



MEETING OF THE BOARD OF GOVERNORS
Committee on Educational Planning, Policies, and Programs

May 22, 2018 at 9:00 a.m.
University of North Carolina System Office
Center for School Leadership Development, Room 279
Chapel Hill, North Carolina

AGENDA

- A-1. [Approval of the Minutes of March 20, and 22, 2018](#) Anna Nelson
- A-2. [Establishment of a School of Rural Public Health at ECU](#) Kimberly van Noort
- A-3. [UNC Degree Program Establishments](#) Kimberly van Noort
- A-4. [UNC Degree Program Discontinuations](#)..... Kimberly van Noort
- A-5. [Licensure Program Approvals](#) Daniel Harrison
- A-6. [Uniform Articulation Agreement in Music Programs](#)Stephanie Bailey
- A-7. Other Business Anna Nelson
- A-8. Adjourn

DRAFT MINUTES

March 20, 2018
University of North Carolina System Office
Spangler Center, Room Name
Chapel Hill, North Carolina

This meeting of the Committee on Educational Planning, Policies, and Programs was presided over by Chair Anna Nelson. The following committee members, constituting a quorum, were also present in person or by phone: Darrell Allison, Robert Bryan, Tyler Hardin, Jim Holmes, Joe Knott, and Marty Kotis.

The following committee members were absent: Thom Goolsby.

Chancellors participating were Johnson Akinleye, Sheri Everts, and Frank Gilliam. Chair of the UNC Faculty Assembly Gabriel Lugo was also in attendance.

Staff members present included Junius Gonzales, Kimberly van Noort, and others from the UNC System Office.

1. Call to Order and Approval of OPEN Session Minutes (Item A-1)

The Chair called the meeting to order at 1:03 p.m., on Tuesday, March 20, 2018, and called for a motion to approve the open session minutes of January 23 and 25, 2018.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the open session minutes of January 23 and 25, 2018 as distributed.

Motion: Jim Holmes

Motion carried

2. UNC Degree Program Establishment (Item A-2)

The Committee on Educational Planning, Policies, and Programs reviewed and discussed degree program establishment for the following:

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| East Carolina University | Master of Arts in Hispanic Studies (CIP 16.0908) |
| University of North Carolina at Chapel Hill | Bachelor of Science in Neuroscience (CIP 26.1501) |
| University of North Carolina Wilmington | Master of Arts in Film Studies (CIP 50.0601) |

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the above requests to establish degree programs and recommend approval to the full Board of Governors for a vote through the consent agenda.

Motion: Jim Holmes — Master of Arts in Hispanic Studies (ECU)

Motion: Jim Holmes — Bachelor of Science in Neuroscience (UNCC)

Motion: Thom Goolsby — Master of Arts in Film Studies (UNCW)

Motion carried

3. UNC Degree Program Discontinuations (Item A-3)

The Committee on Educational Planning, Policies, and Programs reviewed and discussed degree program discontinuations and consolidations for the following:

University of North Carolina at Chapel Hill requests discontinuation and consolidation of the following degree programs:

- Master of Public Health in Biostatistics (CIP 26.1102)
- Master of Public Health in Environmental Sciences and Engineering (CIP 03.0104)
- Master of Public Health in Health Behavior (CIP 51.2207)
- Master of Public Health in Policy and Management (CIP 51.0701)
- Master of Public Health in Maternal and Child Health (CIP 51.2209)
- Master of Public Health in Nutrition (CIP 30.1901)

University of North Carolina at Charlotte request discontinuation of the following degree programs:

- Bachelor of Science in Athletic Training (CIP 51.0913)

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the above requests to establish degree programs and recommend approval to the full Board of Governors for a vote through the consent agenda.

Motion: Thom Goolsby — University of North Carolina at Chapel Hill / Discontinuation and Consolidations

Motion: Thom Goolsby — University of North Carolina at Charlotte / Discontinuation

Motion carried

4. Licensure Program Approvals (Item A-4)

The Committee on Educational Planning, Policies, and Programs reviewed and discussed licensure approvals for the following:

- Mount Eagle University
- South College
- Lesley University

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the above licensure applications as presented and recommend approval to the full Board of Governors for a vote through the consent agenda.

Motion: Jim Holmes

Motion carried

5. Uniform Articulation Agreement in Birth through Kindergarten and Early Childhood Related Programs (Item A-5)

The Uniform Articulation Agreement in Birth through Kindergarten and Early Childhood Related Programs articulation agreement, a joint alliance of department chairs, directors, and faculty from NCCCS and UNC System programs, requested the establishment of new uniform birth through kindergarten and early childhood related program.

Director of Community College Partnerships Stephanie Bailey provided details of the agreement and answered questions from the committee.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the uniform articulation agreement presented and recommend approval to the full Board of Governors for a vote through the consent agenda.

Motion: Thom Goolsby

Motion carried

6. UNC Policy on Auditing Courses for Persons Who are At Least 65 Years Old (Item A-6)

The UNC Policy on Auditing Courses for Persons Who are At Least 65 Years Old was brought before the committee. Vice President for Academic and Student Affairs Karrie Dixon presented and reviewed the policy with the committee.

The proposed policy defines senior auditor eligibility requirements, course standards, and academic and conduct requirements. Under this proposed policy, UNC constituent institutions may not charge senior auditors application or registration fees.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the UNC System Policy on Auditing Courses for Persons Who are At Least 65 Years Old presented and recommend approval to the full Board of Governors for a vote through the consent agenda.

Motion: Thom Goolsby

Motion carried

7. Early College High School Application Renewals (Item A-7)

UNC System constituent institutions currently operate nine early college high schools in accordance with G.S. 115C-238.50. Agreements between the local boards of education, local boards of trustees, State Board of Education, and Board of Governors are due to be renewed for the eight schools that have operated for more than five years.

Approval from the Board of Governors is the final step in the renewal process, as signatures from school districts, boards of trustees, and the State Board of Education are affixed to the renewal documents.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the Early College High School Application Renewals presented and recommended them to the full Board of Governors for a vote through the consent agenda.

Motion: Thom Goolsby

Motion carried

8. Other Business (Item A-8)

Senior Vice President for Academic Affairs Junius Gonzales provided an update on the North Carolina Central University Nursing Program.

There being no further business, the meeting adjourned at 1:34.

Darrell Allison, Secretary

DRAFT MINUTES

March 22, 2018
University of North Carolina Wilmington
Burney Center, Ballroom C
Wilmington, North Carolina

This meeting of the Committee on Educational Planning, Policies, and Programs was presided over by Chair Anna Nelson. The following committee members, constituting a quorum, were present: Darrell Allison, Robert Bryan, Thomas Goolsby, Tyler Hardin, James Holmes, and Joe Knott.

The following committee member was absent: Marty Kotis.

Chancellors participating were Johnson Akinleye, Sheri Everts, and Frank Gilliam. Chair of the UNC Faculty Assembly Gabriel Lugo was also in attendance.

Staff members present included Junius Gonzales, Kimberly van Noort, and others from the UNC System Office.

Chair Nelson called the meeting to order at 2:15 p.m., on Thursday, March 22, 2018.

1. Study to Establish School of Health and Health Care at UNC Pembroke (Item B-1)

The committee received the UNCP College of Health Sciences study for review prior to the meeting. Senior Vice President for Academic Affairs Junius Gonzales reviewed and addressed any questions. Chancellor Cummings gave brief comments about the study. The president submitted this report and information for discussion and approval to the committee. The report will be submitted to the Office of the President Pro Tempore of the Senate, the Office of the Speaker of the House of Representatives, and the Legislative Library.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the Study to Establish School of Health and Health Care at UNC Pembroke presented and recommend it to the full Board of Governors for a vote through the consent agenda.

Motion: Jim Holmes

Motion carried

2. Studies to Establish a Physician Assistant Program, a Chiropractic Medicine Program, and a Pilot Program for Basic Law Enforcement Training (BLET) at Winston-Salem State University (Item B-2)

The committee received the Studies to Establish a Physician Assistant Program, a Chiropractic Medicine program, and a pilot program for Basic Law Enforcement Training (BLET) at Winston-Salem State University. Dr. Gonzales reviewed and addressed questions. Chancellor Robinson gave brief comments about the studies. The president

submitted this report and information for discussion and approval to the committee. The report will be submitted to the Office of the President Pro Tempore of the Senate, the Office of the Speaker of the House of Representatives, and the Legislative Library.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the Studies for the Establishment of a Physician Assistant Program, a Chiropractic Medicine Program, and a pilot program for Basic Law Enforcement Training (BLET) at Winston-Salem State University presented and recommend them to the full Board of Governors for a vote through the consent agenda with the caveat that Dr. Gonzales continue to gather additional data for the Chiropractic Medicine Program.

Motion: Jim Holmes

Motion carried

3. ECU Innovation Early College High School (Item B-3)

East Carolina University is partnering with Pitt County Schools to launch and operate a Cooperative and Innovative High School in accordance with G.S. 115C-238.50-.55.

The Joint Advisory Committee recommended the ECU Cooperative and Innovative High School application to the North Carolina State Board of Education for approval to open the school with funding for 2018-2019 school year. The State Board of Education voted in December 2017 to approve the application. Cooperative and Innovative High School funding for the ECU Early College is dependent on appropriation by the North Carolina General Assembly.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the ECU Innovation Early College High School application presented and recommend it to the full Board of Governors for a vote through the consent agenda.

Motion: Darrell Allison

Motion carried

4. North Carolina Agricultural and Technical State University Revised Vision and Mission Statements (Item B-4)

North Carolina A&T's strategic plan, *A&T Preeeminence 2020*, is undergoing a refresh process in order to integrate current issues in higher education and goals and targets set by the University of North Carolina System's strategic plan, *Higher Expectations*. The modifications to the mission and vision statements were made following a campus-wide process to engage all campus stakeholders and campus leadership. The revised statement was formally approved by their Board of Trustees on February 16, 2018.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the North Carolina A&T Vision and Mission Statement Revisions presented and recommend them to the full Board of Governors for a vote through the consent agenda.

Motion: Joe Knott

Motion carried

5. UTeach Feasibility Study (Item B-5)

A report on the feasibility of implementing the UTeach program was created for Board of Governors approval and submission to the Joint Legislative Education Oversight Committee; it was submitted to the Educational Planning Policies and Programs Committee prior to the meeting.

Sean Bulson reviewed the study and answered questions proposed by the committee.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the UTeach Feasibility Study Report presented and recommend it to the full Board of Governors for a vote through the consent agenda.

Motion: Jim Holmes

Motion carried

There being no further business, the meeting adjourned at 3:24 p.m..

Darrell Allison, Secretary

AGENDA ITEM

A-2. Establishment of a School of Rural Public Health at East Carolina University Kimberly van Noort

Situation: East Carolina University proposes to create a new academic unit, the School of Rural Public Health within the Division of Health Sciences.

Background: It is well established that eastern North Carolina has significant health and health care disparities relative to other parts of the state. These disparities are in large part due to the social determinants of health, including poverty, rural residence, racial/ethnic minority status, and limited access to quality health care. There is a critical need to build and sustain the public health infrastructure to address the immediate and long-term health needs of eastern North Carolina and to be actively engaged in the development and implementation of public health policy for our state.

Assessment: The missions of the ECU Division of Health Sciences (Brody School of Medicine, School of Dental Medicine, College of Allied Health Sciences, College of Nursing) have long focused on addressing the health needs of eastern North Carolina. The recently launched ECU Rural Health Initiative (<http://www.ecu.edu/cs-acad/research/ruralprosperity/>) also incorporates a major focus on public health and social determinants of health for rural eastern North Carolina. The creation of a School of Rural Public Health will build on the strengths of existing faculty and enable the university to expand its educational programs, its regional outreach, and critical research in this important area.

Action: This item is for information only.



April 26, 2018

Dr. Kimberly van Noort
Vice President for Academic Programs, Faculty & Research
The University of North Carolina
PO Box 2688
Chapel Hill, North Carolina 27515-2688

Dear Dr. van Noort:

ECU seeks to establish a School of Rural Public Health in 2020-2021. The attached proposal states the purpose, vision, and mission of the SRPH and then provides an action plan which identifies steps to be taken to achieve the mission. Appendix 2 lists the academic units and impacted faculty of the proposed reorganization. Appendix 3 provides the timeline for establishment of the school.

The proposal was approved by vote of 86% of the tenured faculty in all affected units and 91% of probationary/fixed term faculty in all affected units. It was then reviewed and approved through all levels of campus review, including the Educational Planning and Policies Committee and the Faculty Senate.

Through the establishment of the School of Rural Public Health, ECU will integrate existing programs and thereby create stronger identity and research potential. We look forward to leveraging the potential of significant assets already in place with a School of Rural Public Health clearly focused on the needs of our region.

Sincerely,

Dr. Cecil P. Staton
Chancellor

- c: Dr. Ron Mitchelson, Provost and Senior Vice Chancellor for Academic Affairs
Dr. Phyllis Horns, Vice Chancellor for Health Sciences
Dr. Jay Golden, Vice Chancellor for Research, Economic Development and Engagement
Dr. Ying Zhou, Associate Provost, Institutional Planning, Assessment, and Research
Dr. Ronny Bell, Professor and Chair, Department of Public Health
Dr. Don Chaney, Associate Professor and Chair, Department of Health Education and Promotion



Proposal for the Creation of the ECU School of Rural Public Health

Background:

ECU proposes to create a new academic unit, the School of Rural Public Health, within the Division of Health Sciences. This new unit will address multiple domains within the ECU strategic plan.

It is well established that eastern North Carolina has significant health and health care disparities relative to other parts of the state. These disparities are in large part due to the social determinants of health, including poverty, rural residence, racial/ethnic minority status, and limited access to quality health care. There is a critical need to build and sustain the public health infrastructure to address the immediate and long-term health needs of eastern North Carolina and to be actively engaged in the development and implementation of public health policy for our state. While there are several public health programs in North Carolina, there is only one School of Public Health in the state, the Gillings School of Global Public Health at the University of North Carolina at Chapel Hill. It is imperative that ECU establishes a School of Public Health that is consistent with the mission of the ECU Rural Prosperity Initiative and the Division of Health Sciences to identify and eliminate health disparities in eastern North Carolina. This proposal builds on nearly a decade of work by committed administrators, faculty and staff and community members to build this School.

This proposal begins by outlining the purpose, vision and mission of the proposed school. It then identifies steps that will be taken to achieve the mission of the ECU School of Rural Public Health.

Purpose:

To create a School of Rural Public Health at East Carolina University that will serve as the destination program for students interested in developing skills to address the unique public health needs of rural communities.

Vision:

To be a national model for engaging with communities to address regional needs and rural health disparities.

Mission:

To develop public health leaders and to promote the highest level of health and wellness for rural and underserved communities in North Carolina and beyond.

We will accomplish our mission by:

- Using innovative strategies for discovery, dissemination, and translation of knowledge into public health practice and service.
- Generating practical and sustainable solutions to public health challenges utilizing culturally competent engagement with community partners.

- Partnering to conduct community-based and interdisciplinary research to optimize health outcomes and reduce health disparities of the underserved, including rural and military populations.
- Educating and training transformative public health leaders.
- Improving the quality of life for rural and underserved communities through prevention and wellness approaches.

Action Plan:

The missions of the ECU Division of Health Sciences (Brody School of Medicine, School of Dental Medicine, College of Allied Health Sciences, College of Nursing) have long focused on addressing the health needs of eastern North Carolina. The recently launched ECU Rural Health Initiative (<http://www.ecu.edu/cs-acad/research/ruralprosperity/>) also incorporates a major focus on public health and social determinants of health for rural eastern North Carolina.

The development of the School of Rural Public Health includes preliminary work conducted by the School of Public Health Advisory Council in 2015–2016 and a report compiled by a team of external consultants in 2016 (See Appendix 1 for a list of members of each group. Reports generated from these groups are available upon request). General observations from the consultants include:

- The belief that there is a strong need for a School of Public Health to address the public health needs of eastern North Carolina and complement the work of other Schools in the ECU Division of Health Sciences;
- A recognition that support for the School is strong and widespread across the University and that the School would fit within the mission of ECU;
- The building blocks are currently in place to establish a School through existing departments and Schools that would be accredited by the Council for Education in Public Health (CEPH);
- The need to implement a plan to coordinate these resources, recruit a transformative dean and prepare the School for CEPH accreditation as soon as possible.

In February 2017, the ECU Academic Council appointed a School of Public Health Implementation Committee, co-chaired by Dr. Ronny Bell, Chair of the Department of Public Health, and Dr. Don Chaney, Chair of the Department of Health Education and Promotion (See Appendix 1). The Committee was charged with developing and implementing an aggressive plan to establish a School of Public Health on the Health Sciences Campus at ECU utilizing recommendations from the ECU SPH Advisory Council and the External Advisory Panel.

Based on the recommendation of the School of Public Health Advisory Council and ECU leadership, it was decided that the initial launch of the ECU School of Rural Public Health would include the units and faculty and staff as described in Appendix 2.

1) Academic Programs

- a. The School will continue to offer the existing degrees and certificates within its current units as described in Appendix 2. The School will include the following three academic departments:

- i. Department of Biostatistics including faculty from the CAHS Department of Biostatistics and the DPH Epidemiology concentration;
- ii. Department of Health Education and Promotion including faculty from the CHHP Department of Health Education and Promotion and the DPH Health Behavior concentration; and
- iii. Department of Health Services and Information Management including faculty from the CAHS Department of Health Services and Information Management and DPH Health Administration concentration.

It is anticipated that each unit will reexamine the name of the Department in order to best reflect the programs and faculty that comprise each unit.

- b. The School will include the Center for Health Disparities which will reside at the School level and whose Director will report to the School Dean.
- c. The School will explore additional degrees and certificates consistent with the mission of the School and the accrediting body of the School (Council of Education in Public Health, CEPH) and other accrediting bodies for individual program (AUPHA, CAHME, CAHIIM).

2) Campus Integration

- a. The School will establish collaborative relationships with the Brody School of Medicine, the School of Dental Medicine, the College of Allied Health Sciences and the College of Health and Human Performance to develop degree programs and interdisciplinary research, education and service opportunities.
- b. The School will offer adjunct and affiliate faculty positions to faculty from the Division of Health Sciences and the Division of Academic Affairs for those whose research, teaching and service align with the mission of the School.
- c. The School will establish health initiatives across both campuses to support optimal health for faculty, staff and students.

3) Regional Service

- a. The School will facilitate regional transformation through enhanced support for public health agencies and regional coordination of health improvement activities.
- b. The School will host events to facilitate improving the health of the region.
- c. The School will support the mission of the Division of Health Sciences by improving the health status of citizens in North Carolina.
- d. The School will support public health innovation and entrepreneurship activities on the East Carolina Research and Innovation Campus ("millennial campus").

4) Research/Scholarship:

- a. The School will take advantage of additional grant opportunities uniquely available to Schools of Public Health
- b. The School will expand basic and applied research and other scholarly activities that advance the knowledge and practice of public health.
- c. The School will work with faculty across campus to increase the number of funded research projects and published scholarly research.
- d. The School will conduct collaborative and community-based research activities that are focused on addressing health disparities in the region.
- e. The research vision/plan for the School will be developed through a Research Group with representation from all departments as well as key research administrators from the Division of Health Sciences.

ECU School of Rural Public Health – Detail

The ECU School of Rural Public Health will operate in a manner that takes full advantage of limited resources and will have an efficient and effective academic management strategy. Appendix 3 outlines the timeline in the creation of the School.

- a. **The leader:** A search for the Founding Dean of the School will begin in Academic Year 2019–2020. This leader will be critical to the School having a successful launch and achieving its goals. Funds will be sought to create an endowed professorship for this position. Additionally, Associate and Assistant Deans will be recruited and/or appointed to develop a strong leadership infrastructure.
- b. **The staff:** The School will actively pursue extensive research, education and service. The School will interact with other colleges across both campuses and will work to engage stakeholders at the local, state and national levels. A highly competent staff, including staffing in the Dean's suite, is absolutely essential.
- c. **The faculty:** We will draw on faculty primarily appointed in the existing units as well as adjunct/affiliate faculty from both campuses. The faculty will be leaders in public health research, education and service. Courses and degrees/certificates will be offered online and on campus.
- d. **The programs:** The degree and certificate programs are listed in Appendix 2. These academic offerings are designed to develop public health leaders who are equipped to meet the needs of rural and underserved communities in North Carolina.
- e. **The curriculum:** The School will develop and offer programs of study that are unique, engaging, and experiential and will attract the best students from across the region. The MPH and DrPH programs will officially be housed at the School level. It is expected that other academic programs and all faculty assignments will be in the Departments within the School where promotion, tenure, and annual evaluations are conducted. A School level curriculum committee will be created to oversee curriculum development.
- f. **Support:** Alumni, foundation, state and federal support will be critical to the School's success. The School administration and faculty must seek and obtain grant funding consistent with the mission of the School. Efforts will be made to organize and facilitate the creation of targeted fundraising initiatives from alumni and philanthropists with the ECU Development Offices, including a naming opportunity for the school. The School will also seek funding for capital expenditures.

SRPH Implementation Team:

As shown in Appendix 1, the School currently benefits from the collective wisdom of an Implementation Team. This team has been meeting since Fall 2017, and will plan to complete a final report at the end of Academic year 2017–2018. Their services will continue as needed after that point, and may also incorporate senior leadership at ECU, who have been kept informed about the process on a regular basis.

Regional Advisory Councils:

Currently, the ECU Department of Public Health has a very strong and experienced Community Advisory Board that includes leaders at the local, regional and state levels (see Appendix 4). This board will continue to serve the School in an advisory capacity and may be expanded based on the perceived needs of the ECU School of Rural Public Health.



Dr. Ron Mitchelson
Provost and Senior Vice Chancellor for Academic Affairs

4/27/2018
Date



Dr. Phyllis Horns
Vice Chancellor for Health Sciences

4/27/18
Date



Dr. Jay Golden
Vice Chancellor for Research, Economic Development, and Engagement

4/27/18
Date

Appendix 1: Preliminary Work on the Development of the ECU School of Rural Public Health

| Committee | Members | Report |
|----------------------|---|--|
| SPH Advisory Council | <ul style="list-style-type: none"> • Chelley Alexander, MD, Clinical Professor and Chair of Family Medicine, Brody School of Medicine • Stacey Altman, MEd, JD, Associate Professor and Chair of Kinesiology, College of Health and Human Performance • Alta Andrews, DrPH, MPH, RN, Clinical Professor and Director for Community Partnerships and Practice, College of Nursing • Eric Bailey, PhD, MPH, Professor of Anthropology and Public Health, Harriot College of Arts and Sciences • Nicholas Benson, MD, MBA, Vice Dean, Brody School of Medicine; Interim Chief of Staff for the Vice Chancellor for Health Sciences (Panel Leader) • Don Chaney, PhD, Associate Professor and Chair of Health Education and Promotion, College of Health and Human Performance • Mary Farwell, PhD, Professor of Biology; Interim Assistant Vice Chancellor for Academic Affairs Research • Greg Kearney, DrPH, MPH, Assistant Professor of Public Health, Brody School of Medicine • C. Suzanne Lea, PhD, MPH, Associate Professor of Public Health, Brody School of Medicine • Thomas McConnell, PhD, Associate Dean, Graduate School • Andrew Morehead, PhD, Associate Professor and Chair of Chemistry, Harriot College of Arts and Sciences • Stephanie Jilcott Pitts, PhD, Associate Professor of Public Health, Brody School of Medicine • Rita Reaves, EdD, Interim SACSCOC Liaison, Institutional Planning, Assessment and Research • Stephanie Richards, PhD, Associate Professor of Health Education and Promotion, College of Health and Human Performance • Kristina Simeonsson, MD, MSPH, Associate Professor of Pediatrics and Public Health, Brody School of Medicine • Kathryn Verbanac, PhD, Professor of Surgery; Interim Assistant Vice Chancellor for Health Sciences Research | <p>East Carolina University School of Public Health Advisory Panel Final Report – October 21, 2016</p> |

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| | <ul style="list-style-type: none"> • Xiaoming Zeng, MD, PhD, Professor and Chair of Health Services and Information Management, College of Allied Health Sciences | |
| External Consultants | <ul style="list-style-type: none"> • Charles Hardy, PhD, MS, Founding Dean, College of Health and Human Services, University of North Carolina at Wilmington • Kathleen Stewart, PhD, MPH, Vice Provost for Faculty Affairs, North Carolina State University • Robert Pack, PhD, MPH, Professor of Community and Behavioral Health, Associate Dean for Academic Affairs, College of Public Health, East Tennessee State University | East Carolina University School of Public Health Site Visit Report of the External Consultant Team, September 2016 |
| SPH Implementation Committee | <ul style="list-style-type: none"> • Ronny Bell, PhD, Professor and Chair, Department of Public Health, Brody School of Medicine (Co-Chair) • Don Chaney, PhD, Associate Professor and Chair, Department of Health Education and Promotion, College of Health and Human Performance (Co-Chair) • Ruth Little, EdD, Vice-Chair & Assistant Professor, Department of Public Health, Brody School of Medicine • Paul Vos, PhD, Professor and Chair, Department of Biostatistics, College of Allied Health Sciences • Xiaoming Zeng, MD, PhD, Professor and Chair, Department of Health Services and Information Management, College of Allied Health Sciences • Stephanie Richards, PhD, Associate Professor, Department of Health Education and Promotion, College of Health and Human Performance • Linda Ingalls, Associate Vice Chancellor for Personnel Administration • Rita Reaves, EdD, SACSCOC Liaison, Institutional Planning, Assessment and Research | |

Appendix 2: Academic Units and Impacted Faculty in the Inaugural Launch of the ECU School of Rural Public Health

| Unit | Leader | Academic Programs | Affected Faculty/Staff |
|---|---|---|---|
| Department of Public Health, Brody School of Medicine | Ronny Bell, PhD, MS Professor and Chair | <ul style="list-style-type: none"> • Master of Public Health (MPH) <ul style="list-style-type: none"> ○ Epidemiology ○ Health Behavior ○ Health Administration • Doctor of Public Health (DrPH) <ul style="list-style-type: none"> ○ Environmental and Occupational Health ○ Health Policy, Administration, and Leadership • Certificate Programs <ul style="list-style-type: none"> ○ Foundations of Public Health Practice ○ Ethnic and Rural Health Disparities | <p>Faculty:</p> <ul style="list-style-type: none"> • Marysia Grzybowski, PhD • Gregory Kearney, DrPH, MPH • C. Suzanne Lea, PhD, MPH • Huabin Luo, PhD • Ruth Little, EdD, MPH • Ari Mwachofi, PhD, MS • Juhee Kim, ScD • Marla Hall, PhD, MCHES • Stephanie Jilcott Pitts, PhD • Ann Refferty, PhD, MS • Nancy Winterbauer, PhD, MS <p>Staff</p> <ul style="list-style-type: none"> • Wanda Strickland • Kristin Wooten • Zoe Yetman • Kelly Bass • Katherine Jones, PhD • Satomi Imai, PhD |
| Department of Biostatistics, College of Allied Health Sciences | Paul Vos, PhD Professor and Chair | N/A | <p>Faculty</p> <ul style="list-style-type: none"> • Xiangming Fang, PhD • Suzanne Hudson, PhD • Kevin O'Brien, PhD • Qiang Wu, PhD <p>Staff</p> <ul style="list-style-type: none"> • Rhonda Bode |
| Department of Health Services and Information Management, College of Allied Health Sciences | Xiaoming Zeng, MD, PhD Professor and Chair | <ul style="list-style-type: none"> • BS in Health Information Management • BS in Health Services Management • Master of Science in Health Informatics and Information Management • Certificate Programs <ul style="list-style-type: none"> ○ Health Care Administration ○ Health Informatics ○ Health Information Management ○ MBA with Health Care Management | <p>Faculty</p> <ul style="list-style-type: none"> • O. Elijah Asagbra, PhD • Paul Bell, PhD • Robert Campbell, EdD • Leight Cellucci, PhD, MBA • Susie Harris, PhD, MBA, RHIA, CCS, FAHIMA • Ray Hylock, PhD • Molly Jacobs, PhD • Akshat Kapoor, PhD • Robert Kulesher, PhD • Jason Mose, PhD, MBA, MS, CHFP • Melissa Rhodes, MPA • Bonita Sasnett, EdD <p>Staff</p> <ul style="list-style-type: none"> • Debra McLaughlin • Terri Stansbury |
| Department of Health Education | Don Chaney, PhD, MCHES | <ul style="list-style-type: none"> • BS in Athletic Training • BS in Environmental Health | <p>Faculty</p> <ul style="list-style-type: none"> • Vic Aeby, EdD |

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| and Promotion, College of Health and Human Performance | Associate Professor and Chair | <ul style="list-style-type: none"> • BS in Public Health Studies <ul style="list-style-type: none"> ○ Community Health ○ Pre-Health Professions ○ Worksite Health Promotion • MA in Health Education • MS in Athletic Training • MS in Environmental Health | <ul style="list-style-type: none"> • Jo Anne Balanay, PhD, CIH • Craig Becker, PhD • Kristen Brooks, MA • Brian Cavanaugh, MAEd • Beth Chaney, PhD, MCHES • Tamra Church, MAEd • Melissa Cox, PhD, MPH • Deonna Farr, DrPH, MPH, CHES • Katie Flanagan, EdD, ATC, LAT • Glen Gilbert, PhD • Rose Haddock, MAEd • William Hill, MSA • Charles Humphrey, PhD • Madison Johnson, MA • Timothy Kelley, PhD • Sharon Knight, PhD, RN • Julie Kulas, MEd, ATC, LAT • Anthony Kulas, PhD, ATC, LAT • Joseph Lee, PhD, MPH • Ryan Martin, PhD • Jennifer Matthews, PhD, MSPH • Elizabeth Montgomery, MA • Sharon Moore, PhD, ATC, LAT • Andrew Pickett, MAEd, ATC, LAT • Sue Raedeke, MA, ATC, LAT • Stephanie Richards, PhD, MSEH • Alice Richman, PhD, MPH • Molly Robinson, MPH • Kelli Russell, MPH • Joe Shrader, PhD • Michael Stellefson, PhD • Debra Tavasso, MAEd • Essie Torres, PhD, MPH • Karen Vail-Smith, MPA • Michele Wallen, PhD, MPH • David White, EdD • Jamie Williams, MAEd, MCHES • Lei Xu, PhD <p>Staff</p> <ul style="list-style-type: none"> • Stephanie Boyd |
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| | | | |
|---|---|-----|---|
| | | | <ul style="list-style-type: none"> • Avian White, MS |
| Center for Health Disparities, Brody School of Medicine | Hope Landrine, PhD Professor and Co-Director Ronny Bell, PhD Professor and Co-Director | N/A | Staff <ul style="list-style-type: none"> • Tracy Kono • Kevin Mills |

Appendix 3: Timeline for the Creation of the ECU School of Rural Public Health

| | Academic Year 2017–2018 | Academic Year 2018–2019 | Academic Year 2019–2020 | Academic Year 2020–2021 |
|--|-------------------------------|-------------------------------|--|-------------------------------|
| Monthly meetings of SRPH Implementation Committee | X | | | |
| Enroll students in DrPH Program | Spring 2018 | | | |
| Develop proposal for the creation of a SRPH at ECU | Have to EPPC by April 2018 | UNC BOG Approval | | |
| Degrees conferred to students in DrPH Program | | | | X |
| Final implementation recommendation submitted to Academic Council | May 2018 | | | |
| Formulate SRPH Unit Code Committee(s) and draft Unit Code(s) for approval | | Writing and Unit approval | UCSC, Faculty, Senate, Chancellor approval | |
| MPH CEPH reaccreditation site visit (accredited through December 31 st , 2019) | | | X | |
| BSPHS seek CEPH approval to apply for reaccreditation 1 year early (current accreditation expires in May 2021) | X | | | |
| BSPHS CEPH reaccreditation site visit | | | X | |
| SRPH Founding Dean Search | | | X | |
| Launch ECU School of Rural Public Health | | | | August 15, 2020 |

Appendix 4: ECU Department of Public Health Community Advisory Board

| Name | Position |
|-------------------------|---|
| Jane Baker | Executive Director, North Carolina Board of Examiners for Nursing Home Administrators |
| Wick Baker | President, Vidant Edgecombe Hospital |
| Battle Betts | Director, Albemarle Regional Health Services |
| Greg Bounds | Chief Executive Officer, Goshen Medical Center |
| Ila Davis | Director, Duplin County Health Department |
| Cindy Deporter | State Survey Agency Director, Branch Manager, Quality Evaluative Systems Branch |
| Jean Farmer-Butterfield | Representative, District 24 |
| Hal Garland | Administrator, MacGregor Downs Health and Rehabilitation Center |
| Kahla Hall | Director, Community Benefit, Office of Management and Administration, Vidant Medical Center |
| Scott Harrelson | Director, Craven County Health Department |
| Krissy Hoover | Infectious Disease Preventionist, Lenoir Memorial Hospital |
| Tom Irons | Department of Pediatrics, Brody School of Medicine, East Carolina University |
| James Johnson | Director of Medical Affairs, Vidant Medical Center |
| Marcus Johnson | <i>Research Health Specialist; Assist Director, Operations-CSPEC</i> HSR&D/CSP Epidemiology Center (152), Durham VA Medical Center |
| Karen Lachapelle | Interim Director, Edgecombe County Health Department |
| James Madson | Director, Beaufort County Health Department |
| Susan Martin | Representative, District 8 |
| Pat McElraft | Representative, District 13 |
| Ben Money | President, North Carolina Community Health Center Association |
| John Morrow | Director, Pitt County Health Department |
| Catherine Nelson | Community Health Programs Administrator, Vidant Medical Center |
| Louis Pate | Senator, District 7 |
| John Rouse, Jr. | Director, Harnett County Health Department |
| Misty Scheel | Deputy Director of Public Health, Naval Hospital, Camp Lejeune |
| Maggie Sauer | Director, North Carolina Office of Rural Health, North Carolina Department of Health and Human Services |
| Kim Schwartz | Executive Director, Roanoke Chowan Community Health Center |
| Laurie Stallings | Executive Director, United Methodist Retirement Homes, Inc. |
| Paul Stockett | Administrator, Riverpoint Crest Nursing and Rehabilitation Center |
| Lynette Tolson | Executive Director, North Carolina Public Health Association |
| Tamara Williams | Coordinator, Language Access Services, Office of Patient and Family Engagement, Vidant Medical Center |
| Lisa Yates | Regional Vice President, Principal Long Term Care |

AGENDA ITEM

A-3. UNC Degree Program Establishments..... Kimberly van Noort

| | |
|--------------------|---|
| Situation: | <p>East Carolina University requests the establishment of the following degree programs:</p> <ul style="list-style-type: none">— Bachelor of Science in Software Engineering (CIP 14.0903)— Master of Science in Data Science (CIP 11.0701)— Master of Science in Mechanical Engineering (CIP 14.1901) <p>North Carolina Agricultural and Technical State University and The University of North Carolina at Greensboro request the establishment of the following degree program:</p> <ul style="list-style-type: none">— Joint Doctor of Philosophy in Social Work (CIP 44.0701) <p>The University of North Carolina Wilmington requests the establishment of the following degree programs:</p> <ul style="list-style-type: none">— Bachelor of Science in Coastal Engineering (CIP 14.9999)— Bachelor of Arts in Interdisciplinary Studies (CIP 30.9999) |
| Background: | <p>Per UNC 400.1, the constituent institutions and UNC System Office review degree program offerings and bring requests to establish new programs with recommendations to the UNC Board of Governors.</p> |
| Assessment: | <p>Establishment of the above-listed degree programs is recommended.</p> |
| Action: | <p>This item requires a vote by the committee, with a vote by the full Board of Governors through the consent agenda.</p> |

**Request for Authorization to Establish a
Bachelor of Science in Software Engineering
(BS, CIP 14.0903) at
East Carolina University**

I. Program Highlights

- The proposed BS in Software Engineering degree program will prepare graduates for employment in a software-engineering field or graduate study. Students will fulfill ABET educational objectives to demonstrate technical and professional leadership, become global collaborators, and adapt to an ever-changing field.
- The proposed degree program will be delivered on-campus.
- The proposed degree program will require 120 credit hours for completion, which includes 40 general education courses and a core of 13 required and five elective Software Engineering courses.
- Twenty-five full-time students and five part-time students are projected in the first year. One hundred full-time students and 20 part-time students are projected by the fourth year.
- Two full-time faculty positions and a full-time administrative assistant position are requested for the proposed degree program. The curriculum will require 13 new courses, which need to be offered at least once a year. This teaching load will be shared between the two new faculty members and an adjunct faculty member.
- Enrollment increase funds will be sought to support the proposed degree program. This will fund two faculty lines and one administrative assistant. If the enrollment funds are not allotted, ECU will fund the positions through internal resources.
- The Board of Governors recently approved a request from ECU's College of Engineering and Technology (CET) to levy an enhancement fee of \$150 per semester for full-time students in the college. This will apply to all the degree programs in the college at both undergraduate and graduate levels.
- The resources of the ECU Joyner Library are adequate to support the proposed BS in Software Engineering. Shared digital resources, including approximately 90,000 e-journals, relevant databases, and e-books will support student learning. In addition, the library provides access to Lynda.com through ITCS's subscription.
- The proposed BS in Software Engineering will need classroom space furnished with instructional technology equipment for collaborative learning. ECU will allocate a 1600-square foot classroom/library space for the proposed degree program. The space will be shared with another proposed degree program: M.S. in Data Science. When classes are not held in the space, it will be used by students to work on course and capstone projects and research.

II. BOG Academic Program Planning Criteria (UNC Policy 400.1)

1. **Existing Programs (Number, Location, Mode of Delivery).** Although eight institutions in the UNC System offer programs related to technology and engineering, only ECU offers a software engineering program at the master's degree level. There are no bachelor's degree programs in software engineering in the UNC System.

2. **Relation to Campus Distinctiveness and Mission.** The proposed degree program aligns with the UNC Strategic Plan, expanding opportunities for student success and preparing a workforce to meet the needs of software-driven industry in North Carolina and beyond. It supports the ECU mission and is directly aligned with the ECU College of Engineering and Technology (CET) strategic plan, which centers on three commitments: maximizing student success, serving the public, and leading regional transformation.
3. **Demand (local, regional, state).** According to ncworks.gov data, 426 jobs were advertised in North Carolina for software developers in the systems software category in October 2016. In addition, 1,001 jobs were advertised in North Carolina for software developers in the applications category. This is a growing field and currently the supply is medium but the demand is high. The median annual wage for software developers was \$100,690 in May 2015.
4. **Potential for Unnecessary Duplication.** Even though other institutions offer degrees that provide some of the same skills, no other institution focuses specifically on software engineering. ECU already offers a successful master's degree in software engineering (MSSE). However, this program targets those who already have bachelor's degrees in a non-computing field. The proposed BS in Software Engineering program will leverage the existing software engineering infrastructure and provide a direct route to the software engineering job market.
5. **Employment Opportunities for Graduates.** According to the U.S. Bureau of Labor Statistics (BLS), employment of software developers is projected to grow 17 percent from 2014 to 2024, much faster than the average for all occupations. The main reason for the rapid growth is a large increase in demand for computer software. The BLS estimates that 76 percent of all new jobs in STEM disciplines come from the computing disciplines, and 31 percent of all new jobs in computing are in software development.
6. **Faculty Quality and Number.** Two full-time faculty positions and a full-time administrative assistant position are requested for the proposed degree program. The curriculum will require 13 new courses, which need to be offered at least once a year. This teaching load will be shared between the two new faculty members and an adjunct faculty member.
7. **Availability of Campus Resources (library, space, etc.)** The resources of the ECU Joyner Library are adequate to support the proposed BS in Software Engineering. Shared digital resources, including approximately 90,000 e-journals, relevant databases, and e-books will support student learning. In addition, the library provides access to Lynda.com through ITCS's subscription.

The proposed BS in Software Engineering will need classroom space furnished with instructional technology equipment for collaborative learning. ECU will allocate a 1600-square foot classroom/library space for the proposed degree program. The space will be shared with another proposed degree program: MS in Data Science. When classes are not held in the space, it will be used by students to work on course and capstone projects and research.

8. **Relevant Lower-level and Cognate Programs.** The proposed BS in Software Engineering degree program depends on three cognate programs at ECU: mathematics, sciences (biology, physics, or chemistry), and general education. Students will take two courses in mathematics, 12 semester hours of sciences, and 40 semester hours of general education courses.

- 9. Impact on Access and Affordability.** Enrollment increase funds will be sought to support the proposed degree program. This will fund two faculty lines and one administrative assistant. If the enrollment funds are not allotted, ECU will fund the positions through internal resources.

The Board of Governors recently approved a request from ECU's College of Engineering and Technology (CET) to levy an enhancement fee of \$150 per semester for full-time students in the college. This will apply to all the degree programs in the college at both undergraduate and graduate levels.

Tuition rates for undergraduate students at ECU are as follows:

| ECU In-State Undergraduate Tuition and Fees | | | |
|---|------------|------------|------------|
| Hours | Tuition | Fees | Total |
| 1-5 Hours | \$556.50 | \$672.75 | \$1,229.25 |
| 6-8 Hours | \$1,113.00 | \$1,345.50 | \$2,458.50 |
| 9-11 Hours | \$1,669.50 | \$1,345.50 | \$3,015.00 |
| 12+ Hours | \$2,226.00 | \$1,345.50 | \$3,571.50 |

| ECU Out-of-State Undergraduate Tuition and Fees | | | |
|---|-------------|------------|-------------|
| Hours | Tuition | Fees | Total |
| 1-5 Hours | \$2,591.13 | \$672.75 | \$3,263.88 |
| 6-8 Hours | \$5,182.25 | \$1,345.50 | \$6,527.75 |
| 9-11 Hours | \$7,773.38 | \$1,345.50 | \$9,118.88 |
| 12+ Hours | \$10,364.50 | \$1,345.50 | \$11,710.00 |

- 10. Expected Quality.** The measures used to evaluate the proposed degree program will include quality of applicants and admission rates, average time to degree completion, proportion of students who successfully complete the program, proportion of students who receive job offers prior to graduation, proportion of students who receive job offers within 90 days of graduation, ratings from alumni surveys, feedback from employers about the quality of program graduates, and student acquisition of program learning outcomes.

- 11. Feasibility of Collaborative Program.** North Carolina State University offers a Master of Computer Science degree with two tracks: Data Science and Software Engineering. Courses in these programs are at the graduate level. Therefore, no opportunities exist for collaboration with the proposed degree program, which is designed for the undergraduate level. ECU is actively engaging the Pitt Community College administration and faculty in the design of the proposed BS in Software Engineering degree program. The goal is to develop articulation agreements for both institutions. This can provide a model for future articulation agreements with other colleges in the North Carolina Community College System.

- 12. Other Considerations.** None.

III. Summary of Review Processes

Campus Review Process and Feedback. The proposal was reviewed by the ECU faculty, department and university curriculum committees, provost, and chancellor. Approval was obtained at all levels.

UNC System Office Review Process and Feedback. Throughout the review process, ECU provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support its statements. Reviewers evaluated the requests and did not request further information.

IV. Recommendation

It is recommended that the Board of Governors approve ECU's request to establish a Bachelor of Science in Software Engineering degree program (CIP 14.0903) to enroll students starting fall 2018.

**Request for Authorization to Establish a
Master of Science in Data Science
(MS, CIP 11.0701) at
East Carolina University**

I. Program Highlights

- The proposed MS in Data Science degree program will prepare students who have an academic background in computing and others with backgrounds in quantitative disciplines such as mathematics, physics, chemistry, engineering, and epidemiology, to meet the rapidly growing need for data scientists in North Carolina and beyond. Graduates will have the requisite training, tools, and current industry practices to work in a range of data science related jobs. They will have knowledge of the critical role played by data science-driven software systems and their impact in a global, economic, healthcare, and societal context.
- The proposed degree program will be delivered on-campus and online in a hybrid delivery mode.
- The proposed degree program will require 30 semester hours, taken during four regular semesters of full-time study. Features of the proposed degree program include strong industry involvement, along with theory and practice contextualized within the medical and healthcare domains. An industry advisory board will be constituted for the proposed degree program.
- Twenty full-time students are projected in the first year. Sixty full-time students are projected by the fourth year.
- Two full-time faculty positions, a full-time administrative assistant position and stipends and tuition remission for graduate students are requested through enrollment increase funds.
- The Board of Governors recently approved a request from ECU's College of Engineering and Technology (CET) to levy an enhancement fee of \$150 per semester for full-time students in the college. This will apply to all the degree programs in the college at both undergraduate and graduate levels.
- The resources of the ECU Joyner Library are adequate to support the proposed MS in Data Science. Shared digital resources, including approximately 90,000 e-journals, relevant databases, and e-books will support student learning. In addition, both the Joyner Library and Laupus Health Sciences Library, which serves the Division of Health Sciences, will contribute resources focused on their constituencies.
- The proposed MS in Data Science will need classroom space furnished with instructional technology equipment for collaborative learning. ECU will allocate a 1600-square foot classroom/library space for the proposed degree program. The space will be shared with another proposed degree program: BS in Software Engineering. When classes are not held in the space, it will be used by students to work on course and capstone projects and research.

II. BOG Academic Program Planning Criteria (UNC Policy 400.1)

1. **Existing Programs (Number, Location, Mode of Delivery).** Institutions in the UNC System that offer similar programs include: Appalachian State University, North Carolina State University, the University of North Carolina at Charlotte, and the University of North Carolina Wilmington.
2. **Relation to Campus Distinctiveness and Mission.** The proposed degree program aligns with the UNC Strategic Plan goals: increase access to success, provide all students with outstanding

academic and experiential learning opportunities, provide affordable education through efficient use of available resources, and enhance economic impact and community engagement through workforce development in high demand areas and research-enabled entrepreneurship. It supports the ECU mission and is directly aligned with the strategic plans of ECU College of Engineering and Technology (CET), Thomas Harriot College of Arts and Sciences, and College of Allied Health Sciences, which center on three commitments: maximizing student success, serving the public, and leading regional transformation.

3. **Demand (local, regional, state).** Numerous software-intensive industries in North Carolina depend on the availability of a highly-skilled workforce in data science. In November 2015, 310 data scientist jobs in the Raleigh area were posted on indeed.com, with a total of 526 in North Carolina. In the same month, glassdoor.com reported 510 Data Scientist jobs in Raleigh, and 931 total in North Carolina.

Other major North Carolina industries that need data scientists include agri-biotech (BASF, Bayer, and Syngenta), consulting (Accenture, Deloitte, PricewaterhouseCoopers, RTI International, and Trident Technologies), energy (Duke Energy Corporation), engineering (AECOM, Amec Foster Wheeler, and Terracon), federal government (Animal and Plant Health Inspection, and National Institutes of Health), finance (Aetna Inc., Bank of America, BB&T, Fidelity Investments, etc.), health (Becton Dickinson Blue Cross and Blue Shield, Carolina Healthcare System, Lab Corp of America, etc.), information technology (Cisco, Citrix, IBM, Lenova, Oracle, and Red Hat), pharmaceutical (Catalent, GlaxoSmithKline, Quintiles, and Teledyne), transportation (Norfolk Southern Railroad), and agriculture (R.J. Reynolds Tobacco and Reynolds American, Inc.).

4. **Potential for Unnecessary Duplication.** The proposed MS in Data Science at ECU is unique from the other data science programs in the UNC System. The proposed ECU degree program will have exclusive focus on healthcare and medical domains and will draw upon local resources: Vidant Health, the pharmaceutical industry, and ECU Medical School, Dental School, Nursing School, School of Public Health, and College of Allied Health Sciences.
5. **Employment Opportunities for Graduates.** According to the U.S. Bureau of Labor Statistics (BLS), employment in disciplines closely related to data science is projected to grow from 2014 to 2024 at a much faster rate than the average for all occupations. Positions in software development, which is closely related to data science, are projected to add 20,000 jobs per year through 2024.
6. **Faculty Quality and Number.** Two full-time faculty positions, a full-time administrative assistant position and stipends and tuition remission for graduate students are requested through enrollment increase funds.
7. **Availability of Campus Resources (library, space, etc.)** The resources of the ECU Joyner Library are adequate to support the proposed MS in Data Science. Shared digital resources, including approximately 90,000 e-journals, relevant databases, and e-books will support student learning. In addition, both the Joyner Library and Laupus Health Sciences Library, which serves the Division of Health Sciences, will contribute resources focused on their constituencies.

The proposed MS in Data Science will need classroom space furnished with instructional technology equipment for collaborative learning. ECU will allocate a 1600-square foot

classroom/library space for the proposed degree program. The space will be shared with another proposed degree program: BS in Software Engineering. When classes are not held in the space, it will be used by students to work on course and capstone projects and research.

- 8. Relevant Lower-level and Cognate Programs.** The proposed MS in Data Science degree program will not solely depend on any lower-level and cognate programs at ECU. In addition to ECU graduates, the proposed degree program will recruit students locally, regionally, and internationally. It will be of interest to a broad range of students with undergraduate degrees in computer science, software engineering, information technology, and traditional branches of engineering, mathematics, physics, chemistry, and economics.
- 9. Impact on Access and Affordability.** Enrollment increase funds will be sought to support the proposed degree program. While significant income is expected through research grants and contracts to cover the purchase and maintenance of specialized computing infrastructure and labs, the enrollment increase funds can support two faculty lines, one administrative assistant, and graduate student stipends and tuition remissions. If enrollment increase funds are not granted, ECU will fund the positions through internal resources.

The Board of Governors recently approved a request from ECU's College of Engineering and Technology (CET) to levy an enhancement fee of \$150 per semester for full-time students in the college. This will apply to all the degree programs in the college at both undergraduate and graduate levels.

Tuition rates for graduate students at ECU are as follows:

| ECU In-State Graduate Tuition and Fees | | | |
|--|------------|------------|------------|
| Hours | Tuition | Fees | Total |
| 1-2 Hours | \$593.63 | \$672.75 | \$1,266.38 |
| 3-4 Hours | \$1,187.25 | \$672.75 | \$1,860.00 |
| 5 Hours | \$1,187.25 | \$1,345.50 | \$2,532.75 |
| 6-8 Hours | \$1,780.88 | \$1,345.50 | \$3,126.38 |
| 9 Hours | \$2,374.50 | \$1,345.50 | \$3,720.00 |

| ECU Out-of-State Graduate Tuition and Fees | | | |
|--|------------|------------|-------------|
| Hours | Tuition | Fees | Total |
| 1-2 Hours | \$2,237.25 | \$672.75 | \$2,910.00 |
| 3-4 Hours | \$4,474.50 | \$672.75 | \$5,147.25 |
| 5 Hours | \$4,474.50 | \$1,345.50 | \$5,820.00 |
| 6-8 Hours | \$6,711.75 | \$1,345.50 | \$8,057.25 |
| 9 Hours | \$8,949.00 | \$1,345.50 | \$10,294.50 |

- 10. Expected Quality.** The measures used to evaluate the proposed degree program will include quality of applicants and admission rates, average time to degree completion, proportion of students who successfully complete the program, proportion of students who receive job offers

prior to graduation, proportion of students who receive job offers within 90 days of graduation, ratings from alumni surveys, feedback from employers about the quality of program graduates, and student acquisition of program learning outcomes.

11. Feasibility of Collaborative Program. The University of North Carolina at Charlotte has a data science program targeting full-time working professionals in the Charlotte area in addition to traditional, full-time students. At this point, it appears there is limited opportunity for collaboration with UNC Charlotte given the differences in the program focus areas. However, research collaboration in data science is an immediate possibility. This topic was discussed with UNC Charlotte Data Science Initiative administrators during ECU's visit to the campus in October 2016.

12. Other Considerations. None.

III. Summary of Review Processes

Campus Review Process and Feedback. The proposal was reviewed by the ECU faculty, department and university curriculum committees, provost, and chancellor. Approval was obtained at all levels.

UNC System Office Review Process and Feedback. Throughout the review process, ECU provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support its statements. Reviewers evaluated the requests and did not request further information.

IV. Recommendation

It is recommended that the Board of Governors approve ECU's request to establish a Master of Science in Data Science degree program (CIP 11.0701) to enroll students starting fall 2018.

**Request for Authorization to Establish a
Master of Science in Mechanical Engineering
(MS, CIP 14.1901) at
East Carolina University**

I. Program Highlights

- The proposed MS in Mechanical Engineering degree program will produce graduates with advanced skills to serve state and regional industries, government agencies, and national and international industries. Graduates will be able to work professionally in mechanical-related industries, research, and laboratory operations. They will also be prepared to succeed in advanced terminal degree programs in fields such as engineering, science, medicine, and dentistry.
- The proposed degree program will be delivered on-campus.
- The proposed degree program will require 32 semester hours of coursework and thesis. Approximately 14 semester hours will be completed in the Department of Engineering, with an additional six semester hours of thesis credit and additional courses from the Departments of Mathematics, Physics, Biology, Biostatistics, and other supporting disciplines.
- Eight full-time students and two part-time students are projected in the first year. Twenty full-time students and five part-time students are projected by the fourth year.
- Faculty resources are sufficient for the initiation of the proposed degree program. In year two, a 0.5 FTE faculty position will be requested. This position will be a joint hire with the ECU School of Dental Medicine. In addition, a 1.0 FTE faculty position will be requested in year three.
- No differential tuition or program-specific fees are requested.
- The resources of the ECU Joyner Library and William E. Laupus Health Sciences Library are adequate for commencement of the proposed MS in Mechanical Engineering. To support the proposed degree program, one requested area of improvement is to guarantee students uninterrupted access to the American Society of Mechanical Engineering's digital journal collection. Currently, the subscription is not part of the regular library budget.
- Existing classroom and laboratory facilities are adequate for the proposed MS in Mechanical Engineering.

II. BOG Academic Program Planning Criteria (UNC Policy 400.1)

1. **Existing Programs (Number, Location, Mode of Delivery).** Three UNC System institutions offer graduate programs in mechanical engineering, including: North Carolina Agricultural and Technical State University, North Carolina State University, and the University of North Carolina at Charlotte. One private institution, Duke University, offers a graduate program in mechanical engineering.
2. **Relation to Campus Distinctiveness and Mission.** The proposed degree program aligns with key components of the ECU mission statement: to be a national model for student success, public service, and regional transformation. It supports the institutional mission to prepare students with the knowledge, skills, and values to succeed. The proposed degree program will leverage the unique opportunities for partnership with the ECU School of Dental Medicine, the Brody School of Medicine, the College of Nursing, the College of Allied Health Sciences, the College of Arts and

Sciences, the College of Health and Human Performance, the ECU Center for Sustainability, the NC Agromedicine Institute, and regional and local industry.

3. **Demand (local, regional, state).** Labor market analysis from ncworks.gov shows that graduates of mechanical engineering can work as material engineers and energy engineers. The 2014 median annual estimated wage was \$85,840 and \$92,730 for mechanical engineers in the materials and energy areas respectively.
4. **Potential for Unnecessary Duplication.** ECU is the only university within the UNC System that offers academic programs in engineering, medicine, dentistry, nursing and allied health on one campus. The proposed degree program will take advantage of the unique proximity and combined strengths of the Department of Engineering, School of Dental Medicine, Brody School of Medicine, College of Allied Health Sciences, College of Nursing, Thomas Harriot College of Arts and Sciences, Institute of Coastal Science and Policy, and the Center for Sustainability.
5. **Employment Opportunities for Graduates.** According to the U.S. Bureau of Labor Statistics (BLS), employment growth for mechanical engineering will increase by 5.3 percent over the next 10 years, illustrating an increasing demand for graduates in this field.
6. **Faculty Quality and Number.** Faculty resources are sufficient for the initiation of the proposed degree program. In year two, a 0.5 FTE faculty position will be requested. This position will be a joint hire with the ECU School of Dental Medicine. In addition, a 1.0 FTE faculty position will be requested in year three.

The proposed degree program will require a half-time SPA support person (\$18,000) who will provide support for graduate admissions, assistantships and other related duties associated with the graduate program. The Department of Engineering is requesting three graduate assistantships in year one (\$15,000 per student, total \$45,000/year) with an increase to five graduate assistantships in years two, three, and four (\$15,000 x 5 students, total = \$75,000/year). It is expected that engineering faculty will produce at least \$300,000/year of external funding, which is the average that engineering faculty have generated as lead investigators over the past five years.

7. **Availability of Campus Resources (library, space, etc.)** The resources of the ECU Joyner Library and William E. Laupus Health Sciences Library are adequate for commencement of the proposed MS in Mechanical Engineering. To support the proposed degree program, one requested area of improvement is to guarantee students uninterrupted access to the American Society of Mechanical Engineering's digital journal collection. Currently, the subscription is not part of the regular library budget.

The proposed MS in Mechanical Engineering is an interdisciplinary program, and it is anticipated that students will be involved in courses and research projects located in the Department of Engineering, Brody School of Medicine, School of Dental Medicine, College of Allied Health Sciences, Thomas Harriot College of Arts and Sciences, College of Nursing, and the College of Health and Human Performance. The program will be initiated with 10 students in the first year,

growing to 25 by the third year. The impact of additional students should be minimal and easily accommodated in didactic classes and integrated into existing laboratory space.

- 8. Relevant Lower-level and Cognate Programs.** There has been a strong relationship between the Department of Engineering, which is planning the proposed degree program, and the School of Dental Medicine, the Brody School of Medicine, the Department of Physics, the Department of Biology, and the Department of Chemistry. Faculty from the above-mentioned schools and departments have participated as mentors for engineering students' projects.
- 9. Impact on Access and Affordability.** No differential tuition or program-specific fees are requested.

Tuition rates for graduate students at ECU are as follows:

| ECU In-State Graduate Tuition and Fees | | | |
|--|------------|------------|------------|
| Hours | Tuition | Fees | Total |
| 1-2 Hours | \$593.63 | \$672.75 | \$1,266.38 |
| 3-4 Hours | \$1,187.25 | \$672.75 | \$1,860.00 |
| 5 Hours | \$1,187.25 | \$1,345.50 | \$2,532.75 |
| 6-8 Hours | \$1,780.88 | \$1,345.50 | \$3,126.38 |
| 9 Hours | \$2,374.50 | \$1,345.50 | \$3,720.00 |

| ECU Out-of-State Graduate Tuition and Fees | | | |
|--|------------|------------|-------------|
| Hours | Tuition | Fees | Total |
| 1-2 Hours | \$2,237.25 | \$672.75 | \$2,910.00 |
| 3-4 Hours | \$4,474.50 | \$672.75 | \$5,147.25 |
| 5 Hours | \$4,474.50 | \$1,345.50 | \$5,820.00 |
| 6-8 Hours | \$6,711.75 | \$1,345.50 | \$8,057.25 |
| 9 Hours | \$8,949.00 | \$1,345.50 | \$10,294.50 |

- 10. Expected Quality.** The measures used to evaluate the proposed degree program will include student proficiency in program learning outcomes, enrollments, degrees awarded, placement of graduates, and publications and presentations by students.
- 11. Feasibility of Collaborative Program.** Opportunities exist for collaboration with other UNC System institutions. ECU graduates from the proposed degree program would be eligible for the Ph.D. program in Mechanical Engineering at North Carolina A&T State University, NC State University, or UNC Charlotte. In addition, graduate distance course offerings from NC State University may be made available to ECU graduate students.
- 12. Other Considerations.** None.

III. Summary of Review Processes

Campus Review Process and Feedback. The proposal was reviewed by the ECU faculty, department and university curriculum committees, provost, and chancellor. Approval was obtained at all levels.

UNC System Office Review Process and Feedback. Throughout the review process, ECU provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support its statements. Reviewers evaluated the requests and did not request further information.

IV. Recommendation

It is recommended that the Board of Governors approve ECU's request to establish a Master of Science in Mechanical Engineering degree program (CIP 14.1901) to enroll students starting fall 2018.

**Request for Authorization to Establish a
Joint Doctor of Philosophy in Social Work
(Ph.D., CIP 44.0701) at
University of North Carolina at Greensboro
And
North Carolina Agricultural and Technical State University**

I. Program Highlights

- The mission of the proposed Ph.D. degree program, offered by North Carolina Agricultural and Technical State University and The University of North Carolina at Greensboro, is to prepare social workers for careers as multiculturally-responsive, community-engaged scholars and educators who are committed to social, economic, and environmental issues on the micro, mezzo, and macro levels of society. The proposed degree program is grounded in the historical partnership between the social work departments at two diverse universities and is informed by their recognition of and appreciation for diverse human strengths and resiliency-- a legacy of the social work profession.
- The proposed degree program will be delivered on-campus.
- The proposed degree program will require 48 credit hours, including 15 credit hours of required social work courses, six credit hours of additional research, 12 credit hours of electives, and 15 credit hours for the dissertation.
- Six full-time students and four part-time students are projected in the first year. Twenty-four full-time students and 16 part-time students are projected by the fourth year. The proposed degree program will admit a new cohort of six full-time students every three years. Part-time enrollment targets are at 10 new students annually. The curriculum has been designed to accommodate both full-time and part-time paths to completion.
- New faculty members will be required on both campuses (North Carolina A&T State University and UNC Greensboro) to launch the proposed degree program without weakening existing social work programs. In anticipation of program approval, UNC Greensboro made a strategic hire of two new faculty in social work; these faculty began their appointments fall 2017. North Carolina A&T State University has committed to a faculty line; the search commenced fall 2017, with the goal of having a new senior research faculty in place fall 2018. If the permission to establish the proposed Joint Ph.D. in Social Work at UNC Greensboro and North Carolina A&T State University is granted, UNC Greensboro will commit to search for another senior research faculty member to be in place fall 2019.
- Enrollment increase funding will be requested to sustain the proposed degree program. Faculty will apply for external grants to further support doctoral students in the proposed Ph.D. program.
- No differential tuition or fees are requested.
- The resources of the campus libraries are adequate to support the proposed degree program.
- The combination of office space, classroom space, meeting places, and technology are sufficient to achieve the mission and goals of the proposed degree program.

II. BOG Academic Program Planning Criteria (UNC Policy 400.1)

1. **Existing Programs (Number, Location, Mode of Delivery).** The only other institution in the UNC System offering a Ph.D. in Social Work is the University of North Carolina at Chapel Hill. It prepares

graduates for research intensive institutions using a full-time model that is totally classroom-based. The UNC-Chapel Hill School of Social Work was involved in the initial proposal to plan the proposed degree program and remains supportive.

2. **Relation to Campus Distinctiveness and Mission.** The proposed joint Ph.D. degree program reflects the mission and strategic plans of UNC Greensboro, continuing the work of its dedication: “As a doctorate-granting institution, UNC Greensboro is committed to teaching based in scholarship and advancing knowledge through research.” Additionally, two pillars (transformation in student skills and productivity and knowledge of health and wellness) of the 2016 Strategic Plan at UNC Greensboro, Healthy Lives and Vibrant Communities, resonate strongly with the proposed degree program.

The proposed joint Ph.D. degree program is consistent with North Carolina A&T State University’s mission as articulated in its strategic plan, Preeminence 2020: Embracing Our Past, Creating Our Future: “The university’s learner-centered community develops and preserves intellectual capital through interdisciplinary learning, discovery, and engagement, and is committed to fulfilling its fundamental purposes through exemplary undergraduate and graduate instruction, scholarly and creative research, and effective public service and engagement.”

3. **Demand (local, regional, state).** An EAB Burning Glass study was performed in summer 2016 and showed a 54 percent increase in employer demand for social work Ph.D. graduates. It also indicated 75 percent of the Ph.D. program graduates enter academia, which aligns well with the proposed degree program’s focus on teacher-scholar models.
4. **Potential for Unnecessary Duplication.** The proposed degree program is intended to complement, rather than compete with, the program at the UNC-Chapel Hill. Using a unique community collaboration model, the proposed Joint Ph.D. in Social Work program will produce scholar-educators – researchers, teachers, community practitioners, and leaders – for institutions focused on maintaining a balance of teaching with scholarship and community involvement.
5. **Employment Opportunities for Graduates.** According to the U.S. Bureau of Labor Statistics (BLS), employment of social workers is expected to increase by 19 percent from 2012 to 2022, which is faster than the average for all occupations. Employment growth will be driven by increased demand for health care and social services but will vary by specialty. Due to the increasing number of social work education programs that are seeking faculty, those attaining a doctoral degree in social work have experienced a favorable job market.
6. **Faculty Quality and Number.** New faculty members will be required on both campuses (North Carolina A&T State University and UNC Greensboro) to launch the proposed degree program without weakening existing social work programs. In anticipation of program approval, UNC Greensboro made a strategic hire of two new faculty in Social Work; these faculty began their appointments fall 2017. North Carolina A&T State University has committed to a faculty line; the search commenced fall 2017, with the goal of having a new senior research faculty in place fall 2018. If the permission to establish the proposed Joint Ph.D. in Social Work at UNC Greensboro and North Carolina A&T State University is granted, UNC Greensboro will commit to search for another senior research faculty member to be in place fall 2019.

7. Availability of Campus Resources (library, space, etc.)

UNC Greensboro Jackson Library Services: The UNC Greensboro library collections total more than 1.2 million printed books and federal and state documents. Additionally, the library holds a number of individually purchased e-books relevant to graduate-level study in social work. The current annual budget for the social work department is \$4,095, which is used to purchase both print and electronic books. In addition to electronic books, the university libraries provide access to more than 65,000 electronic journals and 512 article databases. Databases particularly strong in social work include Academic Search Complete, Social Work Abstracts, ProQuest Social Science Journals, SocIndex With Full Text and PsycINFO. The Department of Social Work has a dedicated library liaison who provides specialized support for faculty and for students at all levels. She works with students and faculty both in-person and virtually. Using the SpringShare LibGuides system, the social work liaison currently maintains one social work subject guide and seven course guides, all accessible at <http://uncg.libguides.com/swk>. Additional guides will be created to support the proposed Joint Ph.D. in Social Work degree program as necessary.

North Carolina A&T State University Bluford Library Services: Located on the main campus of North Carolina A&T State University, Bluford Library's total collection includes over 617,309 volumes of print books (742,667 total volumes), 396 current print serial subscriptions (468 including government documents), 152,130 electronic serial subscriptions, and 1,102,463 units of microforms and government documents. Ninety-eight of the electronic subscriptions are dedicated to social work. Print serials held by the library (both current and past) and dedicated to social work include 56 titles.

The North Carolina A&T State University Department of Social Work and Sociology has a dedicated library liaison, who provides specialized support for faculty and for students at all levels. She works with students and faculty both in-person and virtually. Using the SpringShare LibGuides system the social work liaison currently maintains one social work subject guide and other collateral guides to holistically support the academic mission, accessible at <http://libguides.library.ncat.edu>. Additional guides will be created to support the proposed Joint Ph.D. in Social Work degree program as necessary.

Facilities: The Department of Social Work at UNC Greensboro is located in the Stone Building. Classrooms and conference rooms are also available for student use in this building and other buildings on campus. The Department of Social Work and Sociology at North Carolina A&T State University is located in Gibbs Hall. Classrooms and conference rooms are available in this building and other buildings on campus. Each department has a separate departmental office suite that houses the chair and departmental administrative staff and that provides space for records and files, faculty mail boxes, and supplies.

The combination of office space, classroom space, meeting places, and technology are sufficient to achieve the mission and goals of the proposed degree program.

8. **Relevant Lower-level and Cognate Programs.** The proposed Joint Ph.D. in Social Work degree program is intentionally designed to allow students to develop an individual area of emphasis through the 12 elective credits. There are numerous high-quality graduate certificate programs available that students may pursue concurrently with the proposed Ph.D. Examples of such

include, but are not limited to: peace and conflict, sociology, public health, gerontology, qualitative research methods, educational leadership, and nutrition.

- 9. Impact on Access and Affordability.** To launch the program, the provosts for North Carolina A&T State University and UNC Greensboro have already allocated faculty lines from recent enrollment growth and pledged graduate student support in anticipation of the proposed degree program. As a Ph.D. program, new student credit hour generation will be minimal, but does create the need for enrollment increase funding to sustain the program. Faculty will apply for external grants to further support doctoral students in the proposed Ph.D. program.

No differential tuition or fees are requested.

Tuition rates for full-time graduate students at the participating institutions are as follows:

| North Carolina A&T State University In-State Graduate Tuition and Fees | | | | |
|--|-------------|------------|------------|------------|
| Hours | Tuition | Fees | Insurance | Total |
| 1-2 Hours | \$593.13 | \$593.43 | 0 | \$1,186.56 |
| 3-5 Hours | \$1,1186.25 | \$893.34 | 0 | \$2,079.59 |
| 6-7 Hours | \$1,779.38 | \$1,193.26 | \$1,270.00 | \$4,242.64 |
| 8 Hours | \$1,779.38 | \$1,493.16 | \$1,270.00 | \$4,542.54 |
| 9 Hours or more | \$2,372.50 | \$1,493.16 | \$1,270.00 | \$5,135.66 |

| North Carolina A&T State University Out-of-State Graduate Tuition and Fees | | | | |
|--|------------|------------|------------|-------------|
| Hours | Tuition | Fees | Insurance | Total |
| 1-2 Hours | \$2,143.75 | \$593.43 | 0 | \$2,737.18 |
| 3-5 Hours | \$4,287.50 | \$893.34 | 0 | \$5,180.84 |
| 6-7 Hours | \$6,431.25 | \$1,193.26 | \$1,270.00 | \$8,894.51 |
| 8 Hours | \$6,431.25 | \$1,493.16 | \$1,270.00 | \$9,194.41 |
| 9 Hours or more | \$8,575.00 | \$1,493.16 | \$1,270.00 | \$11,338.16 |

| UNC Greensboro In-State Graduate Tuition and Fees | | | |
|---|------------|------------|------------|
| Hours | Tuition | Fees | Total |
| 1 Hour | \$652.38 | \$111.13 | \$763.51 |
| 2 Hours | \$652.38 | \$111.13 | \$763.51 |
| 3 Hours | \$1,304.75 | \$321.40 | \$1,626.15 |
| 4 Hours | \$1,304.75 | \$426.51 | \$1,731.26 |
| 5 Hours | \$1,304.75 | \$531.63 | \$1,836.38 |
| 6 Hours | \$1,957.13 | \$636.75 | \$2,593.88 |
| 7 Hours | \$1,957.13 | \$741.88 | \$2,699.01 |
| 8 Hours | \$1,957.13 | \$846.99 | \$2,804.12 |
| 9 Hours | \$2,609.50 | \$1,098.65 | \$3,708.15 |

| UNC Greensboro Out-of-State Graduate Tuition and Fees | | | |
|---|------------|------------|-------------|
| Hours | Tuition | Fees | Total |
| 1 Hour | \$1,714.75 | \$763.51 | \$2,478.26 |
| 2 Hours | \$1,714.75 | \$868.62 | \$2,583.37 |
| 3 Hours | \$3,429.50 | \$1,626.15 | \$5,055.65 |
| 4 Hours | \$3,429.50 | \$1,731.26 | \$5,160.76 |
| 5 Hours | \$3,429.50 | \$1,836.38 | \$5,265.88 |
| 6 Hours | \$5,144.25 | \$2,593.88 | \$7,738.13 |
| 7 Hours | \$5,144.25 | \$2,699.01 | \$7,843.26 |
| 8 Hours | \$5,144.25 | \$2,804.12 | \$7,948.37 |
| 9 Hours | \$2,609.50 | \$7,957.65 | \$10,567.15 |

10. Expected Quality. The measures used to evaluate the proposed degree program will include enrollment, retention, graduation rates, instructional productivity, resource allocation, research fellowships, grants, contracts, and student acquisition of program learning outcomes. A self-study report will be conducted in addition to review by external consultants.

11. Feasibility of Collaborative Program. The proposed degree program is a joint program between North Carolina A&T State University and UNC Greensboro. Therefore, its very nature is collaborative.

12. Other Considerations. None.

III. Summary of Review Processes

Campus Review Process and Feedback. The proposal was reviewed by the UNC Greensboro faculty, department and university curriculum committees, provost, and chancellor. Approval was obtained at all levels.

UNC System Office Review Process and Feedback. Throughout the review process, UNC Greensboro provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support its statements. External reviewers evaluated the requests and did not request further information.

IV. Recommendation

It is recommended that the Board of Governors approve UNCG's request to establish a Joint Doctor of Philosophy in Social Work degree program (CIP 44.0701) to enroll students starting fall 2019.

**Request for Authorization to Establish a
Bachelor of Science in Coastal Engineering
(BS, CIP 14.9999) at
University of North Carolina Wilmington**

I. Program Highlights

- The proposed BS in Coastal Engineering degree program will prepare students to address the growing needs of southeastern North Carolina and the mid-Atlantic and southeastern regions of the United States in beach nourishment, dredging, dredged material management, coastal sediment management, coastal structure analysis and design, as well as wetlands and marsh stabilization and restoration. In addition, graduates would be prepared to pass the Fundamentals of Engineering (FE) exam, which is the first step towards taking the Professional Engineer (PE) exam necessary to become a licensed professional engineer.
- The proposed degree program will be delivered on-campus.
- All degree programs at UNCW, including the proposed degree program will require completion of 120 hours. The UNCW Faculty Senate will establish this requirement for all future catalogs in fall 2018. Students in the proposed BS in Coastal Engineering degree program will complete coursework and experiential learning classes. This includes foundational engineering courses and technical elective classes in coastal and marine sciences.
- Thirty full-time students and five part-time students are projected in the first year, while 120 full-time students and 20 part-time students are projected by the fourth year.
- Five tenure-track faculty representing physics, mathematics, and coastal engineering would be required to support the proposed degree program.
- Additional administrative staff will be needed to support the proposed degree program.
- No differential tuition or program specific fees will be requested.
- The proposed BS degree program will require the Randall Library to acquire new journal titles in coastal engineering and marine science. In addition, access to databases such as Knovel (Elsevier), ASCE Library, and Engineering Source (EBSCO) will be needed for interactive tools, articles, e-books, standards, and proceedings.
- Adequate facilities exist to implement the proposed BS in Coastal Engineering for the first three to five years. Some equipment will be needed for laboratory courses. Detailed costs are listed in the budget.

II. BOG Academic Program Planning Criteria (UNC Policy 400.1)

1. **Existing Programs (Number, Location, Mode of Delivery).** Although there are no other undergraduate programs in coastal engineering in the state, three institutions in North Carolina currently offer programs that are somewhat similar. North Carolina State University offers a graduate degree in civil engineering with a concentration in coastal engineering. The University of North Carolina at Charlotte offers a BS in Civil and Environmental Engineering. North Carolina Agricultural and Technical State University offers a BS in Civil Engineering.
2. **Relation to Campus Distinctiveness and Mission.** UNCW's recently adopted strategic plan (*Giving Flight to the Imagination*) articulates goals to attract and retain high-quality students and faculty, advance academic programming and connect students to strong applied learning opportunities

while pursuing excellence, and to take advantage of the coastal location and strengthen post-graduate opportunities for students. UNCW is already a leader in marine science because of the Center for Marine Science (CMS) and nationally recognized programs in earth and ocean science and physical oceanography. Located in southeastern North Carolina, UNCW's range of marine science programs and its interdisciplinary Environmental Sciences program are focused on developing expertise and educating students about the coastal and marine resources of the immediate region and beyond.

3. **Demand (local, regional, state).** Labor market data from the NC Department of Commerce (www.ncworks.gov) and the Bureau of Labor Statistics (BLS) suggests growth in civil engineering, the closest labor category to coastal engineering available. In addition, market analysis by Hanover Research indicates that "student demand is rising rapidly for environmental engineering degrees and some coastal engineering related fields."
4. **Potential for Unnecessary Duplication.** There are no public or private institutions of higher education that offer an undergraduate degree in coastal engineering or ocean engineering in North Carolina. Only NC State University offers a graduate degree in civil engineering with a concentration in coastal engineering. North Carolina A&T State University and UNC Charlotte offer undergraduate degrees in civil and/or environmental engineering. The program at UNCW will be unique, focusing on coastal engineering at the undergraduate level.
5. **Employment Opportunities for Graduates.** Labor market data from the NC Department of Commerce (www.ncworks.gov) indicates opportunities for graduates in civil engineering, the closest labor category to coastal engineering available in their database. The job outlook shows growing demand with medium supply (approximately 0.32 candidates available per job opening).

The Bureau of Labor Statistics (BLS) projects 8.4 percent growth in civil engineers from 2014 to 2024. For the same period, BLS projects 8.9 percent growth in marine engineers/architects and 12.4 percent growth for environmental engineers. Though these occupations are not coastal engineers, they do give an indication of the growth of similar occupations for this 10-year period.

6. **Faculty Quality and Number.** The proposed BS in Coastal Engineering will require five new faculty hires: one new tenure-track faculty in physics, one new tenure track faculty in mathematics, and three new tenure-track faculty in coastal engineering. These positions will support increased student demand for introductory physics one and two, fluid mechanics, data analysis, calculus one, two, and three, and differential equations.
7. **Availability of Campus Resources (library, space, etc.).** The proposed BS degree program will require the Randall Library to acquire new journal titles in coastal engineering and marine science. In addition, access to databases such as Knovel (Elsevier), ASCE Library, and Engineering Source (EBSCO), will be needed for interactive tools, articles, e-books, standards, and proceedings.

Adequate facilities exist to implement the proposed BS in Coastal Engineering for the first three to five years. Some equipment will be needed for laboratory courses. Detailed costs are listed in the budget.

- 8. Relevant Lower-level and Cognate Programs.** The primary support for the proposed degree program will come from the Department of Mathematics and Statistics and the segment of the Department of Physics and Physical Oceanography not directly involved in teaching the upper-division engineering courses. These two areas will provide the critical foundation in math and physics needed to prepare students for upper-division engineering courses.
- 9. Impact on Access and Affordability.** The proposed degree program will not require differential tuition or program-specific fees. Enrollment increase funds will not be requested.

| UNC Wilmington In-State Undergraduate Tuition and Fees | | | |
|--|------------|------------|------------|
| Hours | Tuition | Fees | Total |
| 1-5 Hours | \$555.38 | \$331.34 | \$886.72 |
| 6-8 Hours | \$1,110.75 | \$662.19 | \$1,772.94 |
| 9-11 Hours | \$1,666.13 | \$1,323.87 | \$2,990.00 |
| 12 or more | \$2,221.50 | \$1,323.87 | \$3,545.37 |

| UNC Wilmington Out-of-State Undergraduate Tuition and Fees | | | |
|--|------------|------------|-------------|
| Hours | Tuition | Fees | Total |
| 1-5 Hours | \$2,313.50 | \$331.34 | \$2,644.84 |
| 6-8 Hours | \$4,672.00 | \$617.19 | \$5,289.19 |
| 9-11 Hours | \$6,940.50 | \$1,323.87 | \$8,264.37 |
| 12 or more | \$9,254.00 | \$1,323.87 | \$10,577.87 |

- 10. Expected Quality.** The measures used to evaluate the proposed degree program will include enrollments, student progress in coursework, student success on the FE exam, and job placement rates.
- 11. Feasibility of Collaborative Program.** Although there are no public or private institutions in North Carolina with undergraduate degrees in coastal engineering or ocean engineering, there are opportunities for collaboration with UNC institutions that have programs in civil and environmental engineering (UNC Charlotte, North Carolina A&T State University, and NC State). The greatest opportunity for collaboration exists with NC State because it offers graduate coursework in coastal engineering.

In addition, collaboration with East Carolina University and the three marine labs of Duke University, the University of North Carolina at Chapel Hill, and NC State is possible. Further collaborations are available with the U.S. Army Corps of Engineers which has a strong regional presence in the Wilmington district and the Field Research Facility in Duck, North Carolina.

- 12. Other Considerations.** None.

III. Summary of Review Processes

Campus Review Process and Feedback. The proposal was reviewed by the UNCW faculty, department and university curriculum committees, provost, and chancellor. Approval was obtained at all levels.

UNC System Office Review Process and Feedback. Throughout the review process, UNCW provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support its statements. Reviewers evaluated the requests and did not request further information.

IV. Recommendation

It is recommended that the Board of Governors approve UNCW's request to establish a Bachelor of Science in Coastal Engineering degree program (CIP 14.9999) to enroll students starting fall 2019.

**Request for Authorization to Establish a
Bachelor of Arts in Interdisciplinary Studies
(BA, CIP 30.9999) at
University of North Carolina Wilmington**

I. Program Highlights

- The proposed BA in Interdisciplinary Studies degree program will integrate previous educational attainment with critical thinking, problem-solving, and communication skills, as well as building on life and work experience. The curriculum will focus students on skill development, applied learning, and career planning, documented by an e-portfolio to demonstrate student learning.
- The proposed degree program will be delivered on-campus and online.
- All degree programs at UNCW, including the proposed degree program, will require completion of 120 credit hours of coursework. The curriculum will include a 12-hour concentration in either Arts and Humanities, Organizations and Communications, Global and International, Health Sciences and Human Development, Science and Technology, or Social Institutions and Human Behavior. At least 24 hours must be at the 300- to 400-level. In addition, students must complete general education requirements as listed in the UNCW catalog.
- Five full-time online students, 13 part-time online students, and five part-time face-to-face students are projected in the first year. Fifteen full-time online students, 58 part-time online students, and 15 part-time face-to-face students are projected by the fourth year.
- During the first four years, a program director will be assigned, three part-time positions or overload stipends will be needed to teach upper-division courses, and one part-time academic advisor or overload stipend will be required. This will be provided by the Office of Academic Affairs and the College of Arts and Sciences (CAS). A part-time professional advisor for CAS is already in place.
- No differential tuition or program specific fees will be requested.
- The Randall Library's holdings are adequate to support the proposed BA in Interdisciplinary Studies. Continued library investment in monographs, e-books, streaming videos, and other e-resources, as well as subscriptions to academic journals and databases will support existing programs that participate in the proposed program.
- Adequate facilities exist to implement the proposed BA in Interdisciplinary Studies. The only physical facilities needed will be the existing office for the academic advisor.

II. BOG Academic Program Planning Criteria (UNC Policy 400.1)

1. **Existing Programs (Number, Location, Mode of Delivery).** There are 20 liberal arts or interdisciplinary degree programs at public and private institutions in North Carolina. Two of the programs are offered 100 percent online, in contrast to the proposed hybrid degree program at UNCW.
2. **Relation to Campus Distinctiveness and Mission.** The proposed degree program aligns with the UNCW mission statement, which emphasizes the value of "diversity and globalization, ethics and integrity, and excellence and innovation." The proposed degree program is responsive to institutional strategic priorities which seek to increase enrollments and encourage student success, including degree completion. The College of Arts and Sciences at UNCW is committed to

fostering interdisciplinarity and capitalizing on its diversity to develop new approaches and collaborative degree programs where appropriate.

3. **Demand (local, regional, state).** In 2007, The North Carolina Commission on Workforce Development stated that achieving higher educational attainment would be critical to the success of the work force in the state between 2007-2017. Hart Research Associates reported in 2013 that 95 percent of employers “put a priority on hiring people with the intellectual and interpersonal skills that will help them contribute to innovation in the workplace.” The proposed BA in Interdisciplinary Studies degree program aims at encouraging degree completion for students who stopped attending while still academically eligible from UNCW. Preliminary research suggests that many of the prospective students for the proposed degree program are no longer living in southeastern North Carolina. This highlights the potential of an online program to reach these students.
4. **Potential for Unnecessary Duplication.** There are 20 degree programs for liberal studies and interdisciplinary studies degrees at public and private institutions in North Carolina. Two are available 100 percent online. The proposed degree program at UNCW is intended to be limited to re-enrolling students and will include targeted ongoing support in connection with a broader UNC System initiative to support re-enrolling returning students. Given that students prefer to complete degrees where they began them, it is expected that the target population of UNCW’s own returning students will not create unnecessary program duplication.
5. **Employment Opportunities for Graduates.** Given the broad range of interdisciplinary degree programs, it is difficult to identify specific job market data relating to the degree. However, significant evidence exists to support degree completion initiatives. According to a 2012 report from the Brookings Institute, 43 percent of job openings in the 100 largest metropolitan areas typically require a bachelor’s degree, but just 32 percent of all adults 25 and older have one. In 2007, The North Carolina Commission on Workforce Development stated that achieving higher educational attainment would be critical to the success of the work force in the state between 2007-2017. Hart Research Associates reported in 2013 that 95 percent of employers “put a priority on hiring people with the intellectual and interpersonal skills that will help them contribute to innovation in the workplace.”
6. **Faculty Quality and Number.** The proposed BA in Interdisciplinary Studies will require two new positions in the first year: a program director and a part-time academic advisor. In year two, a second part-time position or overload stipend will be needed to teach IDS 400. In year three, a third part-time/overload stipend will provide two sections of IDS 300. In year four, a final part-time faculty member, or overload teaching assignment, will be required. The Office of Academic Affairs and the College of Arts and Sciences will provide these resources from enrollment growth funds.
7. **Availability of Campus Resources (library, space, etc.)** The Randall Library’s holdings are adequate to support the proposed BA in Interdisciplinary Studies. Continued library investment in monographs, e-books, streaming videos, and other e-resources, as well as subscriptions to academic journals and databases will support existing programs that participate in the proposed program.

Adequate facilities exist to implement the proposed BA in Interdisciplinary Studies. The only physical facilities needed will be the existing office for the academic advisor.

- 8. Relevant Lower-level and Cognate Programs.** Given that the proposed degree program is in interdisciplinary studies, utilizing various existing programs, no specific lower-level and cognate programs are identified as requirements.
- 9. Impact on Access and Affordability.** The proposed degree program will not require differential tuition or program-specific fees. Enrollment growth funds will be provided by the College of Arts and Sciences.

Tuition rates for undergraduate students are as follows:

| UNC Wilmington In-State Undergraduate Tuition and Fees | | | |
|--|------------|------------|------------|
| Hours | Tuition | Fees | Total |
| 1-5 Hours | \$555.38 | \$331.34 | \$886.72 |
| 6-8 Hours | \$1,110.75 | \$662.19 | \$1,772.94 |
| 9-11 Hours | \$1,666.13 | \$1,323.87 | \$2,990.00 |
| 12 or more | \$2,221.50 | \$1,323.87 | \$3,545.37 |

| UNC Wilmington Out-of-State Undergraduate Tuition and Fees | | | |
|--|------------|------------|-------------|
| Hours | Tuition | Fees | Total |
| 1-5 Hours | \$2,313.50 | \$331.34 | \$2,644.84 |
| 6-8 Hours | \$4,672.00 | \$617.19 | \$5,289.19 |
| 9-11 Hours | \$6,940.50 | \$1,323.87 | \$8,264.37 |
| 12 or more | \$9,254.00 | \$1,323.87 | \$10,577.87 |

- 10. Expected Quality.** The measures used to evaluate the proposed degree program will include enrollments, graduation rates, job placement rates, time to complete the degree, and student acquisition of program learning outcomes.
- 11. Feasibility of Collaborative Program.** There are no opportunities for program collaboration. Existing programs at East Carolina University and the University of North Carolina at Charlotte were reviewed to plan the proposed degree program.
- 12. Other Considerations.** None.

III. Summary of Review Processes

Campus Review Process and Feedback. The proposal was reviewed by the UNCW faculty, department and university curriculum committees, provost, and chancellor. Approval was obtained at all levels.

UNC System Office Review Process and Feedback. Throughout the review process, UNCW provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support its statements. Reviewers evaluated the requests and did not request further information.

IV. Recommendation

It is recommended that the Board of Governors approve UNCW's request to establish a Bachelor of Arts in Interdisciplinary Studies degree program (CIP 30.9999) to enroll students starting fall 2018.

AGENDA ITEM

A-4. UNC Degree Program Discontinuations and/or Consolidations Kimberly van Noort

Situation: Appalachian State University requests discontinuation of the following degree program:

- Bachelor of Science in Athletic Training (CIP 51.0913)

East Carolina University requests discontinuation of the following degree programs:

- Bachelor of Science in Athletic Training (CIP 51.0913)
- Bachelor of Arts in Computer Science (CIP 11.0701)

Elizabeth City State University requests discontinuation of the following degree program:

- Bachelor of Arts in Social Work Curriculum (CIP 45.1101)

North Carolina Central University requests discontinuation of the following degree program:

- Bachelor of Science in Athletic Training (CIP 51.0913)

North Carolina State University requests discontinuation of the following degree program:

- Master of Veterinary Public Health (CIP 51.2501)

University of North Carolina at Asheville requests discontinuation and consolidation of the following degree programs:

- Bachelor of Arts in Spanish (CIP 16.0905)
- Bachelor of Arts in French (CIP 16.0901)
- Bachelor of Arts in German (CIP 16.0501)

University of North Carolina at Chapel Hill requests discontinuation and consolidation of the following degree programs:

- Bachelor of Arts in English and Comparative Literature (CIP 23.0101)
- Bachelor of Arts in Comparative Literature (CIP 16.0104)

Background: Per UNC 400.1, the constituent institutions and UNC System Office review degree program offerings and bring periodic discontinuation and/or consolidation recommendations to the Board of Governors.

Assessment: Discontinuation and/or consolidation of the above-listed degree programs is recommended.

Action: This item requires a vote by the Committee, with a full Board vote through the consent agenda.

**Request for Authorization to Discontinue
Academic Degree Program**

Appalachian State University – BS in Athletic Training – (CIP 51.0913)

The request to discontinue the BS in Athletic Training extends from Commission on Accreditation of Athletic Training Education (CAATE) policies, which require students to graduate from a master's program to be eligible to sit for the Board of Certification (BoC) Exam. Successful completion of the BoC is required for Athletic Trainer Certification, which makes graduates eligible for licensure by the North Carolina Board of Athletic Trainer Examiners. The Board of Governors recently approved the establishment of the MS in Athletic Training to allow graduates to meet the requirements for licensure in North Carolina.

**Request for Authorization to Discontinue
Academic Degree Program**

East Carolina University – BS in Athletic Training – (CIP 51.0913)

The request to discontinue the BS in Athletic Training extends from Commission on Accreditation of Athletic Training Education (CAATE) policies, which require students to graduate from a master's program to be eligible to sit for the Board of Certification (BoC) Exam. Successful completion of the BoC is required for Athletic Trainer Certification, which makes graduates eligible for licensure by the North Carolina Board of Athletic Trainer Examiners. The Board of Governors recently approved the establishment of the MS in Athletic Training to allow graduates to meet the requirements for licensure in North Carolina.

**Request for Authorization to Discontinue
Academic Degree Program**

East Carolina University – BA in Computer Science – (CIP 11.0701)

Given the rapid changes in the computing discipline, substantial changes are necessary to bring currency and relevance to the program. Instead of fundamentally changing the BA degree in Computer Science, a more desirable option is to have a new and contemporary degree program, the BS in Software Engineering, replace the BA in Computer Science. This approach was also advocated by the Department of Computer Science's Industry Advisory Board.

**Request for Authorization to Discontinue
Academic Degree Program**

Elizabeth City State University – BA in Social Work Curriculum – (CIP 45.1101)

The request to discontinue the BA in Social Work Curriculum will correct an error in the UNC System Academic Program Inventory (API), which currently reflects two Social Work degrees. Once approved, any discrepancies in the Student Data Mart (SDM) report, the API, or other systems should be reconciled.

**Request for Authorization to Discontinue
Academic Degree Program**

North Carolina Central University – BS in Athletic Training – (CIP 51.0913)

The request to discontinue the BS in Athletic Training extends from Commission on Accreditation of Athletic Training Education (CAATE) policies, which require students to graduate from a master's program to be eligible to sit for the Board of Certification (BoC) Exam. Successful completion of the BoC is required for Athletic Trainer Certification, which makes graduates eligible for licensure by the North Carolina Board of Athletic Trainer Examiners. The Board of Governors recently approved the establishment of the MS in Athletic Training to allow graduates to meet the requirements for licensure in North Carolina.

**Request for Authorization to Discontinue
Academic Degree Program**

North Carolina State University – Master of Veterinary Public Health – (CIP 51.2501)

The Master of Veterinary Public Health (MPH) is being discontinued due to low student interest in enrollment. An alternative cooperative effort was initiated jointly with the University of North Carolina at Chapel Hill's Gillings Global School of Public Health. They have an existing MPH program and a new concentration area was established to accommodate the small number of veterinarians applying to the program each year.

**Request for Authorization to Discontinue and Consolidate
Academic Degree Program**

University of North Carolina at Asheville – BA in Spanish – (CIP 16.0905)

The request to discontinue and consolidate the language programs was motivated by the advantages of integrating the curricula of the three existing majors and minors – French, German, and Spanish. As a result of this curriculum integration, the Department of Languages and Literatures at UNC Asheville has decided to opt for a model in which students graduate as majors or minors in Languages and Literatures, with concentrations in French, German, or Spanish.

**Request for Authorization to Discontinue and Consolidate
Academic Degree Program**

University of North Carolina at Asheville – BA in French – (CIP 16.0901)

The request to discontinue and consolidate the language programs was motivated by the advantages of integrating the curricula of the three existing majors and minors – French, German, and Spanish. As a result of this curriculum integration, the Department of Languages and Literatures at UNC Asheville has decided to opt for a model in which students graduate as majors or minors in Languages and Literatures, with concentrations in French, German, or Spanish.

**Request for Authorization to Discontinue and Consolidate
Academic Degree Program**

University of North Carolina at Asheville – BA in German – (CIP 16.0501)

The request to discontinue and consolidate the language programs was motivated by the advantages of integrating the curricula of the three existing majors and minors – French, German, and Spanish. As a result of this curriculum integration, the Department of Languages and Literatures at UNC Asheville has decided to opt for a model in which students graduate as majors or minors in Languages and Literatures, with concentrations in French, German, or Spanish.

**Request for Authorization to Discontinue and Consolidate
Academic Degree Program**

University of North Carolina at Chapel Hill – BA in English and Comparative Literature – (CIP 23.0101)

The Department of English and Comparative Literature would like to merge their two programs, English and Comparative Literature. Under the newly revised major (English and Comparative Literature), students will have the option of choosing a concentration in comparative literature or one of six other concentrations.

**Request for Authorization to Discontinue and Consolidate
Academic Degree Program**

University of North Carolina at Chapel Hill – BA in Comparative Literature – (CIP 16.0104)

The Department of English and Comparative Literature would like to merge their two programs, English and Comparative Literature. Under the newly revised major (English and Comparative Literature), students will have the option of choosing a concentration in comparative literature or one of six other concentrations.

AGENDA ITEM

A-5. Licensure Program Approvals.....Daniel Harrison

Situation: The Board of Governors of the University of North Carolina System is charged under G.S. § 116-15 with responsibility for licensing non-public educational institutions to conduct post-secondary degree activity in North Carolina.

Background: The University of Sydney, of Sydney, Australia, seeks a limited license to offer a practicum for one student at UNC Medical School over the summer of 2018. This situation requires licensure because foreign institutions are ineligible to participate in SARA.

Samuel Merritt University, of Oakland, California, seeks a limited license to offer a practicum for one Doctor of Nursing Practice student. This situation requires licensure because institutions located in California are ineligible to participate in SARA.

Daoist Traditions College of Chinese Medical Arts, of Asheville, NC, seeks a license to expand its course offerings to include a professional Doctorate in Chinese Medicine. As discussed more fully on its summary page, Daoist Tradition's currently offers a Master's degree in Acupuncture and Oriental Medicine, its institutional metrics are good, and it responded favorably to the findings stemming from the UNC System Office's site visit to the campus.

Assessment: After appropriate review of the license applications, the UNC System Office recommends approval of the applications for licensure for these institutions.

Action: This item requires a vote by the committee, with a vote by the full Board of Governors through the consent agenda.

SUMMARY OF LICENSURE REVIEW FOR THE UNIVERSITY OF SYDNEY

BACKGROUND INFORMATION:

The University of Sydney (Sydney, Australia) seeks limited authorization to allow one student to participate in a practicum at the UNC-Chapel Hill School of Medicine. This situation would ordinarily be exempt from licensure under SARA. However, the University of Sydney, and all foreign institutions, are ineligible to participate in SARA. The student in question is a North Carolina native.

The University of Sydney is a public institution chartered in 1850 by the Australian state of New South Wales and backed financially by that state. Its medical school was established in 1856. It is a member of the Group of Eight, a consortium of prestigious Australian research universities. The credentials of the University of Sydney faculty member who will supervise the student's practicum are appropriate.

STAFF RECOMMENDATION:

Authorize the University of Sydney to conduct a medical school practicum in North Carolina for one student, with an expiration date of August 31, 2018.

SUMMARY OF LICENSURE REVIEW FOR SAMUEL MERRITT UNIVERSITY

BACKGROUND INFORMATION:

Samuel Merritt University (Oakland, California) seeks limited authorization to allow one student to participate in a Doctor of Nursing Practice (DNP) practicum in North Carolina. This situation would ordinarily be exempt from licensure under SARA. However, schools headquartered in California are ineligible to participate in SARA.

Samuel Merritt University is a private, not-for-profit university affiliated with a northern California hospital network. It is regionally accredited by the Western Association of Schools and Colleges and programmatically accredited for the DNP programs by the Commission on Collegiate Nursing Education.

Staff and a team of examiners conducted a site visit to the university in August 2017. The team produced a report noting several areas in which the university would have to change its practices to come into full compliance with North Carolina's standards for licensure. However, none of those findings bear directly on the student or practicum at issue. The institution and staff have agreed that, should the institution seek full authorization to conduct its DNP program in North Carolina, it will have to fully address the team's report's findings.

STAFF RECOMMENDATION:

Authorize Samuel Merritt University to conduct a Doctor of Nursing Practice practicum in North Carolina for one student, with an expiration date of December 31, 2018.

SUMMARY OF DAOIST TRADITIONS COLLEGE OF CHINESE MEDICAL ARTS PROGRAM REVIEW

BACKGROUND INFORMATION

Daoist Traditions College of Chinese Medical Arts, located in Asheville, North Carolina, provides education and training in Acupuncture and Oriental Medicine. Its authority to operate a program in Oriental medicine was granted in 2003 by the North Carolina Acupuncture Licensing Board (NCALB). Daoist Traditions College awards its graduates a master's degree in Acupuncture and Oriental Medicine, as authorized by the Board of Governors of the University of North Carolina. It currently has about 100 students with a projected maximum of 160 students.

SUMMARY OF PROGRAM SUBMITTED FOR LICENSURE

Professional Doctorate in Chinese Medicine

Staff Recommendation: Approval of Licensure

Program Site: Asheville

Projected start date: May 2018

Projected enrollment: 60

Annual tuition and fees: \$19,620

The Professional Doctorate in Chinese Medicine was developed following the guidelines of the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM). Students enrolled in the dual degree programs, master and professional doctorate, are required to complete a total of 177.1 semester credits over four years. The courses are in advanced studies (orthopedics, endocrinology, and neurology), integration of Chinese and western medicine, and collaboration with other healthcare professionals. The curriculum supports the mission of the school and the educational objectives of the program and either meets or exceeds ACAOM accreditation standards in every area of study.

INSTITUTIONAL METRICS AND CONSUMER PROTECTION INFORMATIONⁱ

| Metric | AY 2014 | AY 2015 | AY 2016 |
|--|---------|---------|---------|
| Graduation rate for previously licensed program ⁱⁱ | 100% | 71% | 90% |
| Employment rate for previously licensed program ⁱⁱⁱ | 42% | --- | 80% |
| Student retention rate for previously licensed program ^{iv} | 89% | 86.8% | 91% |
| Three year cohort default rate ^v | 0% | 0% | 0% |

The state authorization unit did not receive any consumer complaints for the Daoist Traditions College during the 2016-2017 academic year of North Carolina. Annual reporting requirements for 2017-2018 will include a requirement to submit internal student complaint logs and resolutions.

SUMMARY OF REQUIREMENTS AND INSTITUTION'S RESPONSE:

After review of the application, the team of examiners and state authorization staff submitted requirements for the institution to address concerning course syllabi, internship assessment, library standards, faculty qualifications, faculty governance, and financial metrics. The institution sufficiently responded to staff concerns and will be required to submit evidentiary documentation during the 2017-2018 annual reporting cycle to confirm its continued compliance.

ⁱ Institutional metrics are self-reported during annual reporting, unless otherwise indicated.

ⁱⁱ Graduation rates are the percentage of students that complete their course of study and graduate within the 4-year standard course of study (4.5-year standard course of study for January starters).

ⁱⁱⁱ Employment rates are the percentage of graduates from a cohort who have successfully completed the professional licensure exams and received a license to practice acupuncture. Data for graduating student employment is collected from alumni, on-line acupuncture registry sites, and practice websites. Info for AY2015 was not provided.

^{iv} Retention rates are the percentage of returning students taking at least 11 credits each fall, compared with the total school enrollment the previous fall. Graduated seniors are not deducted from this calculation. Example: FY2017 Retention Rate is the percentage of Fall 2016 matriculating students who continue in the program in Fall 2017. Graduates are counted as retained.

^v Cohort default rate applies to all locations of the institution, as reported to the Integrated Postsecondary Education Data System (IPEDS).

AGENDA ITEM

A-6. Uniform Articulation Agreement in Music Programs.....Stephanie Bailey

- Situation:** UNC System and North Carolina Community College System (NCCCS) institutions work to develop uniform articulation agreements in specific areas in order to streamline the transfer process and promote academic success to help students transition from NCCCS to the UNC System.
- Background:** The UNC System, in consultation with the North Carolina Music Programs in Higher Education, an alliance of music department chairs, directors, and faculty from NCCCS and UNC System programs, request the establishment of a new uniform articulation agreement for associated music programs. Faculty from the applicable NCCCS and UNC System institutions developed and vetted the new articulation agreement. The new agreement is similar to, and in line with, the fine arts articulation agreement approved by the Board in May 2017 and the theater articulation agreement approved by the Board in January 2018. The North Carolina Community College System State Board has reviewed and approved this proposal in April 2018, pending agreement with the Board of Governors of the University of North Carolina.
- Assessment:** The new articulation agreement is recommended for approval, which will assist NC community college students' matriculation to and timely completion of Bachelor of Music degrees at UNC System institutions.
- Action:** This item requires a vote by the committee, with a vote by the full Board of Governors through the consent agenda.

PROPOSAL FOR A UNIFORM ARTICULATION AGREEMENT BETWEEN
THE UNIVERSITY OF NORTH CAROLINA SYSTEM
BACCALAUREATE OF MUSIC PROGRAMS AND
NORTH CAROLINA COMMUNITY COLLEGE SYSTEM ASSOCIATE IN FINE
ARTS (AFA) IN MUSIC PROGRAMS

Effective: Fall 2018

Approved by the State Board of Community Colleges on April 20, 2018

Approved by the Board of Governors of the University of North Carolina
(Pending)

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Background

Since 2014, community college and university music faculty, department chairs, and administrators have been focused on forging productive, collaborative relationships founded on the common goal of best serving students who pursue music in North Carolina's public community colleges and universities. The implementation of the 2014 Comprehensive Articulation Agreement between the two systems presented motivation for music programs across North Carolina's institutions of public higher education to re-evaluate the needs of students, to improve curriculum, and to commit to improving inter-institutional collaboration in order to put student success first. There is strong evidence these efforts have been successful, with highlights including the establishment of the North Carolina Community College AFA Association (NCCCAFAA) and the creation of the annual North Carolina Community College Fine Arts Conference, a statewide conference for both community college and university faculty that is in its fifth year in 2018.

School of Music representatives from North Carolina public universities and the NCCCAFAA have worked together to develop improvements in the transfer process, including the following changes: the creation, submission, and implementation of the community college Associates in Fine Arts (AFA) Music curriculum standard revision; the establishment of a community college music core that is closely aligned with a university foundations core; and the creation of an AFA in Music degree to Bachelor of Music degree Uniform Articulation Agreement.

The Associate in Fine Arts in Music to Bachelor of Music Articulation Agreement (AFA in Music to BM) is an agreement jointly created by the North Carolina Community College System AFA in Music programs and the University of North Carolina System BM programs. The AFA in Music to BM is focused on facilitating transfer for students who begin music studies at a community college and then transfer to one of the UNC System BM programs. There are ten BM-granting institutions within the UNC System. While the individual names of these BM degrees may vary slightly between programs, for the sake of consistency and clarity we will refer to all four-year BM [music] degrees as "BM" within this document. The specific title of each degree will be listed in Appendix A, under Participating Programs.

Purpose and Rationale

This document presents a uniform, statewide academic progression agreement that will promote educational advancement opportunities for Associate in Fine Arts (AFA) in Music graduates moving between North Carolina community colleges and the constituent institutions of the University of North Carolina System in order to complete Bachelor of Music (BM) degrees. It describes a progression degree plan that includes required general education and prerequisite courses that are acceptable to all state-funded BM programs. AFA in Music graduates will meet entrance requirements at all of North Carolina's public universities and will meet entrance requirements for application directly to the BM programs. AFA in Music graduates must meet the admission requirements and associated timelines as published by each BM program. Acceptance into any BM program is not guaranteed.

This proposal supports the mission of the State Board of Community Colleges along with the stated goals of the University of North Carolina System's strategic document *Higher Expectations: Access, Affordability, and Efficiency*. It moves these objectives forward by creating a more seamless and rational transfer process for community students who graduate with an AFA in music.

Policies

The policy governing the AFA in Music to BM is made by the State Board of Community Colleges and the UNC Board of Governors. It applies to all North Carolina community colleges that offer the AFA in Music program and to those constituent institutions of the University of North Carolina System that operate BM programs. For the list of participating programs, see Appendix A. The AFA in Music to BM applies to all community college students who enter a AFA in Music degree program after the effective date of this agreement and who successfully complete the AFA in Music Degree.

AFA in Music to BM Transfer Committee (AFABMTC)

Authority to interpret and make changes in the AFA in Music to BM rests with the AFA to BM Transfer Committee (AFABMTC). The AFABMTC is an eight-member co-chaired committee appointed by the presidents of the North Carolina Community College System and the University of North Carolina System. Questions concerning the AFA in Music to BM should be directed to the appropriate system's chief academic officer (CAO) with an explanation of the institutional policy that may (appear to) be in conflict with AFA in Music to BM. The CAO will forward unresolved questions to the AFABMTC for resolution. Each system will appoint one ex-officio non-voting member of the AFABMTC. For further details, see Appendices B and C.

Transfer Credit Appeal

AFA in Music to BM students who perceive that the terms of the AFA in Music to BM have not been honored may follow the AFA in Music to BM Transfer Credit Appeal Process as outlined in Appendix D.

Regulations

Transfer of Credits

The AFA in Music to BM establishes the procedures governing the transfer of credits for students who graduate from AFA in Music programs in the North Carolina Community College System and apply to BM programs at constituent institutions of the University of North Carolina System. The AFA in Music to BM does not address admission to a specific institution or BM program within an institution, nor does it imply a specific time toward degree completion.

1. Eligibility

To be eligible for the transfer of credits under the AFA in Music to BM, an applicant must enter a community college AFA in Music program on or after the effective date of this agreement. Applicants must earn an AFA in Music degree in a North Carolina community college with a GPA of at least 2.0 and a grade of C or better in all transfer courses. To be eligible an applicant must meet the receiving institutions admissions requirements.

In order to use the AFA in Music to BM effectively, students should follow the prescribed AFA in Music course list. (Appendix E)

2. Procedures governing transfer of Associate in Fine Arts in Music into Bachelor of Music

- a. The AFA in Music to BM enables students who have graduated from North Carolina community college AFA in Music programs to complete a common list of courses that meet the entrance requirements at all of the BM programs at the constituent institutions of the University of North Carolina System. Music program admissions are competitive, therefore no student is guaranteed admission to a music program. In addition to meeting entrance requirements, transfer students may also be required to audition depending on the audition requirements of each institution.
- b. A student who completes an AFA in Music with a GPA of at least 2.0, earns a grade of C or better in the AFA in Music to BM courses listed in Appendix E, and meets the receiving institution's admissions requirements will have fulfilled the BM program entry requirements, and all courses in the Universal General Education Transfer Component will transfer with course equivalency to fulfill general education requirements for the BM. This agreement does not exempt students from meeting the minimum admissions requirement.
- c. These students will receive at least 60 semester hours of academic credit for courses with a grade of C or better toward the appropriate BM degree upon admission to a UNC institution.

3. Certification of the Associate of Fine Arts in Music degree completion

Certification of completion of the Associate of Fine Arts in Music degree is the responsibility of the community college at which the courses were completed. Transcript identification of the Universal General Education Transfer Component courses is also the responsibility of the community college at which the courses were completed.

4. Transfer of courses not originated at North Carolina community colleges

Transfer courses that do not originate in a North Carolina community college or a UNC System institution may be used under the AFA in Music to BM with the following stipulations:

- a. Courses must be completed at a regionally accredited institution of higher education;
- b. Courses must meet general education requirements; and
- c. Courses may total no more than 14 hours of general education course credit.
- d. If the courses are used to complete the AFA in Music degree, the courses will transfer as a part of the degree.

5. Transfer of Advanced Placement (AP) course credit

Advanced Placement (AP) course credits, awarded for a score of three or higher, are acceptable as part of a student's successfully completed AFA in Music degree under the AFA in Music to BM.

Impact of the AFA in Music to BM on other articulation agreements

The AFA in Music to BM takes precedence over bilateral articulation agreements established between constituent institutions of the University of North Carolina System and the North Carolina Community College System, but does not necessarily preclude such agreements. Institution-to-institution articulation agreements that fall within the parameters of the AFA in Music to BM and enhance transferability of students from community colleges to senior institutions are acceptable. Institutional agreements conflicting with the AFA in Music to BM are not permitted.

Appendix A
Participating Programs
as of January 20, 2018

North Carolina Community Colleges System institutions with approval to offer the Associate in Fine Arts in Music (A10700) degree:

Alamance Community College
Blue Ridge Community College
Caldwell Community College and Technical Institute
Cape Fear Community College
Catawba Valley Community College
Central Piedmont Community College
Coastal Carolina Community College
Craven Community College
Fayetteville Technical Community College
Guilford Technical Community College
Isothermal Community College
Lenoir Community College
Mitchell Community College
Montgomery Community College
Pitt Community College
Roanoke-Chowan Community College
Sandhills Community College

University of North Carolina System Bachelor of Music Programs

Appalachian State University
East Carolina University
North Carolina Central University
University of North Carolina at Chapel Hill
University of North Carolina at Charlotte
The University of North Carolina at Greensboro
The University of North Carolina at Pembroke
University of North Carolina School of the Arts
University of North Carolina Wilmington
Western Carolina University

For the most current list of community colleges approved to offer the Associate in Fine Arts in Music (A10700), please visit the NC Community College System catalog at <http://www.nccommunitycolleges.edu/academic-programs/education-catalog>.

Appendix B

AFA in Music to BM AA Transfer Committee Procedures

Articulation between the North Carolina Community College System and the University of North Carolina System is a dynamic process. To ensure the currency of the AFA in Music to BM Articulation Agreement, occasional modifications to that agreement may be necessary. The AFA in Music to BM Transfer Committee (AFABMTC) will receive requests for modification only upon the recommendation of the chief academic officer of the NCCCS or UNC System. Because the modification process involves faculty and administrative review, this process may require up to 12 months for final action. Decisions made by the AFABMTC will be consistent with all pertinent accreditation standards.

Appendix C

AFA in Music to BM Articulation Agreement Transfer Committee Membership

AFABMTC members shall serve three-year staggered terms. An individual may serve no more than two consecutive terms. Some initial appointments may be for one or two years to allow for staggering of terms.

The AFABMTC shall have co-chairs, one from the NCCCS membership and one from the UNC membership. Co-chairs shall be elected by the membership and shall serve staggered terms.

NCCCS Members:

Four representatives including:

- One representative from the NCCCS administration (non-voting)
- One representative from the NCCCS AFA Association Executive Committee (an AFA in Music representative)
- Two representatives from the community college AFA in Music schools. These two members will be nominated by their peers and appointed by the CAO of the NCCCS. Self-nomination with endorsement by peers is permitted.

UNC System Members:

Four representatives including:

- One representative from the University of North Carolina System office (non-voting)
- Three representatives from the university BM institutions. These three members will be nominated by their peers and appointed by the CAO of the UNC System. Self-nomination with endorsement by peers is permitted.

Appendix D

AFA in Music to BM Articulation Agreement Transfer Credit Appeal Procedure

Guiding Principle: If a student from a North Carolina Community College System (NCCCS) college believes the terms of the AFA in Music to BM Articulation Agreement have not been honored by a University of North Carolina System (UNC System) institution to which the student has been admitted, the student may invoke the AFA in Music to BM AA Transfer Credit Appeal Procedure.

Steps in Filing an Appeal

Step #1:

- ☐ **No later than the last day of classes of the first semester for which admission is offered**, the student must submit an AFA in Music to BM Articulation Agreement Transfer Credit Appeal Form along with any supporting documentation to the music chair/executive or other campus designee at the UNC System campus to which the student has been admitted. Students first enrolling at the senior institution in a summer session must submit their appeal by the end of the subsequent fall semester.
- ☐ **The student must specify on the appeal form the specific AFA in Music to BM Articulation Agreement language that is in contention. Appeals that lack this information will not be considered.**
- ☐ The music chair/executive or other campus designee will review the appeal and respond in writing (email or letter) to the student within 15 business days of receiving the student's appeal.

Step #2:

- ☐ If the student is not satisfied with the decision of the music chair/executive or other campus designee, the student may appeal on the same form to the next designated administrator (e.g. dean/vice-provost/chief academic officer [provost]) of the specific university within 15 days of written notice of the director's decision.
- ☐ The designated administrator will review the appeal and respond in writing (email or letter) to the student within 15 business days of receiving the student's appeal.

Step #3

- ☐ If the student is not satisfied with the decision of the designated administrator, the student may appeal to the AFA to BM Transfer Committee (AFABMTC) appeals subcommittee, composed of the co-chairs, a representative from the UNC System, and a representative from the NCCCS. The student must submit the appeal to the subcommittee within 15 days of the receipt of the provost's decision. The appeal to the AFA to BM Transfer Committee (AFABMTC) appeals subcommittee should be sent to:

UNC System AFA to BM Transfer Committee (AFABMTC)
AFA in Music to BM Articulation Agreement Appeal
PO Box 2688, Chapel Hill, NC 27515

If a consensus is reached by the subcommittee, the student will be notified within 15 business days; if a consensus resolution is not reached, the appeal will be forwarded by the subcommittee to the full AFABMTC within 10 business days. The AFABMTC will review the appeal and notify the student of the final decision within 10 business days of receiving the appeal.

AFA in Music to BM Articulation Agreement Transfer Credit Appeal Form

University of North Carolina System/North Carolina Community College System

Section 1: Student Information *(to be completed by the student submitting the form)*

- ☐ The completed form and any supporting documentation **must be submitted to the UNC System institution's music chair/executive no later than the last day of classes of the first semester for which admission is offered or by the end of the subsequent fall semester for students enrolling in the summer.**
- ☐ You must specify the nature of the appeal and cite the specific AFA in Music to BM Articulation Agreement language that is in contention. Appeals that do not include this information cannot be considered.

Last Name: _____ First: _____ MI: _____
(Please print or type)

Address: _____
(Number and Street) (City) (State) (Zip)

Telephone: _____ Email: _____
(Area code/Number)

Community College from which AFA in Music was earned:

UNC System institution offering admission: _____ beginning (semester/yr.) _____

Course title in question: _____

Section 2: Basis for your appeal: State your concern(s), citing specific language in the AFA in Music to BM Articulation Agreement that is applicable to your contention. Attach AFA in Music to BM Articulation Agreement supporting documents.

Student Signature: _____ Date: _____

Date Received: _____ Received by: _____

Appendix E

(Effective Term: Fall 2018)

Associate in Fine Arts in Music (A10700)

Curriculum Standard

The Associate in Fine Arts in Music degree shall be granted for a planned program of study consisting of a minimum of 60-61 semester hours of college transfer courses. Within the degree program, the institution shall include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and basic computer use.

UNIVERSAL GENERAL EDUCATION TRANSFER COMPONENT (22-23 hours)

(All Universal General Education Transfer Component courses will transfer for equivalency credit.)

English Composition (6 SHC)

| | | | |
|-----|-----|-------------------------------------|---------|
| ENG | 111 | Writing & Inquiry | (3 SHC) |
| ENG | 112 | Writing/Research in the Disciplines | (3 SHC) |

Communications and Humanities/Fine Arts (3 SHC)

Select one course from the following disciplines:

| | | | |
|-----|-----|------------------------|---------|
| ART | 111 | Art Appreciation | (3 SHC) |
| ART | 114 | Art History Survey I | (3 SHC) |
| ART | 115 | Art History Survey II | (3 SHC) |
| COM | 231 | Public Speaking | (3 SHC) |
| ENG | 231 | American Literature I | (3 SHC) |
| ENG | 232 | American Literature II | (3 SHC) |
| ENG | 241 | British Literature I | (3 SHC) |
| ENG | 242 | British Literature II | (3 SHC) |
| MUS | 110 | Music Appreciation | (3 SHC) |
| MUS | 112 | Introduction to Jazz | (3 SHC) |
| PHI | 215 | Philosophical Issues | (3 SHC) |
| PHI | 240 | Introduction to Ethics | (3 SHC) |

Social/Behavioral Sciences (6 SHC)

Select two courses from two different disciplines:

| | | | |
|-----|-----|------------------------------|---------|
| ECO | 251 | Principles of Microeconomics | (3 SHC) |
| ECO | 252 | Principles of Microeconomics | (3 SHC) |
| HIS | 111 | World Civilizations I | (3 SHC) |
| HIS | 112 | World Civilizations II | (3 SHC) |
| HIS | 131 | American History I | (3 SHC) |
| HIS | 132 | American History II | (3 SHC) |
| POL | 120 | American Government | (3 SHC) |
| PSY | 150 | General Psychology | (3 SHC) |
| SOC | 210 | Introduction to Sociology | (3 SHC) |

Math (3-4 SHC)

Select one course from the following:

| | | | |
|-----|-----|-----------------------|---------|
| MAT | 143 | Quantitative Literacy | (3 SHC) |
| MAT | 171 | Pre-calculus Algebra | (4 SHC) |

Natural Sciences (4 SHC) *Select 4 SHC from the following:*

| | | | | |
|-----|------|---------------------------|---------|-----|
| AST | 111 | Descriptive Astronomy | (3 SHC) | and |
| AST | 111A | Descriptive Astronomy Lab | (1 SHC) | |
| AST | 151 | General Astronomy I | (3 SHC) | and |
| AST | 151A | General Astronomy I Lab | (1 SHC) | |
| BIO | 110 | Principles of Biology | (4 SHC) | |
| BIO | 111 | General Biology I | (4 SHC) | |
| CHM | 151 | General Chemistry I | (4 SHC) | |
| GEL | 111 | Geology | (4 SHC) | |
| PHY | 110 | Conceptual Physics | (3 SHC) | and |
| PHY | 110A | Conceptual Physics Lab | (1 SHC) | |

ADDITIONAL GENERAL EDUCATION HOURS (3 SHC) *Select one course from the following discipline areas:*

All courses listed below are classified as UGETC with the exception of foreign language.

| | | | |
|-----|-----|------------------------|---------|
| ART | 111 | Art Appreciation | (3 SHC) |
| ART | 114 | Art History Survey I | (3 SHC) |
| ART | 115 | Art History Survey II | (3 SHC) |
| COM | 231 | Public Speaking | (3 SHC) |
| ENG | 231 | American Literature I | (3 SHC) |
| ENG | 232 | American Literature II | (3 SHC) |
| ENG | 241 | British Literature I | (3 SHC) |
| ENG | 242 | British Literature II | (3 SHC) |
| MUS | 110 | Music Appreciation | (3 SHC) |
| MUS | 112 | Introduction to Jazz | (3 SHC) |
| PHI | 215 | Philosophical Issues | (3 SHC) |
| PHI | 240 | Introduction to Ethics | (3 SHC) |

Any foreign language course classified as general education/humanities on the Comprehensive Articulation transfer course list.

OTHER REQUIRED HOURS (34-36 SHC)

Academic Transition: *The following course is required (1 SHC):*

| | | | |
|-----|-----|--------------------------|---------|
| ACA | 122 | College Transfer Success | (1 SHC) |
|-----|-----|--------------------------|---------|

Music Theory: *The following courses are required (8 SHC):*

| | | | |
|-----|-----|-----------------|---------|
| MUS | 121 | Music Theory I | (3 SHC) |
| MUS | 122 | Music Theory II | (3 SHC) |
| MUS | 125 | Aural Skills I | (1 SHC) |
| MUS | 126 | Aural Skills II | (1 SHC) |

Applied Music: *The following courses are required (4 SHC):*

| | | | |
|-----|-----|------------------|---------|
| MUS | 161 | Applied Music I | (2 SHC) |
| MUS | 162 | Applied Music II | (2 SHC) |

Class Music *The following courses are required (2 SHC):*

| | | | |
|-----|-----|----------------|---------|
| MUS | 151 | Class Music I | (1 SHC) |
| MUS | 152 | Class Music II | (1 SHC) |

Ensemble (2-4 SHC) *Select 2-4 SHC from the following courses:*

| | | | | | |
|---------|----------------------|---------|---------|---------------------|---------|
| MUS 131 | Chorus | (1 SHC) | MUS 132 | Chorus II | (1 SHC) |
| MUS 231 | Chorus III | (1 SHC) | MUS 232 | Chorus IV | (1 SHC) |
| MUS 133 | Band I | (1 SHC) | MUS 134 | Band II | (1 SHC) |
| MUS 233 | Band III | (1 SHC) | MUS 234 | Band IV | (1 SHC) |
| MUS 135 | Jazz Ensemble I | (1 SHC) | MUS 136 | Jazz Ensemble II | (1 SHC) |
| MUS 235 | Jazz Ensemble III | (1 SHC) | MUS 236 | Jazz Ensemble IV | (1 SHC) |
| MUS 137 | Orchestra I | (1 SHC) | MUS 138 | Orchestra II | (1 SHC) |
| MUS 237 | Orchestra III | (1 SHC) | MUS 238 | Orchestra IV | (1 SHC) |
| MUS 173 | Opera Production I | (1 SHC) | MUS 174 | Opera Production II | (1 SHC) |
| MUS 273 | Opera Production III | (1 SHC) | MUS 274 | Opera Production IV | (1 SHC) |
| MUS 141 | Ensemble I | (1 SHC) | MUS 142 | Ensemble II | (1 SHC) |
| MUS 241 | Ensemble III | (1 SHC) | MUS 242 | Ensemble IV | (1 SHC) |
| MUS 181 | Show Choir | (4 SHC) | MUS 253 | Big Band | (1 SHC) |

An additional 15-19 SHC (depending on selection of math and ensemble courses) of courses should be selected from the courses classified as pre-major, elective, general education, or UGETC within the Comprehensive Articulation Agreement to total 60-61 semester hour credits. Students should select these courses based on their intended major and transfer institution.

Total Semester Hours Credit (SHC) in Program: 60-61*

**One semester hour of credit may be included in a 61 SHC Associate in Fine Arts in Music program of study. The transfer of this hour is not guaranteed.*

Appendix F

Public College and Universities Honoring the AFA in Music to BM Articulation Agreement

The following institutions do not award Bachelor of Music degrees but offer a degree in music other than a Bachelor of Music degree and agree to honor the AFA in Music to BM Articulation Agreement.

Pending