of students for a Finance doctoral program but they each caution that it is very competitive to attract the best students, with one seeing a niche market and the other seeing a more open market for UNCC. Reviewer 2 places the stipend level needed at \$18,000 to \$20,000 plus tuition.

Reviewer 1 has some recommendations for enhancing the program: having an early qualifying exam, adding a research component early in the program, adding another advanced seminar particularly focused on corporate finance and investments/asset pricing, and more coverage of statistics.

Reviewer 2 calls attention to the importance of teaching and research experience for those expecting to go into academic employment. Reviewer 2 also believes at least three faculty members should be added to the program and that the Wharton Database System should be purchased for the school.

**Graduate Council**

The Graduate Council had, as a basis for its consideration, the proposal to plan the program, copies of the outside reviews of the program, the summary letter to the Chancellor, and a presentation to the Council by representatives of the program.

**Response**

Representatives of the program remarked that the reviewers had been very helpful and that they either had met or would meet all the recommendations. They have a diagnostic exam early in the process, they will have separate courses on corporate finance and investments/asset pricing, and there will be a strong emphasis on statistics, with the third course in the sequence being financial econometrics. Two of the needed faculty positions have been filled and the third will be filled by the start of the next academic year. Students planning an academic career will have an opportunity to develop their teaching skills, and the program is purchasing the Wharton Research Database System.

The need for more faculty for finance programs is well documented and there will be plenty of opportunities in Charlotte and elsewhere for graduates.

**Need for the Program**

The Business School sees a strong need to serve the Charlotte regions by producing business doctorates highly trained in finance. Charlotte's role as a leading financial center makes this an especially good fit.

**Resources**

This will be a relatively small program initially and the primary source of funding will be internal reallocation and enrollment expansion funds. By 2008-09 the campus will have a total reallocation to this program of \$704,202 and the enrollment funding matrix is estimated to generate state requirements of \$172,000, a portion of which will come from tuition which depends on the in state/out of state mix.

**Recommendation by the Graduate Council**

After consideration of the issues raised by reviewers and Council members, the Graduate Council voted, without dissent, to recommend approval for the University of North Carolina at Charlotte to establish a doctoral program in Business Administration with a Major in Finance.

**Recommendation**

The General Administration recommends that the Board of Governors approve the request from the University of North Carolina at Charlotte to establish a doctoral program in Business Administration with a Major in Finance.

**Approved to be Recommended for Establishment to the Committee on Educational Planning, Policies, and Programs**

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Acting Senior Vice President for AA Alan Mabe

January 4, 2006