Committee on Educational Planning, Policies, and Programs
November 11, 2004
Executive Conference Room
University of North Carolina General Administration Building
Chapel Hill, NC

Tentative A G E N D A

1.   Approval of the Minutes of the Meeting on November 11, 2004 (vote)

2.   Administrative Action Items (*action by consent*)

Intellectual Capital Formation—Consent Agenda
Request for authorization to plan the following doctoral degree program:
- Doctor of Philosophy in Organizational Science at the University of North Carolina at Charlotte

Request for authorization to establish the following doctoral degree programs:
- Doctor of Philosophy in Energy and Environmental Studies at North Carolina A&T State University
- Doctor of Philosophy in Leadership Studies at North Carolina A&T State University
- Doctor of Philosophy in Communication, Rhetoric, and Digital Media at North Carolina State University
- Doctor of Philosophy in Occupational Science at the University of North Carolina at Chapel Hill
- Doctor of Philosophy in Nursing at the University of North Carolina at Greensboro

Request for approval of licensure for the following programs:
Licensure for DeVry to offer the following programs in Charlotte, North Carolina:
- Bachelor of Science in Computer Information Systems degree
- Add concentrations in Health Services Management and Sales Marketing to the licensed Bachelor of Science in Business Administration degree

Reports for Acceptance—Consent Agenda
- Report on Primary Care Physicians and Providers—Dr. Bacon, Dr. Luikart(vote)

Reports for Information—Consent Agenda
- Educational Planning Committee's Annual Report—Dr. Mabe (information)

2a.   Discussion of Changes in the Field of Physical Therapy—Dr Mabe
2b.   Request to Establish a Doctor of Physical Therapy at East Carolina University

Access: Enrollment Planning
3.   Report on Enrollment Growth—Dr. Mabe (information)

Intellectual Capital Formation
4.   Report on Academic Common Market—Dr. Howard-Vital (vote)
5.   Update on House Bill 1264 Developments—Dr. Bataille (information)

K-16 Education
6.   Report on Projections, Targets, and Tracking for Teacher Education—Dr. Thompson and Dr. Mabe (information)

Other
7.   Motions Regarding the Implementation of the Revised Rules and Standards for Licensure and for the Implementation of the Revised Fee Schedule—Dr. Mabe (vote)
8.   Review of Reports to the Educational Planning Committee—Dr. Mabe (information)

Committee on Educational Planning, Policies, and Programs

Minutes
341st meeting, October 7, 2004

Members Present: Mr. Cecil, Mr. Norwood, Mrs. Owen, Mrs. Robinson, Mr. Souza, Dr. Taylor, Mr.Warwick

Members Absent: Mr. Bell, Ms. Devore, Dr. Gilchrist, Ms. Sanders

Other Board Members Present: Mrs. Gage

Others Present: Mr. Atkins, Dr. Bataille, Mr. Bostic, Dr. Brown, Mrs. Derr, Mr. Estes, Mr. Fry, Mrs. Green, Dr. Howard-Vital, Dr. Jenkins, Mr. Johnson, Dr. Kanoy, Ms. Klimas, Dr. Lea, Dr. Mabe, Dr. Meyers, Ms. Palmer, Dr. Passe, Ms. Pearson, Ms. Render, Dr. Sadler, Dr. Thompson, Mr. Verma, Mrs. Williams, Ms. Young

Dr. Taylor called the meeting to order at 1:15 p.m.

1. There being no corrections or additions, the Minutes of the September 9, 2004 meeting were approved as distributed.

2. Administrative Action Items (*action by consent*)

Intellectual Capital Formation—Consent Agenda

Request for authorization to <u>discontinue</u> the following degree programs at North Carolina State University:
- AAS in Food Processing and Distribution (CIP 01.0401)
- BS in Textile Materials Science (CIP 14.2801)
- BA in Creative Writing (CIP 23.0501)
- BS in Creative Writing (CIP 23.0501)
- BS in Medical Technology (CIP 51.1005)

Request for authorization to <u>establish</u> the following <u>baccalaureate</u> degree program:
- Bachelor of Science in Health and Wellness Promotion at the University of North Carolina at Asheville

Request for authorization to <u>establish</u> the following <u>master's</u> degree program:
- Master of Construction Management at Western Carolina University

Request for approval of <u>licensure</u> for the following programs:
Strayer University to offer the following degree programs in Cary, Raleigh, and two locations in Charlotte, North Carolina
- Master of Education
- Master of Health Services Administration
- Master of Public Administration

It was moved and seconded to approve the Consent Agenda items, with the exception of the Bachelor of Science in Health and Wellness Promotion at the University of North Carolina at Asheville, which would have to be considered separately because its request had not been received by the Committee 48 hours prior to its meeting. Motion passed.

The Committee then considered the request from the University of North Carolina at Asheville to establish a Bachelor of Science in Health and Wellness Promotion. It was moved and seconded to recommend approval to the Board of Governors. Motion passed.

Access: Enrollment Planning
3. Dr. Bataille presented a report on the Task Force on UNC/NCCCS Partnerships. Four issues were selected for primary focus:

- Annual report/ongoing communications
- Joint Legislative Action
- Partnership Efforts for Academic Programs
- Transfer Advisory Committee.

A list of recommendations was approved by the Task Force at its meeting on September 20, 2004, and the Committee was asked to consider approval of these recommendations.

It was moved and seconded to forward the Task Force recommendations to the Board of Governors for its consideration at the November meeting. Motion passed.

Intellectual Capital Formation
4. Dr. Bataille gave an informational update report on the study required under House Bill 1264. She explained that both the NCCCS and UNC named members to a study team to prepare a "Request for Information" (RFI) to review proposals, and to make recommendations for consultants. The RFI was posted on the UNC web site and was distributed to potential consultants recommended by the study team. The RFI includes information on the scope of service as well as proposal requirements. Nine proposals were submitted for consideration by the deadline. After reviewing the nine proposals submitted, the Study Team recommended that three of the consultants be invited to make oral presentations and to respond to questions from the study team. Those presentations are scheduled for October 12 and 13. Members of both the NCCCS and UNC Boards are invited to the presentations.

After the presentations, the study team will assess the strengths of each consultant group and contract with one or more for specific parts of the study.

Dr. Mabe discussed the Capital Improvements Projects in House Bill 1414 and House Bill 1264. House Bill 1414 (S.L. 2004-124) appropriated funds for certain capital projects. House Bill 1264 (S.L. 2004-179) authorized the issuance of certificates of participation to fund capital projects and land acquisitions for capital projects.

On August 9, the Committee on Budget and Finance of the Board of Governors approved a recommendation that institutions with capital projects authorized in the bills previously cited should present their plans for carrying out these projects to the Board for approval.

The projects at the UNC Health Care System (North Carolina Cancer Hospital) and at East Carolina University (Eastern Carolina Cardiovascular Institute) were funded by the General Assembly at the request of the Board; therefore, no additional Board action is required. The projects at Elizabeth City State University (School of Pharmacy) and the University of North Carolina at Pembroke (Optometry School) require the authorization of academic programs upon the recommendation of the Committee on Educational Planning, Policies, and Programs before proceeding with the design of a facility.

Dr. Mabe reviewed the other recommendations for capital projects of the Finance Committee. Although a recommendation is not made below for the distribution of funds provided for the Center for Design Innovation, a recommendation is expected for the November meeting.

Recommendations to be considered by the Finance Committee

Fayetteville State University
Centers of Excellence in Teaching and Nursing, $10,000,000
It is recommended that the Board authorize Fayetteville State University to purchase land and plan facilities for an amount not to exceed $3 million.

North Carolina A&T State University and The University of North Carolina at Greensboro
Joint Millennial Campus, $14,000,000
It is recommended that the Board authorize North Carolina A&T State University to spend up to $647,500 and UNC Greensboro to spend up to $400,000 to plan projects on the Joint Millennial Campus.

The University of North Carolina at Asheville
Center for Health Promotions and Partnerships, $35,000,000
It is recommended that the Board authorize UNC Asheville to use the funds made available by the General Assembly to plan and construct the proposed facility.

The University of North Carolina at Charlotte
Bioinformatics Center, $35,000,000
It is recommended that the Board authorize UNC Charlotte to use the funds made available by the General Assembly to plan and construct the proposed facility.

The University of North Carolina at Charlotte
Motorsports Testing and Research Complex, $4,000,000
It is recommended that the Board authorize UNC charlotte to use the funds made available by the General Assembly for planning the proposed facility.

The University of North Carolina at Wilmington
Planning for a School of Nursing, $500,000
It is recommended that the Board approve all funds for planning the School of Nursing facility.

Western Carolina University
North Carolina Center for Health and Aging, the Mountain Area Health Education Center, $10,000,000
It is recommended that the Board authorize Western Carolina University to use up to $1,300,000 to plan a new Health and Gerontological Sciences facility.

Winston-Salem State University
Land Acquisition, $2,000,000
It is recommended that the Board authorize Winston-Salem State University to use the funds provided by the General Assembly for this purpose.

5. Dr. Mabe read a resolution recognizing North Carolina A&T State University as having met the Carnegie Classification Standards for Doctoral/Research Universities—Intensive Status. North Carolina A&T State University has averaged over ten doctoral graduates per year over the past three years in Electrical, Mechanical, and Industrial Engineering. This meets the Carnegie Classification of Institutions of Higher Education's 2000 requirements for Doctoral/Research Universities—Intensive status. This is a major achievement for North Carolina A&T State University and for UNC.

   Dr. Mabe recognized Dr. Carolyn W. Meyers, Provost & Vice Chancellor for Academic Affairs at North Carolina A&T State University.

   It was moved and seconded to recommend approval of the resolution recognizing North Carolina A&T State University. Motion passed.

Internationalization
6. Dr. Brown presented a report on Internationalization, reminding the Committee that in January 2002 the Board of Governors added "Internationalization" as a 6th Strategic Direction. She described the expansion of international efforts on our campuses and through the Office of the President

Creation and Transfer of Knowledge
7. Dr. Lea gave a report on Turfgrass Environmental Research and Education. Based on an appropriation to NC State University for environmental research and educational activities related to turfgrass, the Board is required to provide an annual report on the use of the funds. It was moved and seconded to recommend approval of the Annual Report: Turfgrass Appropriation 2003-2004. Motion passed.

Other

8. Dr. Mabe and Dr. Howard-Vital gave a PowerPoint presentation of the Proposed Changes in the Rules and Standards for Licensure. The rules and standards which institutions must meet to receive licensure were last revised in 1998. Over the past year Academic Planning has done a thorough review of the rules and standards and has proposed revisions. These revised rules and standards clarify the requirements, update the requirements where needed, and generally focus on the requirement of an "education of good quality" rather than on meeting minimum standards.

It was moved and seconded to recommend approval of the Revised Rules and Standards for Licensure. Motion passed subject to editorial correction.

The revised Rules and Standards for Licensure will be on the Board of Governors agenda for consideration at the November meeting.

K-16 Education
9. Dr. Thompson and Dr. Kanoy reported on High School Reform/Innovation Initiatives in North Carolina.

Vice Chair Taylor suggested that the item on the Report on Projections and Tracking for Teacher Education and the item on Review of Reports to the Educational Planning Committee be placed on next month's agenda.

There being no further business, Vice Chair Taylor adjourned the meeting at 3:55 p.m.

**The University of North Carolina at Charlotte
Request to Plan a Doctoral Program in Organizational Science**

Introduction
The University of North Carolina at Charlotte requests approval to plan a doctoral
program in Organizational Science (CIP: 30.9999).

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

Organizational Science is interested in a wide range of work-related topics. The specific
topics of study in Organizational Science include, but are not limited to:

- *Team and Organizational Effectiveness:* organization culture and climate; group
  dynamics; cross-cultural issues; customer service; labor relations
- *Selection, Testing, and Promotion:* recruiting; test development; assessment centers; test
  fairness; hiring; consultation and expert testimony on EEO/AA, ADA, OSHA
- *Training and Development:* executive coaching; management development; training
- *Performance Evaluations*: design of job performance measurement systems for feedback
  and performance improvement, performance appraisal and management
- *Workplace Health:* ergonomics, human factors, and safety; overcoming stress
- *Employee Attitudes and Satisfaction:* empowerment; retention; job satisfaction; conflict
  and stress management; aging and retirement; turnover; organizational commitment
- *Compensation and Benefits:* pay; perks; rewards; recognition
- *Communication Effectiveness:* organizational communication design, processes and
  effectiveness; technology-facilitated communications
- *Employee Motivation*: factors that motivate employees; job design and evaluation
- *Change Management:* mergers and acquisitions; process reengineering; productivity and
  quality improvement; downsizing
- *Employee citizenship and deviance:* harassment; bullying; pro-social behavior; violence
- *Work–Life Programs:* quality of work life; work–life balance; telecommuting

Organizational Science has its origin in four core disciplines: Industrial/Organizational
Psychology, Organizational Behavior/Human Resources Management (OB/HRM), Organizational
Sociology, and Organizational Communication. Despite the congruence of interests in the afore-
listed topics across these disciplines, for the most part, the disciplines act fairly independently.
What differentiates Organizational Science from its core disciplines, then, are not the topics of
study but, instead, the interdisciplinary perspective with which the topics are studied.
Organizational Science views the world of work from multiple perspectives and paradigms. It is

richly interdisciplinary in both philosophy and practice, examining workplace topics from the perspective of each of its core disciplines. Consider, for example, the study of group behavior and effectiveness. Researchers from Human Resource Management and Industrial Psychology might look at the selection and training of team members. Researchers with Organizational Behavior and Organizational Psychology backgrounds may focus on interpersonal processes in groups such as norms, roles, cohesiveness, and conformity. Organizational Sociologists may examine how the greater context (e.g., society, sector, and culture) in which the group is embedded impacts the group. Organizational communication researchers may focus on the communication processes (e.g., persuasion) that facilitate/inhibit group effectiveness.

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

Program Review
The review process for requests to plan is designed to determine if the proposal is developed to the stage appropriate for taking to the Graduate Council and if so what are the issues that may need further attention. Proposals to plan doctoral programs are reviewed internally. The concerns from the reviewers were summarized in a letter to the Chancellor prior to the presentation to the Graduate Council. That summary follows:

A difficulty of any interdisciplinary program is to combine organizational structure with genuine shared interests in problems for research and instruction. UNCC has experience with interdisciplinary doctoral programs and this program needs to draw from that experience to identify both good practices and pitfalls. More attention to the plan for making the interdisciplinary collaboration successful for both students and faculty will aid the reader in understanding UNCC's approach. It will be important to continue to attend to the demand for graduates and to make sure the program is structured to fit that demand. There seems to be a lament that so few actual interdisciplinary programs have emerged in response to the call to make the field more interdisciplinary. Is the difficulty that of retooling existing programs or do other reasons account for this? Being clear about this will likely benefit the planning for a new interdisciplinary program. The usual sources are identified for the support of graduate students. More details are needed regarding this support since the price tag for 25 or so graduate students will be high. Outside funding would need to increase significantly if that usual source is going to carry an appropriate part of the stipend load.

Another helpful examination would be to compare other or another interdisciplinary program in this field and show similarities and dissimilarities. Readers might get a better sense of the direction of the program from such an analysis.

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

Response
Representatives of the program recounted the many steps already taken to successfully promote interdisciplinary activity at the university and for this program. The supporting programs are significantly interdisciplinary already and the director of the program will report to two deans rather than to department chairs.

A plan for funding the program was presented that was a combination of reallocation of current resources, developing paid internships for one year of study, expanding grant activity for supporting graduate students, developing a research/consulting center, and accessing enrollment growth funds.

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

Issues to Address in Planning
The funding for graduate students is always an issue of concern in a new doctoral program as is the overall funding of the program.

Recommendation
The Office of the President recommends that the Educational Planning Committee approve the request from the University of North Carolina at Charlotte to plan a doctoral program in Organizational Science.

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

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Senior Vice President Gretchen M. Bataille   November 2, 2004

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North Carolina A & T State University
Request to Establish a Doctoral Program in Energy and Environmental Studies

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Introduction
Following a recommendation from the Graduate Council and from the Senior Vice President for Academic Affairs, the Committee on Educational Planning, Policies, and Programs approved on November 13, 2003 the request from North Carolina A&T State University to plan a doctoral program in Energy and Environmental Studies. North Carolina A&T State University now seeks approval to establish a doctoral program in Energy and Environmental Studies (CIP: 30.9999) effective August 2005.

Program Description
The institution describes the new program as follows:

This program is designed to prepare men and women for highly specialized positions, for research and consulting in industry, government and service organizations, and for teaching and research positions in Colleges and Universities. The interdisciplinary nature of this program will mean that students from across the Colleges and Schools of the University will be engaged in energy and environmental research. This diversity of backgrounds and training will contribute to a unique teaching and learning environment for students and faculty alike. While students will be permitted to pursue a plan of study individualized to their interests, all will be connected through a required group of selected core courses, common research themes, use of common research laboratories, and a program office housed within the School of Graduate Studies.

The Ph.D program in Energy and Environmental Studies will begin with the following research areas.

1. Energy and Environmental Science and Engineering
This interdisciplinary research area is for students who have previous undergraduate or graduate degrees in science and related engineering disciplines. It is designed to produce professionals who understand basic management skills along with interdisciplinary technical expertise in topics related to energy and complex environmental systems. The goal of this interdisciplinary area is to produce innovators in the application of renewable and non-renewable energy sources, the advancement of energy and environmental security, and the design of sustainable processes. Research topics include, but are not limited to, energy technologies (solar, wind, biomass, fuel cells, and hydrogen fuel infrastructure), energy efficiency, membrane separations, advanced research in experimental nuclear physics, catalysis, reactive separations, multiphase transport, co-generation, energy distribution, power electronics, built environments, advanced pollution control concepts, energy storage technologies, use of nanotechnology, sensors and controls, development of advanced detection systems and sensors for nuclear radiation, innovative waste heat recovery, corrosion prevention, sustainable manufacturing (environmentally benign solvents and processes, life cycle analysis, remanufacturing, recycling, biodegradable materials, risk assessment), energy and environmental information technology, and systems science and engineering.

2. Pollution Prevention and Remediation

This interdisciplinary research area is for students who have previous undergraduate or graduate education in science and social science disciplines. It is designed to produce professionals with basic management skills along with interdisciplinary technical expertise in topics related to energy and complex environmental systems. The goal of this interdisciplinary area is to produce professionals who are innovators in the application of energy resources, the advancement of energy and environmental security, and the design of sustainable processes. Research topics include, but are not limited to, research and theory applied to supercritical carbon dioxide, separation processes, fate and transport of contaminants, bioremediation, bio-processing, quantitative risk assessments, risk management and economics, waste management, water quality, air quality, ecosystem modeling, risk assessment and economics, bio-processing, bioremediation, fate and transport of contaminants, separation processes, regulatory processes, and long term environmental monitoring, development and application of geophysical techniques, environmental justice, and systems management and economics.

3. Energy and Environmental Education and Security

This interdisciplinary research area is for students with previous undergraduate or graduate education in education, science and social science disciplines. It is designed to produce professionals with a broad education in social and applied sciences with interdisciplinary expertise in topics related to energy and the environment. The goal of this interdisciplinary area is to produce innovators in enhancing effective communication about complex environmental security issues among the scientific community, managers, policy makers, K-12 schools, and the public. Research topics include, but are not limited to, application of technological tools for assessment and evaluation of environmental education and environmental security issues to understand waste management, water quality, air quality, ecosystem modeling, pollution prevention, risk assessment and economics, bio-processing, bioremediation, fate and transport of contaminants, separation processes, regulatory processes, and long term environmental monitoring, environmental justice, and systems education and technology.

Program Review

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

The external and internal reviewers saw a lot of strength in the proposal but several issues were identified for further attention. While there was recognition of the achievements of current faculty, all the reviewers were concerned whether enough additional faculty were scheduled for the program. In part, this was because of the difficulty of fully developing an interdisciplinary program if a core faculty is not associated with the program. Reviewer 2 developed this concern further by suggesting that a formal interdisciplinary structure may not guarantee that a program really develops interdisciplinary scholarship and training. Reviewer 2 suggests that by focusing on problem-based scholarship and joint training of graduate students more interdisciplinary collaboration is likely to result.

With the cost of financial packages for graduate students in this field rising, one reviewer was concerned about the competitiveness of the proposed support package for potential graduate students.

Regarding the curriculum, there was concern that there might be some duplication and there was a query about whether there was an adequate core of statistical courses that would be required for experimental design and data analysis.

Reviewer 2 suggests more attention should be given to developing global issues and a global perspective to carry out that goal of the program. He also suggests that such an interdisciplinary program has an ideal opportunity to include management and leadership training to help make the graduates even more effective and in demand.

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

Response
The campus response focused on the interdisciplinary nature of the program, additional faculty, student support, and curriculum. NCA&T has embraced interdisciplinary approaches across the campuses and faculty members are hired with the expectation that they will be part of interdisciplinary teams. Several new faculty members have been hired and the Provost is committed to providing the faculty resources to make the program successful. A&T has special support funds including $1,000,000 Title III funds for student support and additional funds for equipment for start-up packages for faculty. The curriculum will be reviewed for any duplication of courses and specialty courses in experimental design and data analysis will be included. The campus will also explore the recommendation to offer more management and leadership development opportunities for students in the program.

Recommendation by the Graduate Council
After consideration of the issues raised by reviewers and Council members, the Graduate Council voted, without dissent, to recommend approval to establish this doctoral program in Energy and Environmental Studies.

Need for the Program
The program addresses central issues facing our national economy as well as the international economy. It will prepare a cadre of students with interdisciplinary skills of breath and depth to work on these difficult issues. Interest in the program is strong and there should be very good employment opportunities of graduates.

Resources

From reallocations, enrollment growth funds, and special grants such as Title III funding the campus will have the resources to mount the program. The Provost has committed to needed faculty resources.

Recommendations

The Office of the President recommends that the Board of Governors approve the request from North Carolina A&T State University to establish a doctoral program in Energy and Environmental Studies effective August 2005.

Approved to be Recommended to the Committee on Educational Planning, Policies, and Programs of the Board of Governors

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Senior Vice President Gretchen M. Bataille   November 2, 2004

North Carolina A&T State University
Request to Establish a Doctoral Program in Leadership Studies

Introduction
Following a recommendation from the Graduate Council and from the Senior Vice President for Academic Affairs, the Committee on Educational Planning, Policies, and Programs approved on November 13, 2003 the request from North Carolina A&T State University to plan a doctoral program in Leadership Studies. North Carolina A&T State University now seeks approval to establish a doctoral program in Leadership Studies (CIP 30.9999) effective August 2005 .

Program Description
The institution describes the new program as follows:

North Carolina Agricultural and Technical State University (NCA&TSU) proposes a unique and cutting-edge doctoral degree in Leadership Studies. The proposed program is purposefully and inherently interdisciplinary, supporting the University's vision and truly reflecting the nature of society's challenges. The program is designed to prepare the next generation of world leaders and researchers. This new doctoral program in Leadership Studies features a core of courses that focuses on technology as a tool for leadership and on the increasing role of ethics in the leadership process, two factors that are relevant for the leaders of the 21st century regardless of the sector of society in which that leadership is exercised.

The quest for executive excellence is continuous. Ethical leadership connected with the ability to manage information and technology will be an increasingly important competitive dimension needed for leaders in this new century. Further, the presence of women, African Americans, and other leaders of color is most noticeable through their absence. North Carolina A&T State University, with its rich history as an HBCU and its status as a Land Grant institution, is uniquely positioned to fill this void, while simultaneously providing an inclusive intellectual environment. The University enjoys a national reputation and has historically addressed the absence of people of color in various professions through its centers of excellence and its programs of study in engineering, technology, business, and graduate education. This interdisciplinary program is designed for those persons who desire positions of leadership in business, industry, science, engineering, education, military, and medical fields and who wish to conduct research in the field of Leadership Studies. The program will develop their scholarship in the field of leadership and contribute to the accumulation of new knowledge through research and practice in the field of leadership studies. The mission is to advance the concepts and theories of the field of leadership studies through the application of research and the experiences gained through an internship.

Those persons who have a master's degree from an accredited college or university and who have at least five years experience in a leadership or managerial role may request admission to the leadership program. Persons coming from master's degree programs who wish to pursue a career in research in Leadership Studies may also apply. [This condition clarified in NCA&T's response below.]The applicant should complete the application to the School of Graduate Studies and attach the appropriate documentation of eligibility. Continuous enrollment is required.

The program contains 51 hours, 42 of which are coursework and nine are the internship/research and the dissertation writing. The program contains 24 hours of core courses, nine hours of elective courses, nine hours of research preparation courses, three hours for an internship, three hours of dissertation research, and three hours of dissertation writing. The 24 hours of core courses in Leadership Studies must be taken at North Carolina A&T State University. The credit hour requirement of the program is comparable to and consistent with the general number of credit hours required for completion of the Ph.D. in the field of Leadership Studies. Benchmarks are established to assess performance throughout the program as students matriculate through the three phases of the program.

Courses in the Leadership Core will be taught by North Carolina A&T State University faculty in partnership with Eminent Leaders. Eminent Leaders are uniquely qualified, prominent leaders who will be selected from the areas of business, industry, education, and governmental organizations throughout the world.

The core courses are designed to encompass the important elements of leadership studies, including: theories of leadership; ethical leadership; current and historical models of leadership; leadership in diverse environments and cultural aspects of leadership; and, technology as a tool for the development and maintenance of leadership. In addition, the strands of ethics, diversity, and technology will run throughout all courses.

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

The internal and external reviewers see a number of strengths in the proposed program but also identify a number of issues that need to be addressed or further clarified.

Reviewer 1 thinks the proposed amount of research training is adequate only for a practitioner degree and that if the program is meant to develop academic scholars then more research training would need to be added to the program. Reviewer 2 was concerned that the research training apparently would not start until the second year. The level and amount of research training planned for the program need to be tied to a clear statement of the goals of the program, especially regarding the practitioner-academic scholar issue.

Reviewer 1 also identifies a kind of mismatch between the faculty strength and student interest. The strength of the faculty for the program appears to lie in the area of engineering and technology but much of the student interest is in education, and the reviewer does not think there is research and publication strength in education, even though he feels some education faculty have a lot to add on the practitioner side.

There was concern about who would teach the leadership core courses and how they would be taught. If taught from a disciplinary perspective they may not adequately serve the role of the core, and if the disciplinary faculty adjust to a different way of teaching the core, would those courses serve the needs of the department? This relates to the issue of what level of commitment there is by departments for their faculty participating in this program and for the faculty being rewarded for doing so. A related issue is whether the courses will be at a doctoral level and be sequenced to build upon the knowledge the student is gaining. One reviewer was concerned that more attention be given to hiring and establishing a core faculty in leadership to develop and deliver the core of the program. Reviewer 2 thinks one or more core faculty need to be hired both for purposed curriculum development and for the related issue of coordinating what he judges to be the costly and time consuming tasks of organizing and managing eminent scholars and participation by colleagues at CCL. Related, was the question of exactly how CCL was going to participate in the program and was there any documents showing specifically how they had agreed to participate?

While the reviewers recognized the disciplines included as bringing new areas to leadership studies, they were concerned about the lack of participation by other disciplines historically associated with leadership studies such as business and the social sciences. One reviewer

strongly advised that the program hire a director who is an established scholar in leadership studies.

The inclusion of information technology in the program was recognized as innovative, but one reviewer wondered why it was not integrated into all the courses rather than being taught as a separate area.

Even though the program proposes to focus on bringing a diverse group of students to the program, one reviewer could find little in the proposal or the "highly qualified" faculty's work to suggest much attention to women in leadership or the full range of minorities in leadership.

The evaluation process could be enhanced by adding measures of student success such as how many graduate from the program and what type of employment or employment enhancement they receive.

One reviewer was confused by the admission standards. In one place it appears that a five-year employment period prior to admission is necessary, but in other places it is not clear that is required. In general a clear statement of admission standards would be helpful.

Most of the account of library resources was general. A specific focus on library resources to support the special focuses of ethics and technology both at the campus library and at the CCL library is needed to enhance the proposal.

Finally, there was a question of whether the internship merited more than three hours of credit since it appears to be a significant dimension of the program.

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

Response
Representatives of the program responded to the points raised by the reviewers. There will be a significant research element to the program with students having a minimum of 12 hours of research courses and the opportunity for additional research in a specialty or in conjunction with the dissertation. To assure that students are appropriately mentored and have an opportunity to develop their interests, each student will be paired with a faculty mentor in the area of the student's interest at the beginning of their study. The core curriculum development will be a central task of the director and the curriculum committees established for this task. The role of staff at the Center for Creative Leadership will be to serve as adjuncts from time to time and to consult with the program as it is developed. Their extensive library resources in leadership issues will be available to students in the program.

Technology and ethics will both be the focus of specific courses and be integrated into courses across the curriculum. Ethnic and gender issues in leadership will likewise be addressed directly in the core courses and elsewhere in the curriculum. The evaluation criteria for the program have

been expanded to include the number of graduates of the program and follow-up surveys of graduates.

The admission standards were clarified. A master's degree plus five years of executive/managerial experience or research experience in leadership are required as are appropriate standardized tests.

NCA&T is committed to an interdisciplinary model across the institution so faculty members in all areas understand the expectation to be involved in interdisciplinary projects and program.

Recommendation by the Graduate Council
After consideration of the issues raised by reviewers and Council members, the Graduate Council voted, without dissent, to recommend approval to establish this doctoral program in Leadership Studies.

Need for the Program
There are few interdisciplinary doctoral leadership programs in the country. NCA&T with its commitment to interdisciplinary work and its desire to enhance leadership opportunities for minorities and majorities alike is an appropriate place for this degree program.

Resources
Resources will be reallocated internally, grant activity will be increased in this area, and enrollment growth funds will be used to add faculty and provide student support. The institution's administration has stated its commitment to provide what is needed to make the program successful.

Recommendations
The Office of the President recommends, with the condition that an additional senior scholar in leadership studies be hired prior to beginning the program to focus on organizing research efforts on leadership among the program's faculty, that the Board of Governors approve the request from North Carolina A&T State University to establish a doctoral program in Leadership Studies effective August 2005.

Approved, as stipulated, to be Recommended to the Committee on Educational Planning, Policies, and Programs of the Board of Governors

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Senior Vice President Gretchen M. Bataille   November 2, 2004

North Carolina State University
Request to Establish a Doctoral Program in
Communication, Rhetoric, and Digital Media

Introduction
Following a recommendation from the Graduate Council and from the Senior Vice President for Academic Affairs, the Committee on Educational Planning, Policies, and Programs approved on November 13, 2003 the request from North Carolina State University to plan a doctoral program in Communication, Rhetoric, and Digital Media. North Carolina State University now seeks approval to establish a doctoral program in Communication, Rhetoric, and Digital Media (CIP: 30.9999) effective August 2005.

Program Description
The institution describes the new program as follows:

The interdisciplinary program in Communication, Rhetoric, and Digital Media (CRDM) will offer doctoral training that integrates the study of oral, written and visual modes of communication within the context of changing technologies and cultural relations. This integrated approach is a necessary response to the ongoing transformation of human communication practices as information and communication technologies (ICTs) evolve. The digital revolution has made possible new combinations of print, sound, and visual elements. And the convergence of various communication media—print, telephone, television, Internet—has created new contexts, new problems, and new uses for human communication. These changes require an equally dramatic shift in theory, instruction, and research to address the influence of these technologies and to influence the process of their development. Integrating the disciplines that address written, oral, and visual modes of discourse and symbol use will produce a powerful academic program positioned to address the communication practices and problems of the digital age.

The College of Humanities and Social Sciences can complement and enhance the ability of other research programs at NC State to make positive contributions to new technology and the world that it is creating. A recent essay in the *Chronicle of Higher Education* noted, "The humanities have a central place in exploring the possibilities, the reach and implications, of digital technologies and cultures." The new technologies require an interdisciplinary approach that combines methods of research, theory, and critical analysis and helps students cultivate their abilities to evaluate and shape technologically supported communication practices in various domains of practice. Without attention to the human dimensions of information technology, its transformative potential will be incomplete and ineffective.

The proposed doctoral program in Communication, Rhetoric, and Digital Media will educate researchers, teachers, and analysts who can address issues raised by ICTs in the workplace, in government, in education, in everyday life. The program will draw from traditions of research and disciplinary definition in both the humanities and social sciences, and provide students with intellectual resources from the traditionally separate disciplines of oral, written, and visual communication. Students will examine the history of communication technologies and their relationships to social and cultural developments and explore the connections between communication networks and financial, military, social, cultural, and political networks. They will study how the interactions between communication practices and technologies are related to institutions, identity formation, cultural values, social practices, and economic conditions. They will analyze policy issues concerning systems of ownership and governance that drive the development, distribution and use of these technologies and they will apply a

variety of theoretical and analytical frameworks for understanding, interpreting, and evaluating these issues.

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

The reviewers recognize many strengths of the faculty proposing this new doctoral program and see few difficulties in its being successfully established. There are some suggestions in the narratives that you will want to review and there are some items that may need more comment and attention. After recognizing the strength of the core faculty, reviewer 2 identifies some areas in which expansion would be a good idea: computers and composition and new media, human-computer interaction, and technology design for writing, new media, and other areas identified in the review. This reviewer also comments that the area of visual rhetoric and design is not well developed for the proposal.

Reviewer 1 raised issues about the connection of the program to what is occurring in business and law, and whether greater effort should be made to involve those areas.

Finally, concerns were raised by both reviewers about resource support for the technology aspects of the program. The location of the program with other programs that are not always recognized as needing a lot of technology support could make it more difficulty for the program to get the resources it needs. The reviewers' point is that for this program to be successful it will need support at a different level than typical humanities programs.

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

Response
NCSU's response to the reviewers' comments focused on current expertise and new faculty hires to meet subject areas needs and on new approaches to technology support for this new doctoral program. Searches are in progress in the following areas: computers and composition, CMC-interpersonal, technology and media, and the SAS professor of technical communication. NCSU currently has faculty expertise in visual rhetoric, usability, and technology and writing. There is also current expertise in media law and future hiring is anticipated in media law and ethics. Inter-institutional registration opportunities will be available for students to complement their work at NCSU with resources available at other institutions.

The campus has reviewed the technology needs for this new program and is prepared to fully support the program requirements. A program-specific technology plan has been developed that includes a technology support person for the program, a dedicated technology classroom, a research lab, and office/lab facilities for graduate students.

Recommendation by the Graduate Council
After consideration of the issues raised by reviewers and Council members, the Graduate Council voted, without dissent, to recommend approval to establish this doctoral program in Communication, Rhetoric, and Digital Communication.

Need for the Program
The change in the environment for communication and rhetoric is permeating all aspects of our lives, both professional and personal. This program is being designed to recognize this fact and to build a new doctoral program without the organization or intellectual barriers that may be present in many existing programs. Evidence has been presented that there will be student demand for this program and that the graduates will have a wide range of opportunities.

Resources
The campus response has addressed the additional resource needs identified by the reviewers.

Recommendation
One reviewer concluded, "I hope that this Ph.D. program is mounted. It would be a step forward for the UNC system and something to fill a need in the array of Ph.D.-granting programs in communication nationwide…The vision is clear and compelling."

The Office of the President recommends that the Board of Governors approve the request from North Carolina State University to establish a doctoral program in Communication, Rhetoric, and Digital Media effective August 2005.

Approved to be Recommended to the Committee on Educational Planning, Policies, and Programs of the Board of Governors

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Senior Vice President Gretchen M. Bataille   **November 2, 2004**

University of North Carolina at Chapel Hill
Request to Establish a Doctoral Program in Occupational Science

Introduction
Following a recommendation from the Graduate Council and from the Senior Vice President for Academic Affairs, the Committee on Educational Planning, Policies, and Programs approved on November 13, 2003 the request from the University of North Carolina at Chapel Hill to plan a doctoral program in Occupational Science. The University of North Carolina at Chapel Hill now seeks approval to establish a doctoral program in Occupational Science (CIP: 51.2306) effective August 2005.

Program Description
The institution describes the new program as follows:

The Division of Occupational Science is one of seven Divisions in the Department of Allied Health Sciences within the School of Medicine at the University of North Carolina at Chapel Hill (UNC-Chapel Hill). At present, the Division offers a Master of Science in Occupational Therapy, a degree that leads to eligibility for a national certification examination for entry into professional practice in occupational therapy. *Occupational therapy*, the health profession, is focused on the therapeutic use of everyday activities (occupations) to promote optimal development, health, and quality of life in individuals and groups. *Occupational science*, the academic discipline, is dedicated to the study of people's occupational engagements and how various experiences or patterns of engagement influence development, health, and quality of life across the lifespan. Accordingly, occupational science is uniquely suited to generating new knowledge to influence and guide the practice of occupational therapy. The new doctoral degree (Ph.D.) in occupational science is needed for the following reasons:

➢ To address critical shortages of doctoral prepared faculty in occupational therapy educational programs in the state, nation, and internationally;
➢ To nurture a future cadre of researchers committed to studying the relationship of occupations to development, competent daily functioning, health, and quality of life across the life span;
➢ To promote applications of research to all practices in occupational therapy and, thereby, evidence-based practices; and
➢ To enhance interdisciplinary understandings of the nature of engagement in everyday activities and how these experiences influences human health and well-being.

The new program offering a Ph.D. in Occupational Science will accept academically qualified applicants who have completed master degrees in occupational therapy, relevant social and behavioral sciences, or related health fields. This program will require 54 credits and include content in four domains: (a) occupational science, (b) an interdisciplinary cognate area that complements occupational science, (c) research design and methodology, and (d) competencies for an academic career. The course of study will culminate in a doctoral dissertation that generates new knowledge in occupational science. Graduates with this academic degree will be prepared to: (a) generate new knowledge in occupational science, (b) teach professional courses about the

therapeutic use of occupation from a base of knowledge in occupational science, (c) synthesize interdisciplinary perspectives related to everyday activities with knowledge generated in occupational science, and (d) apply this rich synthesis of knowledge to promote the evidence-based practice of occupational therapy.

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

The two outside reviews are strong and supportive but with a lot of advice and suggestions for improving the proposed program.

Some of the issues that would merit further comment are the following:
- *If the account of two faculty members leaving the program is accurate, what is the plan for replacement and how will that affect the planned program?*
- *What are the plans for the directorship of the new program?*
- *How would you respond to the questions raised about faculty load and the number of new courses being developed?*
- *How will the goal of being interdisciplinary be realized in light of the comments by Reviewer 1?*
- *Is the curriculum so defined that it will be difficult for student's interests in specific areas to develop as Reviewer 1 suggests?*
- *How would you respond to the suggestion of opening the program to part-time students?*

Overall the reviewers seem excited about the new doctoral program in occupational science and expect it to become a leader in its field in short order.

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

Response
The program has been authorized to fill a faculty position and the search is underway. The program leaders expressed confidence that, due to the reputation of the department, they will be able to appoint an outstanding scholar. The program's planning committee has reviewed the curriculum and now sees ways to utilize courses in related departments to reduce the number of new courses for the program, thus addressing the issue of faculty load. The program is interdisciplinary in many ways ranging from taking courses from several departments to having an interdisciplinary committee for guiding the students' doctoral work and research. Students' varying interest will be accommodated in the

program through electives, program focus and the research for the dissertation. The program does not plan to offer part-time enrollment.

Recommendation by the Graduate Council
After consideration of the issues raised by reviewers and Council members, the Graduate Council voted, without dissent, to recommend approval to establish this doctoral program in Occupational Science.

Need for the Program
The focus of this doctoral program is to produce faculty for practitioner degree programs in occupational therapy. With a strong practitioner program UNC CH is in an ideal situation to produce needed faculty for the field of occupational therapy.

Resources
The program will be supported by reallocation of resources and faculty time, external grants, and enrollment growth funds.

Recommendations
One reviewer comments, "The Division of Occupational Science at UNC Chapel Hill has a national reputation within the profession of occupational therapy and occupational science as a highly regarded program with a well-articulate educational philosophy and curriculum at it current level….The proposal for a doctorate in Occupational Science is a well-organized and clear statement of the proposed doctoral program including rationale, professional scope, societal implication curricular and procedural details, resources, and educational needs being addressed."

The Office of the President recommends that the Board of Governors approve the request from the University of North Carolina at Chapel Hill to establish a doctoral program in Occupational Science effective August 2005.

Approved to be Recommended to the Committee on Educational Planning, Policies, and Programs of the Board of Governors

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Senior Vice President Gretchen M. Bataille   **November 2, 2004**

University of North Carolina at Greensboro
Request to Establish a Doctoral Program in Nursing

Introduction
Following a recommendation from the Graduate Council and from the Senior Vice
President for Academic Affairs, the Committee on Educational Planning, Policies, and
Programs approved on November 13, 2003 the request from UNCG to plan a doctoral
program in Nursing. The University of North Carolina at Greensboro now seeks approval
to establish a doctoral program in Nursing (CIP: 51.1608) effective August 2005.

Program Description
The institution describes the new program as follows:

The School of Nursing requests authorization to establish a doctoral program in Nursing that
is needed urgently to: 1) Prepare nurse scientists who will pursue intellectual inquiry and develop
knowledge to promote health and eliminate disparities in health outcomes for ethnic minorities,
women, children, and older adults; and 2) Develop nurse scholars who will meet the critical
demand for educators in the academy and administrators in the healthcare industry in North
Carolina and the nation. The proposed PhD program will include theory, research methods,
health promotion and outcomes as well as directed studies for research and scholarly role
development in academia and industry. The research areas build on faculty expertise and
research programs that address health promotion and health disparities in access to care,
treatment, and outcomes for selected populations. The doctoral program builds on successful
master's concentrations in nursing education and administration and a new MSN/MBA program
in the UNCG School of Nursing. Cognates and electives in areas such as Health and Human
Performance, Family Studies, Business, and Education will be required for depth and breadth of
study as well as interdisciplinary perspectives with populations of interest in the community.

The doctoral program will consist of 57 credits of coursework and dissertation that may be
completed by the full-time student in three years or part-time over a four to five-year period. The
PhD program plan will include content in the areas of philosophy of knowledge development and
theory analysis (6 credits); health promotion, health disparities, and policy and ethics (9 credits);
research methodology and statistics (12 credits); nurse scientist role development for academia
and industry (6 credits); directed research (3 credits); cognates and elective (9 credits); and
dissertation (12 credits). A master's degree in Nursing will be an entry requirement. The
proposed program will be developed in accordance with educational standards and position
statements such as *Indicators of Quality in Research-Focused Doctoral Programs in Nursing
(AACN, 2001c), Nursing Education's Agenda for the 21st Century (*AACN, 1999b), and
Recreating Health Professional Practice for a New Century (Pew Health Professions
Commission, 1998). These documents support the immediate development of quality doctoral
programs that will address culturally sensitive care, access to healthcare for persons with unmet
needs, and leadership in education and the healthcare industry.

Blended traditional classroom instruction and web-enhanced synchronous and asynchronous
instruction will be used to deliver the program. Mentoring relationships of doctoral students with

faculty will be developed through directed studies in research, an internship in academia or industry, and dissertation hours. Enrollments in the proposed doctoral program will be limited to a total of six full-time and four part-time admissions each year to facilitate mentoring relationships and timely program completion.

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

The two reviews are supportive of the degree program and both identify significant strengths of the proposed program. Reviewer 2 and the internal review process identified a number of issues that need further attention. Moving a faculty to be a doctoral-level faculty is a developmental process. Reviewer 2 thinks it a good idea to put in place an explicit development process, especially for junior faculty, to have them mentored by senior faculty. Related issues are the need to expand considerably the research effort of faculty and the gaining of external research funding. The reviewer recognized that steps are being taken in that direction with the establishment of an office for research. Reviewer 2 thinks it is extremely important to have some senior hires who already have established research records both to direct doctoral students and to serve as mentors to junior faculty and to stimulate more externally funded research.

Other issues raised had to do with the support of graduate students. Would there be adequate financial support to allow full-time study, would students have an opportunity to specialize, would there be adequate lab space for student research in additional to faculty research, should the number of initial admits be slightly smaller, and is the timetable for completion of the program realistic?

There were some other issues raised that should be considered. While both reviewers were very positive about the choice of the focus on health disparities over the life span, reviewer 2 recommends that UNCG consider adding gerontology as a possible focus as well, given the track record of the faculty in this area. Also the program is asked to consider a BSN to Ph.D. program. This is a good idea but I think it may be wiser to consider that after the current proposal is fully established.

On the issue of student and employer demand, all agree that the pool of students and employment opportunity would both be strong. The curriculum is judged to be satisfactory for a doctoral program.

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

Response
UNCG has committed four senior faculty members to this program along with a full-time biostatistician and a full-time program assistant. This will provide an additional group of faculty to mentor junior faculty and doctoral students in the program. The nursing program has a number of external grants and has established an office of research to assist faculty with grant activity. Attention has been given to the support of graduate students including an internal allocation of $100,000 for assistantships.

Recommendation by the Graduate Council
After consideration of the issues raised by reviewers and Council members, the Graduate Council voted, without dissent, to recommend approval to establish this doctoral program in Nursing.

Need for the Program
There is a dire need for additional nursing faculty in North Carolina and across the nation. While current nursing faculty have doctorates in a range of fields, the growing demand is for nursing faculty for graduate programs to have training in the discipline. UNCG has a distinctive program, both on site and online, at the master's level to produce master's trained faculty particularly for teaching at the community colleges. This addition of a doctoral program will enhance the state's ability to produce nurses.

Resources
Support for the program will come from internal reallocations, external grants, and enrollment growth.

Recommendations
One reviewer commented, "The strength of the program at the University of North Carolina at Greensboro is the outstanding doctorally-prepared faculty, the research initiatives, and especially the National Center for Minority Health Disparities. This center can be a launching point for future research initiatives in this important area."

The Office of the President recommends that the Board of Governors approve the request from the University of North Carolina at Greensboro to establish a doctoral program in Nursing effective August 2005.

Approved to be Recommended to the Committee on Educational Planning, Policies, and Programs of the Board of Governors

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Senior Vice President Gretchen M. Bataille   **November 2, 2004**

Monitoring the Progress of
North Carolina Graduates
Entering Primary Care Careers

November 2004

Submitted by the University of North Carolina Board of Governors in response to
General Statute 143-613 as amended by Chapter 507 of the 1995 Session Laws
(House Bill 230) of the North Carolina General Assembly

Monitoring the Progress of Graduates Entering Primary Care

During its 1993 session, the North Carolina General Assembly expressed its interest in expanding the pool of generalist physicians for the state. In Senate Bill 27 as amended by House Bill 729, the General Assembly mandated that each of the state's four schools of medicine develop a plan with the goal for an expanded percentage of medical school graduates choosing residency positions in primary care. Primary care was defined as family practice, internal medicine, pediatrics, and obstetrics-gynecology. It set the goal for the ECU and UNC Schools of Medicine at 60 percent of graduates. For the Wake Forest University and Duke University Schools of Medicine, it set the goal at 50 percent.

General Statute 143-613 as contained in House Bill 230 passed in the 1995 session of the North Carolina General Assembly requires the UNC Board of Governors to monitor the progress of the private and state-operated medical schools and state-operated health professional schools toward increasing the number and proportion of graduates entering primary care. This annual report was prepared in accordance with this statute. The charts contain data for 2004 and also comparative data from the report "Monitoring the Progress of North Carolina Graduates Entering Primary Care Careers" that the Board submitted to the North Carolina General Assembly in November 2003.

The Data

Section I of this report provides information from the Wake Forest University School of Medicine, the Brody School of Medicine at East Carolina University, Duke University School of Medicine and the University of North Carolina at Chapel Hill School of Medicine. Each of the four schools of medicine has committed to developing a common database to track medical students. At the request of the four schools, the AHEC Program has assumed responsibility for developing and managing the common database in association with the Sheps Center for Health Services Research at UNC-CH. The development of a common database to track medical students has required a complex process of merging two national data sets, a state data set, and files in alumni and student affairs offices of the four medical schools. The national data sets include the graduate medical education tracking file of the Association of American Medical Colleges and the

physician master file maintained by the American Medical Association. The state data set used is the North Carolina Medical Board=s file for physicians licensed in North Carolina. The format for Section I on the medical students is consistent with and comparable to the baseline information provided in the May 1994 report "Expanding the Pool of Generalist Physicians for North Carolina." The term "primary care" includes family medicine, general pediatric medicine, general internal medicine, internal medicine/pediatrics, and obstetrics/gynecology.

There is no comparable national database that can be used to longitudinally monitor the specialty practice and location of physician assistants, nurse practitioners, and nurse midwives. For the present report, information on graduates and current enrollment has been provided by the state-operated schools that train nurse practitioners, nurse midwives, and physician assistants. UNC has nine mid-level provider programs: seven masters-level nurse practitioner programs at East Carolina University, The University of North Carolina at Chapel Hill, The University of North Carolina at Charlotte, The University of North Carolina at Greensboro, The University of North Carolina at Wilmington, Western Carolina University, and Winston Salem State University; one nurse midwifery program at East Carolina University and one baccalaureate physician assistant program at East Carolina University. The information on these graduates and students is included in this report as "Section II: Nurse Practitioners, Nurse Midwives, and Physician Assistants."

Section I: Medical Students

Section I provides comparative data for medical students graduating in the classes of 1997 and 1998 in tables numbered I-1, I-2, and I-3. Table I-4 presents information about graduates of the classes of 2003 and 2004 whose initial choice for residency training was in a primary care area. The tables are organized as follows:

Table I-1 contains information on *the initial choice of primary care* for medical students graduating in 1997 and 1998.

Table I-2 contains information on *the retention in primary care* for medical students graduating in 1997 and 1998.

Table I-3 shows ***the initial choice and retention in primary care*** specialties for those state-supported North Carolina residents who graduated in the Wake Forest and Duke classes of 1997 and 1998.

Table I-4 presents information about ***the initial choice of primary care*** for 2003 and 2004 graduates of the four medical schools in North Carolina.

The data in Table I-1 show that 223 or 55 percent of the 405 1998 medical school graduates currently in training or practice <u>chose an initial residency in primary care</u>. The percentages were: Duke 43 percent, ECU 67 percent, UNC-CH 65 percent, and Wake Forest 45 percent. Overall, the initial choice of primary care specialties for all the graduates decreased from 1997 to 1998.

Table I-2 shows the percentage of those same 1997 and 1998 graduates who were in <u>primary care patient practice as of 2002 and 2003</u>, five years after graduation.   In 2002, the percentages for the classes of 1997 were: Duke 34 percent, ECU 53 percent, UNC-CH 55 percent, and Wake Forest 48 percent. In 2003, the percentages for the classes of 1998 were: Duke 28 percent, ECU 56 percent, UNC-CH 55 percent, and Wake Forest 35 percent.

Table I-3 shows the percentage of state-supported graduates from Duke and Wake Forest who were in <u>primary care patient practice</u> as of 2002 and 2003. In 2003, the percentage of all the state-supported graduates in 1998 at Duke and Wake Forest who were in primary care patient practice was 48 percent.

Table I-4 focuses on the initial choice of primary care for the 2003 and 2004 graduates of North Carolina medical schools who entered residency training. In 2003, 169 out of 357 graduates or 47 percent entered <u>primary care residency training.</u> In 2004, 223 out of 431 graduates or 52 percent entered primary care residency training. The number and percentage of the class of 2004 who choose primary care residencies were: Duke 53 graduates or 54 percent; ECU 44 graduates or 56 percent, UNC-CH 78 graduates or 53 percent and Wake Forest 48 graduates or 45 percent.

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Section II: Nurse Practitioners, Nurse Midwives, and Physician Assistants

Section II presents information provided by state-operated health professional schools that train physician assistants, nurse practitioners, and nurse midwives concerning choice of and retention in primary care.

Table II-1 presents ***the retention of nurse practitioner students in primary care.***

Table II-2 presents ***the initial practice choice*** of the 2002-2003 and 2003-2004 graduates of nurse practitioner programs.

Tables II-3, II-4, and II-5 present ***enrollment*** trends in state-operated nurse practitioner and nurse midwifery programs.

Table II-6 presents six year (1999-2004) ***enrollment*** for the ECU Physician Assistant Program.

Table II-7 shows ***the initial practice choice*** of the 2002-2003 and 2003-2004 ECU nurse midwifery graduates.

Table II-8 shows ***the initial practice choice*** of the 2002-2003 and 2003-2004 ECU physician assistant students.

Table II-1 presents the <u>retention in primary care</u> for nurse practitioner graduates completing training in 1996-1997 and 1997-1998. The number of graduates during this time period is still quite small compared to recent enrollment.

Table II-2 shows the number of graduates in state-operated masters' level and post masters' level programs in 2002-2003 and 2003-2004 and the <u>initial practice choice</u> of these graduates. These programs are located at UNC-Chapel Hill, UNC-Greensboro, UNC-Charlotte, East Carolina University, Western Carolina University, UNC-Wilmington, and Winston Salem State University. During the period 2003 through 2004 the number of graduates from these programs increased slightly.   In 2002-2003, 81 percent of the graduates chose primary care practice while in 2003-2004, 87 percent chose primary care practice.

Table II-3 and II-4 show on-campus and off-campus enrollment in state-operated nurse practitioner programs over the last six years which include new

programs at Western Carolina University and Winston Salem State University. The collective enrollment in these programs declined in 2002 but increased to its highest level 2004.

Table II-5 and II-6 show the enrollment pattern in state operated nurse midwifery and physician assistant programs located at East Carolina University.

Table II-7 shows the initial practice choice of the 2002-2003 and 2002-2002 graduates of the ECU nurse midwifery program which is still quite small.

Table II-8 shows the number of recent graduates of the ECU physician assistant program. Practice information for these graduates is incomplete because they have not completed the Physician Assistant National Certifying Exam.

Section I: Medical Students

Table I-1
North Carolina Medical Students-Initial Choice of Primary Care
for 1997 and 1998 Graduates in Training or Practice in 2002 and 2003

School	Total Number of Graduates 1997	1998	Number of 1997 and 1998 Graduates not in Training or Practice as of 2002	2003	Number of 1997 and 1998 Graduates in Training or Practice as of 2002	2003	Number of 1997 & 1998 Graduates in Training or Practice with an Initial Residency Choice of Primary Care 1997	1998	Percent of 1997 & 1998 Graduates in Training or Practice with an Initial Residency Choice of Primary Care 1997	1998
Duke	96	95	4	0	92	95	44	41	48%	43%
ECU	73	64	0	0	73	64	45	43	62%	67%
UNC-CH	157	149	1	10	156	139	103	91	66%	65%
Wake Forest	104	109	4	2	100	107	59	48	59%	45%
TOTAL	430	417	9	12	421	405	251	223	60%	55%

[*]Primary Care = Family Medicine, General Pediatric Medicine, General Internal Medicine, Internal Medicine/Pediatrics, and Obstetrics/Gynecology.

Sources:

Wake Forest Office of Student Affairs
UNC-CH Office of Student Affairs
Duke Office of Medical Education
American Medical Association

ECU Office of Medical Education
Association of American Medical Colleges
N C Medical Board

Compiled by:
NC AHEC Program
Cecil G. Sheps Center for Health Services Research

Table I-2
North Carolina Medical Students-<u>Retention</u> in Primary Care[*]
1997 and 1998 Graduates

School	Number of 1997 and 1998 Graduates in Training or Practice as of		Number of 1997 and 1998 Graduates in Training or Practice with an <u>Initial Residency Choice</u> of Primary Care		Percent of 1997 and 1998 Graduates in Training or Practice with an <u>Initial Residency Choice</u> of Primary Care		Number of 1997 and 1998 Graduates in Training or Practice <u>in Primary Care Patient Practice</u> as of		Percent of 1997 and 1998 Graduates in Training or Practice <u>in Primary Care Patient Practice</u> as of	
	2002	2003	1997	1998	1997	1998	2002	2003	2002	2003
Duke	92	95	44	41	48%	43%	31	27	34%	28%
ECU	73	64	45	43	62%	67%	39	36	53%	56%
UNC-CH	156	139	103	91	66%	65%	86	76	55%	55%
Wake Forest	100	107	59	48	59%	45%	48	37	48%	35%
TOTAL	421	405	251	223	60%	55%	204	176	48%	43%

[*]Primary Care = Family Medicine, General Pediatric Medicine, General Internal Medicine, Internal Medicine/Pediatrics, and Obstetrics/Gynecology.

Sources:

Wake Forest Office of Student Affairs
UNC-CH Office of Student Affairs
Duke Office of Medical Education
American Medical Association

ECU Office of Medical Education
Association of American Medical Colleges
NC Medical Board

Compiled by:
NC AHEC Program
Cecil G. Sheps Center for Health Services Research

Table I-3
State-supported North Carolinians Attending
The Wake Forest and Duke Schools of Medicine - Choice and Retention in Primary Care Specialties[*]
1997 and 1998 Graduates and Training or Practice in 2002 and 2003

School	Number of 1997 and 1998 State Supported Graduates in Training or Practice as of		Number of 1997 and 1998 state-supported Graduates in Training or Practice with an Initial Residency Choice of Primary Care		Percent of 1997 and 1998 state-supported Graduates in Training or Practice with an Initial Residency Choice of Primary Care		Number of 1997 and 1998 state- supported Graduates in Training or Practice in Primary Care Patient Practice as of		Percent of 1997 &1998 state-supported Graduates in Training or Practice in Primary Care Patient Practice as of	
	2002	2003	1997	1998	1997	1998	2002	2003	2002	2003
Duke	24	27	9	16	38%	59%	7	15	29%	56%
Wake Forest	55	50	25	27	45%	54%	19	22	35%	44%
TOTAL	79	77	34	43	43%	56%	26	37	29%	48%

[*]Primary Care = Family Medicine, General Pediatric Medicine, General Internal Medicine, Internal Medicine/Pediatrics, and Obstetrics/Gynecology.

Sources:

Wake Forest Office of Student Affairs   UNC-CH President's Office
Duke Office of Medical Education   Association of American Medical Colleges
American Medical Association   NC Medical Board

Compiled by:
NC AHEC Program
Cecil G. Sheps Center for Health Services Research

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Table I-4
North Carolina Medical Students-Initial Choice of Primary Care[*]
for 2003 and 2004 Graduates

School	Total # of Graduates		Number of Graduates not Entering Residency Training		Number of 2003 and 2004 Graduates Entering Residency Training		Number of 2003 & 2004 Graduates Entering Residency Training Who Chose A Primary Care Residency		% of 2003 and 2004 Graduates Entering Residency Training Who Chose A Primary Care Residency	
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004
Duke	85	98	3	0	82	98	32	53	39%	54%
ECU	60	79	0	0	60	79	44	44	73%	56%
UNC-CH	125	153	0	6	125	147	58	78	46%	53%
Wake Forest	93	107	3	0	90	107	35	48	39%	45%
TOTAL	363	437	6	6	357	431	169	223	47%	52%

[*]Primary Care = Family Medicine, General Pediatric Medicine, General Internal Medicine, Internal Medicine/Pediatrics, and Obstetrics/Gynecology.

Sources:

Wake Forest Office of Student Affairs
UNC-CH Office of Student Affairs
Duke Office of Medical Education
American Medical Association

ECU Office of Medical Education
Association of American Medical Colleges
NC Medical Board

Compiled by:
NC AHEC Program
Cecil G. Sheps Center for Health Services Research

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Section II: Nurse Practitioners, Nurse Midwives, and Physician Assistants

Table II-1
North Carolina Nurse Practitioner Students: Retention in Primary Care 1996-1997 and 1997-1998 Graduates

School of Nursing/Programs	Number of graduates		Number of 96-97 and 97-98 Graduates in Primary Care as of		Percentage of 96-97 and 97-98 Graduates in Primary Care as of	
	1996-97	1997-98	2002	2003	2002	2003
University of NC-Chapel Hill						
Family Nurse Practitioner (Degree)	31	17	21	13	68%	76%
University of NC-Greensboro						
Adult/Gerontological Nurse Practitioner (Degree&Post MSN)	26	25	13	15	50%	60 %
East Carolina University						
Family Nurse Practitioner (Post MSN)	1	0	1	0	100%	NA
Family Nurse Practitioner (Degree)	0	16	0	16	NA	100%

Source: UNC-CH School of Nursing, UNC-Greensboro School of Nursing, and East Carolina University School of Nursing

Table II-2
N. C. Nurse Practitioner Students: Initial Practice Choice:
Graduates of 2002-2003 and 2003-2004

Schools of Nursing/Programs	Number of Graduates		Number of Graduates With Initial Practice Choice of Primary Care		Percent of Graduates With Initial Practice Choice of Primary Care	
	2002-03	2003-04	2002-03	2003-04	2002-03	2003-04
University of NC-Chapel Hill						
Family Nurse Practitioner (Degree)	22	20	17	14*	77%	70%
Family Nurse Practitioner (Post MSN)	3	3	3	3	100%	100%
Pediatric Nurse Practitioner (Degree)	19	13	15	9**	80%	69%
Pediatric Nurse Practitioner (Post MSN)	1	0	0	0	0	
OB-GYN Nurse Practitioner (Degree)	5	4	5	4	100%	100%
OB-GYN Nurse Practitioner (Post MSN)	1	0	1	0	100%	
Adult Nurse Practitioner (Degree)	8	5	6	5	75%	100%
Adult Nurse Practitioner (Post MSN)	2	4	1	2	50%	50%
UNC-CH Sub-Total	**61**	**49**	**48**	**37**	**78%**	76%
University of NC-Greensboro						
Adult and Gerontological						
Nurse Practitioner (Degree & Post MSN)	5	13	4	7	80%	54%
University of NC-Charlotte						
Family Nurse Practitioner	13	9	11	9	84%	100%
Adult Nurse Practitioner	10	17	8	12	80%	70%
East Carolina University						
Family Nurse Practitioner (Degree)	16	3	16	3	100%	100%
Family Nurse Practitioner (Post MSN)	3	0	3	0	100%	100%
Western Carolina University						
Family Nurse Practitioner (Degree & Post MSN)	0	13	0	13	NA	100%
University of NC - Wilmington						
Family Nurse Practitioner	7	6	3	5	42%	83%
Winston Salem State University						
Family Nurse Practitioner (Degree & Post MSN)		14		14		100%
Total Nurse Practitioner Graduates	**115**	**124**	**93**	**100**	**81%**	**87%**

* 5FNPs are awaiting certification
**4PNPs are awaiting certification
Source: UNC Schools of Nursing

Table II-3
Enrollment in State Operated Nurse Practitioner Programs: On-Campus1999 to 2004

Schools of Nursing/Programs	# Enrolled					
	1999	2000	2001	2002	2003	2004
On Campus Enrollment						
University of NC-Chapel Hill						
Family Nurse Practitioner (Degree and Post MSN)	64	39	64	56	64	66
Pediatric Nurse Practitioner (Degree and Post MSN)	14	15	34	36	28	23
OB-GYN Nurse Practitioner (Degree and Post MSN)	9	12	13	11	8	11
Adult Nurse Practitioner (Degree and Post MSN)	31	29	31	25	29	25
Woman=s Health Nurse Practitioner (Post MSN)	0	0	3	0	0	0
Psych Mental Health Nurse Practitioner (Degree)					5	12
UNC-CH Sub-Total	**118**	**95**	**145**	**128**	**134**	**137**
University of NC-Greensboro						
Adult/Gerontological Nurse Practitioner (Degree&Post MSN)	75	77	43	53	52	48
University of NC-Charlotte						
Family Nurse Practitioner	60	42	37	35	48	56
Adult Nurse Practitioner		22	37	40	42	27
East Carolina University						
Family Nurse Practitioner	42	31	37	30	35	67
University of NC - Wilmington						
Family Nurse Practitioner	29	29	27	19	21	20
Western Carolina University						
Family Nurse Practitioner (Degree and Post MSN)	34	29	42	17	28	30
Winston Salem State University						
Family Nurse Practitioner (Degree and Post MSN)					48	60
Total on Campus Enrollment	**358**	**325**	**368**	**322**	**408**	**445**

Source: UNC Schools of Nursing

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Table II-4
Enrollment in State Operated Nurse Practitioner Programs: Off-Campus
1999 to 2004

Schools of Nursing/Programs	# Enrolled					
	1999	2000	2001	2002	2003	2004
Off-Campus Enrollment						
University of NC - Chapel Hill: Family Nurse Practitioner	14	4	0	0	0	0
University of NC - Charlotte: Adult Nurse Practitioner		7	7	5	5	0
East Carolina University: Family Nurse Practitioner	13	24	20	7	0	0
Total Off-Campus Enrollment	**27**	**35**	**27**	**12**	**5**	**0**

Source: UNC Schools of Nursing

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Table II-5
Enrollment in State Operated Nurse Midwifery Programs:
1999-2004

	Enrollment					
Nurse Midwifery Programs	1999	2000	2001	2002	2003	2004
East Carolina University						
On-Campus Enrollment	10	12	11	13	16	25
Off-Campus Enrollment	0	4	3	0	0	0
Total Nurse Midwifery Enrollment	**10**	**16**	**14**	**13**	**16**	**25**

Source: ECU School of Nursing

Table II-6
Enrollment in State Operated Physician Assistant Programs
1999-2004

	Enrollment					
Physician Assistant Programs	1999	2000	2001	2002	2003	2004
East Carolina University						
On-Campus Enrollment	46	58	59	56	54	58
Off-Campus Enrollment	8	20	12	30	42	31
Total Physician Assistant Enrollment	**54**	**78**	**71**	**86**	**96**	**89**

Source: ECU Department of PA Studies

Table II-7
ECU Nurse Midwifery Students: Initial Practice Choice
2001-2002 Graduates

School of Nursing	Total Number of Graduates		Number of Graduates Who Have Not entered Practice		Number of Graduates who have entered practice		Number of Graduates with Initial practice choice of primary care		Percent of Graduates with initial practice choice of primary care	
	2002-2003	2003-2004	2002-2003	2003-2004	2002-2003	2003-2004	2002-2003	2003-2004	2002-2003	2003-2004
East Carolina University	1	5	0	0	1	5	1	5	100%	100%

Source: ECU School of Nursing

Table II-8
ECU Physician Assistant Students: Initial Practice Choice
2002-2004 Graduates

	Total Number of Graduates		Number of Graduates Who Have Not entered Practice		Number of Graduates who have entered practice		Number of Graduates with Initial practice choice of primary care		Percent of Graduates with initial practice choice of primary care	
	2002-2003	2003-2004	2002-2003	2003-2004	2002-2003	2003-2004	2002-2003	2003-2004	2002-2003	2003-2004
East Carolina University	43*	23*	**	**	**	**	**	**	**	**

* Some graduates are in the process of taking the national certification examination.

** Practice information is unavailable.

Source: ECU Department of PA Studies

East Carolina University
Request to Establish a Doctoral Program in Physical Therapy

Introduction
Following a recommendation from the Graduate Council and from the Senior Vice
President for Academic Affairs, the Committee on Educational Planning, Policies, and
Programs approved on November 13, 2003 the request from ECU to plan a doctoral
program in Physical Therapy. East Carolina University now seeks approval to establish a
doctoral program in Physical Therapy (CIP: 51.2308) effective May 2005.

Program Description
The institution describes the new program as follows:

The Doctor of Physical Therapy (DPT) is a first professional degree that will offer an
educational experience to prepare practitioners in physical therapy. The intent of the DPT
is to provide additional advanced course work, and clinical and research experience
beyond what is now being offered in the accredited master's of physical therapy (MPT)
degree. The DPT will, therefore, expand upon those consensus-based competencies of
physical therapy first professional programs as designed and supported by the American
Physical Therapy Association (APTA)**.** According to the APTA, "There is only one set of
standards for professional (entry-level) education. The 1998 Evaluative Criteria for
Accreditation of Education Programs for the Preparation of Physical Therapists apply to
master's and doctoral-level physical therapist professional education programs." The
DPT will, therefore, enable the profession and society to raise the standards and
expectations of practice that will require the educational community to reach a new level
of graduate preparation. The doctoral level of clinical practice is well established in many
health care professions such as audiology, optometry, podiatry, pharmacy, and
chiropractry. The primary goals of the DPT are to 1) strengthen diagnostic clinical
decision-making and patient intervention skills by emphasizing an evidenced-based
patient management model, and 2) provide a research and clinical specialty experience.

The existing MPT is 75 credits, and the proposed DPT will be 106 credits. The clinical
education component of the DPT is 32 weeks, an increase of 10 weeks from the MPT.
The 78 hours of didactic course work in the DPT includes MPT courses where content
has been modified or advanced material has been infused into existing courses and
semester hours increased accordingly, and new courses. Examples of specific topics that
have been infused into existing courses include diagnostic imaging, neurophysiology,
analysis of human motion, differential diagnosis, and analysis of research that evaluates
physical therapy treatment and theoretical rationale for the treatment. Seven new courses
have been added to increase the basic science content of the curriculum and are aligned
with faculty research interests. Some of these courses will be offered to the students as
electives.

During their final year, students will enroll in 12 credits related to evidenced-based practice. These courses focus on a clinical specialty concentration (6 SCH maximum) or a research concentration (9 SCH maximum). These 12 SCH are designed to complement the 4 SCH of electives and will prepare the student for additional doctoral work, clinical specialization, or a combination of these activities.

Over the past thirty years, physical therapy as a field has demonstrated significant and sustained advancements in clinical interventions, practice demands, and professional expectations. It has also become an essential component of health care worldwide. The physical therapist is recognized as a skillful clinician, serving society in a wide variety of health care positions and roles. Advancement in the responsibilities of the physical therapist has included direct patient access and growth in professional independence.

Upon completion of the DPT program, the graduate will be able to:

1. Apply professional knowledge and skills in the performance of the physical therapy responsibilities as a clinical practitioner, educator, consultant, and administrator.
2. Apply an evidence-based diagnostic clinical reasoning process in the assessment and management of PT clients.
3. Practice as both independent health care provider and contributor to the health care team and delivery system of the community.
4. Recognize culturally diverse issues and utilize cultural distinctions to enhance patient management.
5. Communicate effectively as a clinical practitioner and educator, and professional scholar.
6. Educate clients, family, and community on risk and injury prevention and wellness.
7. Practice within the realm of legal constraints and ethical morals customary to the profession.
8. Integrate the basic and clinical sciences with evidence-based therapeutic assessments and interventions in the management of impairments common to the practice of physical therapy.
9. Apply the scientific method and research process to examine the efficacy of evaluation and treatment methods used in the practice of physical therapy.
10. Appreciate theoretical models of underlying mechanisms of dysfunction that may result in disability.

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

The two reviewers find strengths and weaknesses in the program but seem to bring somewhat different perspectives to the analysis. Reviewer 1 appears to be doing the analysis in terms of CAPTE's accrediting standards, while Reviewer 2 seems to like the idea of adding a larger research component to what is basically a program for clinical training.

Both reviewers agree that there are several curriculum issues that need a lot of additional attention. Reviewer 1 provides a very detailed analysis of the curriculum in section 2 of the review. There is no point repeating that analysis here but I direct your attention to it and to the general theme that in the attention to add a research dimension some core course work related to needed clinical training may be being ignored. Reviewer 2 in the section on curriculum has concerns as well, some of which appear to agree with Reviewer 1.

Reviewer 1 is quite concerned that a 3+3 program will run into accreditation issues with CAPTE since the organization is presented as thinking of the DPT as a post-baccalaureate program. While this model appears to be an option only for a particular program, it is an issue that needs to be carefully considered.

Both reviewers are concerned about the amount of scholarship done by the faculty and believe that the external funding for such a program is far from what it should be. Faculty size is an issue for both reviewers, but it is not clear how much of the additional faculty is needed for the clinical program for accreditation and how much for the added research program. There is a related issue of whether the faculty is being matched to the interests of the students since one reviewer thought the students would be more interested in the clinical option than the research option.

There might be some further comment on the reasons for the change and the timing for the change from MPT to DPT in light of the fact that it does not appear to be required by the accrediting agency.

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

Response
Representatives of the program made it clear that the proposed new program is a post-baccalaureate program and not a 3+3 program as one reviewer thought. The core program will meet the accreditation standards for a post-baccalaureate degree in physical therapy. There will be discussion of the possibility of special programs for a particularly strong discipline but only in a way that meets accrediting standards. The faculty size at the time of proposed start up will be a total of 11 with 8 having a doctoral degree, and 2 having a DPT, with one being a clinical instructor. The institution is committed to hiring an additional faculty member in 2006. This fits within the range for DPT faculty of 10 to 11. The new chair is an experienced researcher who can guide and mentor an expanded

research dimension for the program. The representatives made the point that this is a professional practice degree and not a research doctoral degree, so while research efforts need to increase, it will be practice-based for the most part, so there is not likely to be conflicts between practice and the research focus. The goal is more advanced training for engaging in practice that will be research and evidence based. The same curriculum standards must be met for either an MPT or a Ph.D and the proposed program will preserve the strength of the current curriculum and add additional research and internship opportunities. The representatives quoted one external reviewer, "A well-designed enhancement of the previous MPT curriculum, building in specific coursework aimed at preparing the DPT graduate to practice as a primary care practitioner in the 21st century." The decision to move to the DPT was guided by changes in the profession. Most schools offering the MPT have move to the DPT or are in the planning stages to do so. In North Carolina, Duke, Elon and UNC CH have moved to the DPT. This change will also better equip students to engage in solo practice. Representatives pointed out that the field has other levels of practice such as the physical therapy assistant, so the transition does not leave the same gap as may be found in some other field that have moved to a doctorate in practice as the terminal degree.

Recommendation by the Graduate Council
After consideration of the issues raised by reviewers and Council members, the Graduate Council voted, without dissent, to recommend approval to establish this program, Doctor of Physical Therapy.

Need for the Program
ECU provides training for health care professional, especially for eastern North Carolina, and wants to offer the degree in physical therapy at the level that is rapidly becoming standard in the profession so it can provide care of the highest quality for the region.

Resources
Since a graduate physical therapy program already exists the funding for the program will be based primarily on resources already available in the institution. Additional funding will come from additional reallocations, external grant support, and enrollment funding. The Department of Physical Therapy is scheduled to move into a new building in the fall of 2005 that is adjacent to Pitt County Memorial Hospital and the Brody School of Medicine with facilities appropriate for doctoral level work.

Recommendations
One reviewer comments, "In summary, I believe the proposal for the DPT program at ECU is a sound one, with all the elements in place, and with strong institutional support. I strongly support approval of this program, and look forward to seeing it grow and prosper."

The Office of the President recommends that the Board of Governors approve the request from East Carolina University to establish a Doctor of Physical Therapy effective May 2005.

Approved to be Recommended to the Committee on Educational Planning, Policies, and Programs of the Board of Governors

_____

Senior Vice President Gretchen M. Bataille   November 2, 2004

UNC Academic Common Market Pilot Program: 2001-2005
November 2004

Executive Summary

The 2001 General Assembly ratified the establishment of the UNC Academic Common Market pilot program for participation, at the graduate level only, in the Academic Common Market (ACM) of the Southern Regional Education Board (SREB). The General Assembly and the Board of Governors of the University of North Carolina believed that such a pilot program would test whether participation in the ACM would be a cost-effective way to offer North Carolina residents access to graduate programs in participating SREB universities that are unavailable in North Carolina. Out-of-state tuition is waived for ACM participating students. North Carolinians pursuing graduate degrees out-of-state pay in-state tuition in that state, and residents of SREB states pay North Carolina in-state tuition to pursue graduate degrees in unique programs here.

Fifty-five North Carolina residents have been certified to participate in the pilot program, from the pilot's beginning in 2001 through October 18, 2004. Eleven of the constituent UNC institutions participate and have designated campus coordinators (usually graduate deans or associate deans) to monitor the program. *Forty-four out-of-state residents* have been certified to participate during the same period.

The pilot program ends at midnight on June 30, 2005. As delineated in Senate Bill 1005, the Board of Governors is to report to the Joint Legislative Education Oversight Committee, reviewing the activities of the pilot program and recommending whether UNC should continue to participate in the SREB-ACM.

UNC Academic Common Market Pilot Program

The Southern Regional Education Board was America's first interstate compact for education (*SREB 2004 Annual Report*). The purpose of the compact is "to provide services to member states, to create ways to share resources, and to enable states to achieve together educational programs and improvements that would be impossible or financially impractical for a single state" (*SREB Services and Programs*, p. 1). The SREB was developed at the request of Southern leaders in business, education, and government. Sixteen states joined the compact: Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia. The ACM directly reflects the SREB's goal of encouraging states to share resources and reduce the duplication of specific educational programs.

Over the years the SREB has worked to improve every aspect of education—from early childhood education to doctoral degrees and beyond. The SREB states believe that they can lead the nation in educational progress. In 2004, the SREB-ACM celebrated 30 years of connecting states, students, and universities. Each year about 2000 graduate and undergraduate students are certified to participate.

The original 1974 compact of the Academic Common Market states that its purpose "is to share between states academic degree programs located at southern public colleges and universities. This is accomplished through an exchange of students across borders at in-state rates" (*Academic Common Market: Administrative Guidelines*, 2004-05, p. 2). The ACM supports existing degree programs that have the capacity to serve additional students and "to provide access and encourage movement across state lines for programs not available in a student's home state" (*Guidelines*, p 2).

It was in the spirit of sharing resources, encouraging efficiency, and providing access to more educational opportunity for citizens that the Board of Governors endorsed participation in the SREB-ACM. In response to the Board's request, the 2001 General Assembly ratified the establishment of a pilot program to participate at the graduate level. The General Assembly required two reports on the pilot program. An earlier report was forwarded to the General Assembly in December 2003. This report is due January 2005. Participation by UNC in the SREB-Academic Common Market past June 30, 2005 must be ratified by the General Assembly.

In order to coordinate UNC's participation in the Academic Common Market, the Office of the President appointed an ACM state coordinator and a manager of the web site. The UNC-ACM web site was developed and continues to be hosted by the Research Triangle

ACADEMIC COMMON MARKET
The UNIVERSITY *of* NORTH CAROLINA   A 16-campus university

▸ **General Information**
▸ **Participation/Application**
▸ **Academic Programs**
▸ **Tuition and Fees**
▸ **Questions**
▸ **ACM Contacts**
▸ **Other Links**
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Welcome to the University of North Carolina Academic Common Market (UNC-ACM). The Academic Common Market is a Southern Regional Education Board (SREB) project. It is a cooperative agreement between North Carolina and 15 other southern states that enables residents to pursue unique graduate degree programs offered at public institutions in other states while paying in-state tuition.

What Is the Academic Common Market?

Institute. Dr. Donna Benson was the original UNC-ACM state coordinator, and Dr. Michelle Howard-Vital serves in the position now. Mr. Morris Dean, a member of the Academic Planning Staff, serves as managing coordinator of the UNC Academic Common Market and webmaster. Mr. Dean is in daily contact with UNC-ACM coordinators, students, and SREB staff to ensure that the program fulfills its legislative intent.

The leadership of the Office of the President for the Academic Common Market pilot program was guided by the legislation that established the criterion for selecting graduate UNC academic programs to be included in the ACM inventory: "select for participation only those graduate programs that are likely to be unique or are not commonly available in other Southern Regional Education Board states." The Office of the President invited UNC campuses to nominate programs for the inventory. Using the National Center for Education Statistics' database, the Integrated Postsecondary Education Data System (IPEDS), programs were reviewed using the standard of whether there were no more than six similar degree programs available in public universities in the SREB states. That process resulted in the initial set of programs accepted for the inventory. Either by request from a potential student or by campus nomination, other graduate degree programs are regularly reviewed for inclusion in the inventory. There are currently 108 unique or not commonly available graduate degree programs in the UNC-ACM inventory. These programs are listed in Appendix B, p. 7.

Because of the UNC-ACM's graduate focus, UNC campus coordinators are generally graduate deans or associate deans. (See Appendix A., p. 6, for a list of participating UNC institutions and their campus coordinators.) Campus coordinators interact with out-of-state students who want to participate in the ACM. They create a record on the UNC-ACM web site to alert the managing coordinator of receipt of an ACM certification for an out-of-state student, communicate with their campus's business office regarding in-state tuition for ACM participants, and certify that participants are progressing continually toward their degree. In order to maintain an appropriate level of participation in the ACM, campus coordinators monitor their campus's inventory of ACM academic programs, nominate new programs for inclusion, and review requests for ACM access to graduate academic programs not currently in the inventory to judge whether the programs warrant inclusion.

Benefits of the Program

The benefits observed over the course of the pilot program include tuition, cost savings from unduplicated programming, attraction of intellectual capital to North Carolina, and increased enrollments in specialized graduate programs.

The immediate benefit to students is that they pay in-state tuition. ACM participants from other states pay North Carolina in-state tuition, and North Carolina's ACM participants pay in-state tuition for the SREB state providing their program.

A benefit for several UNC institutions that participate in the UNC-ACM is increased enrollment in unique graduate programs. As indicated in Appendix D (p. 12), the most popular North Carolina graduate degree program for out-of-state ACM participants is the Master of Arts in Appalachian Studies at Appalachian State University. Eight students have entered this program, with the majority coming from the state of Virginia. Other popular programs, with four students each, are the Master of Arts in Maritime Studies at East Carolina University, degrees in Maternal and Child Health at UNC Chapel Hill, and degrees in Dance at UNC Greensboro.

Twelve of the fifty-five North Carolinians who have so far participated in the ACM selected the L.L.M. degree program in Taxation at the University of Florida. North Carolina residents have sought access to this program steadily throughout the pilot program (see Appendix C, p. 11). Additionally, five North Carolina residents have sought access to the Master of Science in Radiologic Administration at Midwestern State University in Texas. Other programs North Carolinians have sought access to include the Doctor of Philosophy in Nursing Science at the University of South Carolina, the Master of Arts in International Commerce and Policy at George Mason University, and the Master of Science in Clinical Lab Sciences (Cytology Option) at the Medical University of South Carolina.

The Office of the President has provided overall leadership for the program to maintain a balance between the number of North Carolina ACM participants and the number of out-of-state ACM participants coming into North Carolina. Such balance has been maintained during the pilot program and is expected to continue, should the UNC-ACM be extended beyond June 2005. A "slot system" was devised at the outset of the pilot program to help control the balance between incoming and outgoing students during any given academic year, but it never had to be used to limit the number of incoming students. Doctorate-granting institutions were allocated four slots per year for incoming students and master's-granting institutions were allocated two slots per year. These allocations were fluid and could be expanded for a particular campus, as they have been in the current academic year for ASU, UNC-CH, and UNCG. (See Appendix E, p. 13.) North Carolina residents were allowed to participate one semester before residents of other states could access North Carolina programs, which partially explains the greater number of North Carolina participants (55 North Carolina to 44 out-of-state participants, as of October 18, 2004). The balance year by year after other states got access to North Carolina programs has been fairly even (Table 1, below).

Table 1. Comparison of the number of students certified for ACM participation: North Carolina students going out versus out-of-state students coming in to pursue a graduate degree program

Academic Year	NC Residents Certified	Out-of-State Students Certified	Comment
2001-02	9	0	Early NC participation
2002-03	8	10	
2003-04	18	12	
2004-05	20	22	Through Oct. 18, 2004
Total	**55**	**44**	

As evidenced by the data on North Carolina residents going out of state as ACM participants, the UNC Academic Common Market pilot program has provided access for North Carolinians to unique graduate programs in areas such as Taxation Law, Radiologic Administration, International Commerce and Policy, and Clinical Lab Sciences. Moreover, the pilot program has demonstrated that the Office of the President can successfully monitor the flow of students to ensure that the program meets the graduate needs of North Carolina residents and the enrollment needs of certain graduate programs at UNC's constituent institutions. The UNC-ACM is clearly providing

opportunities both for North Carolina residents and for residents of other SREB states to access affordable graduate educational programs.

Recommendation

The Office of the President recommends that the Board of Governors of the University of North Carolina ask the North Carolina General Assembly to authorize the continuation of UNC's participation at the graduate level in the Academic Common Market.

Appendix A. UNC-ACM Campus Coordinators

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Appendix B. UNC-ACM Inventory of Graduate Academic Degree Programs

Search results for Eligible UNC Programs for ALL Residents

Degree	CIP Description / Program Title	Institution	State	CIP
	Your search returned 108 records. You may sort by column headings. Search again.			
MA	Family and Marriage Therapy Counseling **Marriage & Family Therapy**	Appalachian State University	NC	51.1505
MS	Physics, General **Applied Physics**	Appalachian State University	NC	40.0801
MA	Gerontology **Gerontology**	Appalachian State University	NC	30.1101
MA	Area Studies, Other **Appalachian Studies**	Appalachian State University	NC	05.0199
MA	Vocational Rehabilitation Counseling **Health Psychology**	Appalachian State University	NC	51.2310
MM	Music Therapy **Music Therapy**	East Carolina University	NC	51.2305
MS	Recreational Therapy **Recreational Therapy Administration**	East Carolina University	NC	51.2309
MS	Molecular Biology **Molecular Biology and Biotechnology**	East Carolina University	NC	26.0204
MSN	Nursing, Other **Nursing (Midwifery concentration)**	East Carolina University	NC	51.1699
MSN	Nursing, Other **Nursing (Neonatal Nurse Practitioner concentration)**	East Carolina University	NC	51.1699
MFA	Fine/Studio Arts **Art (Wood Design or Metal Design)**	East Carolina University	NC	50.0702
PhD	Audiology/Audiologist and Speech-Language Pathology/Pathologist **Communication Sciences and Disorders**	East Carolina University	NC	51.0204
PhD	Biophysics **Biomedical Physics**	East Carolina University	NC	26.0203
MA	Multi/Interdisciplinary Studies, Other **Maritime Studies**	East Carolina University	NC	30.9999
PhD	Multi/Interdisciplinary Studies, Other **Coastal Resources Management**	East Carolina University	NC	30.9999
PhD	Physiology, Pathology, and Related Sciences, Other **Bioenergetics**	East Carolina University	NC	26.0999
MA	English Language and Literature/Letters, Other **English and African-American Literature**	North Carolina Agricultural and Technical State University	NC	23.9999
MSIT	Industrial Technologhy/Technician **Industrial Technology**	North Carolina Agricultural and Technical State University	NC	15.0612
MS	Architectural Engineering **Architectural Engineering**	North Carolina Agricultural and Technical State University	NC	14.0401
MS	Animal Health **Animal Health Science**	North Carolina Agricultural and Technical State University	NC	01.0903
MS	Communication Disorders, General **Communication Disorders**	North Carolina Central University	NC	51.0201
MEd	Education of the Blind and Visually Handicapped **Special Education: Orientation and Mobility**	North Carolina Central University	NC	13.1009
MAT	Education of the Blind and Visually Handicapped **Visual Impairment**	North Carolina Central University	NC	13.1009
MEd	Communication Disorders, General **Communication Disorders**	North Carolina Central University	NC	51.0201

M	Biometry/Biometrics **Biomathematics**	[North Carolina State University](#)	NC	26.1101
MS	Biometry/Biometrics **Biomathematics**	[North Carolina State University](#)	NC	26.1101
PhD	Biometry/Biometrics **Biomathematics**	[North Carolina State University](#)	NC	26.1101
M	Poultry Science **Poultry Science**	[North Carolina State University](#)	NC	01.0907
MS	Poultry Science **Poultry Science**	[North Carolina State University](#)	NC	01.0907
MS	Computer Systems Networking and Telecommunications **Computer Networking**	[North Carolina State University](#)	NC	11.0901
M	Textile Sciences and Engineering **Textiles**	[North Carolina State University](#)	NC	14.2801
MS	Textile Sciences and Engineering **Textiles**	[North Carolina State University](#)	NC	14.2801
MS	Textile Sciences and Engineering **Textile Chemistry**	[North Carolina State University](#)	NC	14.2801
MS	Textile Sciences and Engineering **Textile Engineering**	[North Carolina State University](#)	NC	14.2801
PhD	Textile Sciences and Engineering **Fiber and Polymer Science**	[North Carolina State University](#)	NC	14.2801
PhD	Textile Sciences and Engineering **Textile Technology and Management**	[North Carolina State University](#)	NC	14.2801
M	Natural Resources Management and Policy **Natural Resources**	[North Carolina State University](#)	NC	03.0201
MS	Natural Resources Management and Policy **Natural Resources**	[North Carolina State University](#)	NC	03.0201
PhD	Forestry, General **Forestry**	[North Carolina State University](#)	NC	03.0501
M	Wood Science and Wood Products/Pulp and Paper Technology **Wood and Paper Science**	[North Carolina State University](#)	NC	03.0509
MS	Wood Science and Wood Products/Pulp and Paper Technology **Wood and Paper Science**	[North Carolina State University](#)	NC	03.0509
PhD	Wood Science and Wood Products/Pulp and Paper Technology **Wood and Paper Science**	[North Carolina State University](#)	NC	03.0509
PhD	Environmental Design/Architecture **Design**	[North Carolina State University](#)	NC	04.0401
MS	Organizational Communication, General **Communication**	[North Carolina State University](#)	NC	09.0901
M	Bioinformatics **Bioinformatics**	[North Carolina State University](#)	NC	26.1103
M	Genetics, Other **Functional Genomics**	[North Carolina State University](#)	NC	26.0899
MS	Genetics, Other **Functional Genomics**	[North Carolina State University](#)	NC	26.0899
PhD	Bioinformatics **Bioinformatics**	[North Carolina State University](#)	NC	26.1103
PhD	Genetics, Other **Functional Genomics**	[North Carolina State University](#)	NC	26.0899
M	Operations Research **Operations Research**	[North Carolina State University](#)	NC	14.3701
MS	Operations Research **Operations Research**	[North Carolina State University](#)	NC	14.3701
PhD	Operations Research **Operations Research**	[North Carolina State University](#)	NC	14.3701

PhD	Parks, Recreation and Leisure Facilities Management **Parks, Recreation and Tourism Management**	North Carolina State University	NC	31.0301
MS	Physical Sciences, Other **Marine, Earth and Atmospheric Sciences**	North Carolina State University	NC	40.9999
PhD	Physical Sciences, Other **Marine, Earth and Atmospheric Sciences**	North Carolina State University	NC	40.9999
MA	Public/Applied History and Archival Administration **Public History**	North Carolina State University	NC	54.0105
PhD	Public Policy Analysis **Public Policy**	University of North Carolina at Chapel Hill	NC	44.0501
MA	Music History, Literature, and Theory **Music (History and Literature)**	University of North Carolina at Chapel Hill	NC	50.0902
PhD	Music History, Literature, and Theory **Music (Musicology)**	University of North Carolina at Chapel Hill	NC	50.0902
PhD	Nutritional Sciences **Nutrition**	University of North Carolina at Chapel Hill	NC	30.1901
MA	Ecology **Ecology**	University of North Carolina at Chapel Hill	NC	26.1301
MS	Ecology **Ecology**	University of North Carolina at Chapel Hill	NC	26.1301
PhD	Ecology **Ecology**	University of North Carolina at Chapel Hill	NC	26.1301
MA	Slavic, Baltic, and Albanian Languages, Literatures,and Linguistics, Other **Slavic Languages**	University of North Carolina at Chapel Hill	NC	16.0499
PhD	Slavic, Baltic, and Albanian Languages, Literatures,and Linguistics, Other **Slavic Languages**	University of North Carolina at Chapel Hill	NC	16.0499
AuD	Audiology/Audiologist and Hearing Sciences **Audiology**	University of North Carolina at Chapel Hill	NC	51.0202
DrPH	Maternal and Child Health **Maternal and Child Health**	University of North Carolina at Chapel Hill	NC	51.2209
MS	Movement Therapy and Movement Education **Human Movement Science**	University of North Carolina at Chapel Hill	NC	51.3601
MPH	Public Health Education and Promotion **Health Behavior and Health Education**	University of North Carolina at Chapel Hill	NC	51.2207
PhD	Audiology/Audiologist and Speech-Language Pathology/Pathologist **Speech and Hearing Sciences**	University of North Carolina at Chapel Hill	NC	51.0204
PhD	Library Science/Librarianship **Information and Library Science**	University of North Carolina at Chapel Hill	NC	25.0101
MPH	Maternal and Child Health **Maternal and Child Health**	University of North Carolina at Chapel Hill	NC	51.2209
MSPH	Maternal and Child Health **Maternal and Child Health**	University of North Carolina at Chapel Hill	NC	51.2209
PhD	Maternal and Child Health **Maternal and Child Health**	University of North Carolina at Chapel Hill	NC	51.2209
MA	Communications, General **Communication: International Public Relations**	University of North Carolina at Charlotte	NC	09.0101
MA	Spanish Language and Literature **Spanish: Translating and Translation Studies**	University of North Carolina at Charlotte	NC	16.0905
PhD	Biology, General **Biology**	University of North Carolina at Charlotte	NC	26.0101
PhD	Information Technology **Information Technology**	University of North Carolina at Charlotte	NC	11.0103
MA	Geography **Geography (Community Planning)**	University of North Carolina at Charlotte	NC	45.0701

MA	Gerontology **Gerontology**	University of North Carolina at Charlotte	NC	30.1101
PhD	Public Policy Analysis **Public Policy Studies**	University of North Carolina at Charlotte	NC	44.0501
MA	Dance **Dance**	University of North Carolina at Greensboro	NC	50.0301
MFA	Dance **Dance**	University of North Carolina at Greensboro	NC	50.0301
MFA	Fine/Studio Arts **Studio Arts**	University of North Carolina at Greensboro	NC	50.0702
DMA	Music Performance, General **Music Performance**	University of North Carolina at Greensboro	NC	50.0903
MM	Music Theory and Composition **Music Composition**	University of North Carolina at Greensboro	NC	50.0904
MM	Music Theory and Composition **Music Theory**	University of North Carolina at Greensboro	NC	50.0904
MS	Human/Medical Genetics **Genetic Counseling**	University of North Carolina at Greensboro	NC	26.0806
MEd	Educational Assessment, Testing and Measurement **Educational Research, Measurement and Eval.**	University of North Carolina at Greensboro	NC	13.0604
PhD	Educational Assessment, Testing and Measurement **Educational Research, Measurement and Eval.**	University of North Carolina at Greensboro	NC	13.0604
PhD	Clothing/Apparel and Textile Studies **Textile Products Marketing**	University of North Carolina at Greensboro	NC	19.0901
MA	Business/Managerial Economics **Applied Economics**	University of North Carolina at Greensboro	NC	52.0601
MFA	Drama/Theater Arts, General **Drama with a Concentration in Film and Video**	University of North Carolina at Greensboro	NC	50.0501
MSN	Nursing Science (Post-R.N.) **Nursing (Gerontology)**	University of North Carolina at Greensboro	NC	51.1608
MA	Community Organization, Resources and Services **Conflict Resolution**	University of North Carolina at Greensboro	NC	44.0201
MSN	Nursing Science (Post-R.N.) **Nursing with concentration in Nurse Anesthesia**	University of North Carolina at Greensboro	NC	51.1608
MS	Exercise Sciences/Physiology and Movement Studies **Athletic Training**	University of North Carolina at Greensboro	NC	31.0505
MS	Gerontology **Gerontology**	University of North Carolina at Greensboro	NC	30.1101
MS	Clothing/Apparel and Textile Studies **Textile Products Marketing**	University of North Carolina at Greensboro	NC	19.0901
PhD	Marine Biology and Biological Oceanography **Marine Biology**	University of North Carolina at Wilmington	NC	26.1302
MS	Marine Biology and Biological Oceanography **Marine Biology**	University of North Carolina at Wilmington	NC	26.1302
MS	Oceanography, Chemical and Physical **Marine Sciences**	University of North Carolina at Wilmington	NC	40.0607
MHS	Health/Health Care Administration/Management **Health Science**	Western Carolina University	NC	51.0701
MS	Nursing, Family Practice (Post-R.N.) **Family Nurse Practitioner (FNP)**	Western Carolina University	NC	51.1605
MS	Communication Disorders, General **Communication Disorders**	Western Carolina University	NC	51.0201
MA	American (United States) History **American History (Cherokee Studies)**	Western Carolina University	NC	45.0802
MS	Manufacturing Technology/Technician **Engineering Technologies Manufacturing**	Western Carolina University	NC	15.0613
MSN	Nursing, Psychiatric/Mental Health (Post-R.N.) **Nursing**	Winston-Salem State University	NC	51.1610

Appendix C. UNC-ACM Participation by North Carolina Residents

Enrolled in Program	Toward Degree	At Institution	In State	Date of Certification	Yr/Term Starting
Emergency Management (*Electronic Campus*)	MPA	Jacksonville State University	AL	7/30/2002	2002/Fa
Forensic Science	MSFS	University of Alabama at Birmingham	AL	9/10/2003	2003/Fa
Business Administration with a Concentration in Supply Chain Management	MBA	Florida State University	FL	8/13/2002	2002/Fa
Counseling and Human Systems (Specialization in Career Counseling)	MS/EdS	Florida State University	FL	8/11/2004	2004/Fa
Educational Psychology (Sport Psychology)	MS	Florida State University	FL	8/27/2004	2004/Fa
Instructional Systems (*Electronic Campus*)	MS	Florida State University	FL	11/13/2001	2002/Sp
Musicology (Ethnomusicology)	MM	Florida State University	FL	11/14/2003	2004/Sp
Sports Administration	MS	Florida State University	FL	3/10/2004	2004/Fa
Mass Communications - Documentary	MA	University of Florida	FL	5/28/2003	2003/Fa
Mass Communications - Documentary	MA	University of Florida	FL	10/18/2004	2004/Fa
Political Science (Political Campaigning)	MA	University of Florida	FL	11/13/2001	2002/Sp
Taxation	LLM	University of Florida	FL	11/13/2001	2002/Sp
Taxation	LLM	University of Florida	FL	11/13/2001	2002/Sp
Taxation	LLM	University of Florida	FL	11/13/2001	2002/Sp
Taxation	LLM	University of Florida	FL	11/13/2001	2002/Sp
Taxation	LLM	University of Florida	FL	11/16/2001	2002/Sp
Taxation	LLM	University of Florida	FL	8/9/2002	2002/Fa
Taxation	LLM	University of Florida	FL	3/3/2003	2003/Fa
Taxation	LLM	University of Florida	FL	5/15/2003	2003/Fa
Taxation	LLM	University of Florida	FL	7/24/2003	2003/Fa
Taxation	LLM	University of Florida	FL	8/21/2003	2003/Fa
Taxation	LLM	University of Florida	FL	3/26/2004	2004/Fa
Taxation	LLM	University of Florida	FL	6/4/2004	2004/Fa
Safety Management	MPH	University of South Florida	FL	5/29/2003	2003/Su
Actuarial Science	MAS	Georgia State University	GA	8/9/2002	2002/Fa
Instruction & Administration with a concentration in Instructional Systems Design	EdD	University of Kentucky	KY	11/25/2002	2002/Fa
Arts Administration	MA	University of New Orleans	LA	2/4/2004	2004/Fa
International Development	PhD	University of Southern Mississippi	MS	2/2/2004	2004/Sp
Clinical Lab Sciences (Cytology Option)	MS	Medical University of South Carolina	SC	2/5/2003	2003/Fa
Clinical Lab Sciences (Cytology Option)	MS	Medical University of South Carolina	SC	3/30/2004	2004/Fa
Educational Psychology and Research	PhD	University of South Carolina	SC	7/24/2003	2003/Su
Human Resources	MHR	University of South Carolina	SC	7/17/2002	2002/Fa
International Master of Business Administration	IMBA	University of South Carolina	SC	6/14/2004	2004/Fa
Nursing Science	PhD	University of South Carolina	SC	6/5/2003	2003/Fa
Nursing Science	PhD	University of South Carolina	SC	5/12/2004	2004/Fa
Nursing Science	PhD	University of South Carolina	SC	9/30/2004	2004/Fa
Communication Arts: Corporate Communication (*Electronic Campus*)	MA	Austin Peay State University	TN	3/9/2004	2004/Sp
Technology (Geosciences)	MS	East Tennessee State University	TN	5/27/2004	2004/Fa
Art History (Egyptian Art and Archaelogy)	MS	University of Memphis	TN	11/13/2001	2002/Sp
Education (Early Childhood Education)	PhD	University of Tennessee at Knoxville	TN	10/8/2004	2004/Fa
Anthropology (Biological Anthropology)	MA	University of Tennessee at Knoxville	TN	6/29/2004	2004/Fa
Education (Educational Psych: Collaborative Learning)	EdD	University of Tennessee at Knoxville	TN	8/13/2002	2002/Fa
Human Ecology	PhD	University of Tennessee at Knoxville	TN	7/28/2003	2003/Fa
Radiologic Administration; Education	MS	Midwestern State University	TX	9/6/2002	2002/Fa
Radiologic Administration; Education	MS	Midwestern State University	TX	5/28/2003	2003/Su
Radiologic Administration; Education	MS	Midwestern State University	TX	11/11/2003	2003/Fa
Radiologic Administration; Education	MS	Midwestern State University	TX	12/17/2003	2004/Sp
Radiologic Administration; Education	MS	Midwestern State University	TX	7/7/2004	2004/Fa
International Commerce and Policy	MA	George Mason University	VA	6/22/2004	2004/Fa
International Commerce and Policy	MA	George Mason University	VA	7/16/2004	2004/Fa
International Commerce and Policy	MA	George Mason University	VA	8/23/2004	2004/Fa
New Professional Studies (Organizational Learning Track)	MS	George Mason University	VA	6/11/2003	2003/Fa
Occupational Therapy (Post-Professional)	MS	Virginia Commonwealth University	VA	11/13/2001	2002/Sp
Forensic Science	MS	Marshall University	WV	8/12/2004	2004/Fa
Industrial Relations	MS	West Virginia University	WV	6/18/2004	2004/Su

55 students through October 18, 2004

Appendix D. UNC-ACM Participation by Out-of-State Residents

From State	Enrolled in Graduate Program	Toward Degree	At UNC Institution	Date of Certification	Yr/Term Starting
KY	Appalachian Studies	MA	Appalachian State University	3/18/2003	2003/Fa
TN	Appalachian Studies	MA	Appalachian State University	8/11/2003	2003/Fa
VA	Appalachian Studies	MA	Appalachian State University	5/21/2002	2002/Fa
VA	Appalachian Studies	MA	Appalachian State University	5/21/2002	2002/Fa
VA	Appalachian Studies	MA	Appalachian State University	4/15/2004	2004/Fa
VA	Appalachian Studies	MA	Appalachian State University	5/7/2004	2004/Fa
VA	Appalachian Studies	MA	Appalachian State University	7/1/2004	2004/Fa
WV	Appalachian Studies	MA	Appalachian State University	7/1/2004	2004/Fa
SC	Applied Physics	MS	Appalachian State University	9/27/2002	2002/Fa
TN	Gerontology	MA	Appalachian State University	7/16/2004	2004/Fa
TN	Gerontology	MA	Appalachian State University	7/22/2004	2004/Fa
TN	Health Psychology	MA	Appalachian State University	10/5/2004	2004/Fa
GA	Art (Wood Design or Metal Design)	MFA	East Carolina University	5/4/2004	2004/Fa
GA	Coastal Resources Management	PhD	East Carolina University	1/6/2004	2004/Sp
SC	Coastal Resources Management	PhD	East Carolina University	5/21/2002	2002/Fa
TX	Coastal Resources Management	PhD	East Carolina University	9/10/2003	2003/Fa
MD	Maritime Studies	MA	East Carolina University	10/4/2002	2002/Fa
MD	Maritime Studies	MA	East Carolina University	8/28/2003	2003/Fa
VA	Maritime Studies	MA	East Carolina University	11/19/2003	2003/Fa
VA	Maritime Studies	MA	East Carolina University	6/21/2004	2004/Fa
MD	Music Therapy	MM	East Carolina University	5/21/2002	2002/Fa
FL	Recreational Therapy Administration	MS	East Carolina University	2/11/2004	2004/Sp
GA	Recreational Therapy Administration	MS	East Carolina University	12/1/2003	2003/Fa
KY	Design	PhD	NC State University	7/8/2004	2004/Fa
SC	Audiology	AuD	UNC Chapel Hill	5/10/2004	2004/Fa
DE	Health Behavior & Health Education	MPH	UNC Chapel Hill	1/21/2003	2003/Sp
LA	Health Behavior & Health Education	MPH	UNC Chapel Hill	3/22/2004	2004/Fa
TN	Health Behavior & Health Education	MPH	UNC Chapel Hill	7/14/2003	2003/Fa
VA	Maternal and Child Health	MPH	UNC Chapel Hill	3/9/2004	2004/Fa
VA	Maternal and Child Health	MPH	UNC Chapel Hill	5/26/2004	2004/Fa
FL	Maternal and Child Health	PhD	UNC Chapel Hill	7/22/2004	2004/Fa
VA	Maternal and Child Health	PhD	UNC Chapel Hill	6/4/2003	2003/Fa
AL	Geography (Community Planning)	MA	UNC Charlotte	8/19/2003	2003/Fa
WV	Gerontology	MA	UNC Charlotte	4/29/2004	2004/Fa
KY	Spanish: Translating and Translation Studies	MA	UNC Charlotte	7/26/2004	2004/Su
TN	Dance	MA	UNC Greensboro	7/14/2003	2003/Fa
SC	Dance	MFA	UNC Greensboro	5/16/2002	2002/Fa
SC	Dance	MFA	UNC Greensboro	5/16/2002	2002/Fa
KY	Dance (concentration in Choreography)	MA	UNC Greensboro	5/28/2004	2004/Fa
GA	Genetic Counseling	MS	UNC Greensboro	8/10/2004	2004/Fa
KY	Genetic Counseling	MS	UNC Greensboro	7/8/2004	2004/Fa
SC	Gerontology	MS	UNC Greensboro	7/8/2004	2004/Fa
VA	Music Performance	DMA	UNC Greensboro	8/20/2004	2004/Fa
TN	Nursing (Gerontology)	MSN	UNC Greensboro	10/9/2002	2002/Fa

44 students through October 18, 2004

Appendix E. Allocation of Out-of-State Certifications in UNC Institutions: 2004-05

UNC Institution	Allocated	Used	Available
ASU	2	7	-5
ECU	4	2	2
NCA&TSU	2		2
NCCU	2		2
NCSU	4	1	3
UNC-CH	4	5	-1
UNCC	4	2	2
UNCG	4	5	-1
UNCW	2		2
WCU	2		2
WSSU	2		2
TOTAL	32	22	10

Motions Regarding the Implementation of the Revised Rules and Standards for Licensure and for the Implementation of the Revised Fee Schedule.

1. The Revised Rules and Standards for Licensing Nonpublic Institutions to Conduct Post-Secondary Activity Degree Activity in North Carolina shall apply to new applications for degree programs upon approval of the Revised Rules and Standards by the Board of Governors. Currently licensed institutions must be in full compliance with the Revised Rules and Standards within two years of their approval by the Board of Governors.

2. The new Fee Schedule in Appendix B of the Revised Rules and Standards shall apply to new applications for degree programs immediately and fully to currently licensed institutions July 1, 2005.

COMMITTEE ON EDUCATIONAL PLANNING, POLICIES, AND PROGRAMS
JULY 1, 2003 — June 30, 2004

Creation, Duties and Membership

The Committee on Educational Planning, Policies, and Programs is one of four standing committees established by the Board of Governors on September 15, 1973. The Committee consists of 12 members elected by the Board of Governors for overlapping terms of two years each. It is the duty of the Committee to receive advice and recommendations of the President and in turn make recommendations to the Board of Governors in all areas pertaining to the development of a coordinated system of higher education in North Carolina, including:

(a)   the definition of mission and assignment of functions of each constituent institution;

(b)   the review of requests for the initiation of new degree programs and recommendations for the termination of existing programs; and

(c)   the provision of supportive services, facilities, and other resources for the instructional, research and public service programs of the constituent institutions.

The Committee shall also advise and assist the President and the Board by maintaining close liaison with the State Board of Education, the Department of Community Colleges, and the private colleges and universities. It shall further recommend to the Board procedures and guidelines for the licensing of non-public educational institutions. [Code, Sec. 301C]

In August 2003, the following persons were appointed to the Committee: Mr. Bell, Mr. Norwood, and Dr. Taylor were appointed to two-year terms expiring in 2005; Mr. Lail and Ms. Sanders were appointed to one-year terms expiring in 2004; and Dr. Gilchrist, Mr. Mercer, Mrs. Robinson, and Mr. Warwick continued to serve unexpired terms on the committee. Mr. Aldridge and Mr. Jonathan Ducoté, an ex officio student member of the Board, were assigned to the committee by the Chair of the Board. The Committee subsequently elected Dr. Gilchrist as Chair, Dr. Taylor as Vice Chair, and Mr. Lail as Secretary.

In August 2004, in addition to the membership shown above the following persons were appointed to the Committee: Craig Souza (*assigned by chairman*), John F.A.V. Cecil (2005), Cary Owen (2006) Gladys Ashe Robinson (2006), Estelle Sanders (2006), and Robert Warwick (2006), and Amanda Devore (*ex officio, assigned by chairman*).

The initial 12 members of the Committee were elected by the Board of Governors on October 22, 1973. The terms of members since the initiation of the Committee are shown in Table 1 of this report.

The Committee met in 8 regular meetings between July 1, 2003 and June 30, 2004 and one special session. The major actions of the Committee are summarized below.

Academic Program Development

The Committee recommended and the Board of Governors subsequently approved the planning of the following new doctoral degree programs on the dates indicated:

Institution	Degree Level	Program Title	CIP #	Committee Approved	Board Approved
ECU	D	Physical Therapy		11/13/03	11/14/03
NCA&T	D	Energy and Environmental Studies		11/13/03	11/14/03
NCA&T	D	Leadership Studies		11/13/03	11/14/03
NCSU	D	Communication, Rhetoric, & Digital Media		11/13/03	11/14/03
UNC-CH	D	Occupational Science		11/13/03	11/14/03
UNCG	D	Doctor of Public Health in Community Health Education		11/13/03	11/14/03
UNCG	D	Nursing		11/13/03	11/14/03
UNCC	D	Health Services Research		05/13/04	5/14/04

The Committee recommended and the Board of Governors subsequently approved the establishment of the following new degree programs on the dates indicated:

Institution	Degree Level	Program Title	CIP #	Committee Approved	Board Approved
ECSU	B	Pharmaceutical Sciences	26.0101	08/07/03	08/08/03
NCCU	B	Computer Information Systems	11.0401	08/07/03	08/08/03
NCCU	B	Mass Communication	09.0102	08/07/03	08/08/03
UNC-CH	B	Human Biology	26.0910	08/07/03	08/08/03
WSSU	B	Social Work	44.0701	08/07/03	08/08/03
FSU	B	General Music	50.0901	09/11/03	09/12/03
NCA&T	B	Liberal Studies	24.0101	09/11/03	09/12/03
UNCP	B	Spanish	16.0905	09/11/03	09/12/03
WCU	B	Athletic Training	51.0913	09/11/03	09/12/03
NCSU	M	Art and Design	51.0401	11/13/03	11/14/03
NCSU	M	Microbial Biotechnology	26.1201	11/13/03	11/14/03
NCSU	M	Creative Writing	23.0501	11/13/03	11/14/03
WSSU	M	Rehabilitation Counseling	51.2310	11/13/03	11/14/03
UNCC	B	Latin American Studies	05.0107	01/08/04	01/09/04
UNCC/WCU	B	Joint Program Electrical Engineering	14.1001	01/08/04	01/09/04
ECU	B	Engineering	14.0101	03/18/04	03/19/04
ECU	B	Mathematics	27.0101	03/18/04	03/19/04
UNCP	B	Environmental Science/Studies	03.0102	03/18/04	03/19/04
UNCW	B	Clinical Research	51.9999	03/18/04	03/19/04

Institution	Degree Level	Program Title	CIP #	Committee Approved	Board Approved
NCSU/UNCA	B	Mechatronics	14.0101	03/18/04	03/19/04
FSU	B	Nursing	51.1601	05/13/04	05/14/04
UNC-CH	B	Contemporary European Studies	05.0106	05/13/04	05/14/04
ECU	D	Technical and Professional Discourse	23.1101	11/13/03	11/14/03
UNCC	D	Infrastructure and Environmental Systems	30.9999	11/13/03	11/14/03
UNCG	D	Special Education	13.1001	11/13/03	11/14/03
ECU	D	Medical Family Therapy	15.1505	01/08/04	01/09/04
ECU	D	Rehabilitation Counseling and Administration	51.2310	001/8/04	01/09/04
ECSU	M	Biology	26.0101	08/07/03	08/08/03
UNCP	M	Music Education	13.1312	08/07/03	08/08/03
NCSA	M	Film Music Composition	51.0699	09/11/03	09/12/03
ECSU	M	Mathematics	27.0101	02/12/04	02/13/04
ECU	M	Birth through Kindergarten Education		05/12/04	05/13/04
UNCP	M	Master of Arts in Teaching	13.1299	05/12/04	05/13/04
UNCW	M	Social Work	44.0701	05/12/04	05/13/04

The Committee recommended and the Board of Governors subsequently approved the discontinuation of the following degree programs on the dates indicated:

Institution	Degree Level	Program Title	CIP #	Committee Approved	Board Approved
ECSU	B	Technology Education	13.1309	11/13/03	11/14/03
ECU	B	Environmental Engineering Technology	15.0507	11/13/03	11/14/03
ASU	M	Biology Education	13.1322	11/13/03	11/14/03
ECU	M	Educational Supervision	13.0404	11/13/03	11/14/03
NCSU	MS	Health Occupations	13.1327	11/13/03	11/14/03
NCSU	MEd	Health Occupations	13.1327	11/13/03	11/14/03
UNC-CH	M	Educational Psychology	13.0802	11/13/03	11/14/03
UNC-CH	M	Special Education/LD	13.1011	11/13/03	11/14/03
UNC-G	M	Communication Studies	13.1331	11/13/03	11/14/03
UNC-G	M	Biology Education	13.1322	11/13/03	11/14/03
UNC-G	M	Business Education	13.1303	11/13/03	11/14/03
UNCG	M	Chemistry Education	13.1323	11/13/03	11/14/03
UNCG	M	Educational Supervision	13.0404	11/13/03	11/14/03
UNCG	M	Middle Grades Education	13.1203	11/13/03	11/14/03
UNCG	M	Textile Products Design and Marketing	19.0901	01/08/04	01/09/04
ECU	M	Art	50.0701	02/12/04	02/13/04
NCSU	M	Educational Administration & Supervision	13.0401	02/12/04	02/13/04
NCSU	MEd	Educational Administration & Supervision	13.0401	02/12/04	02/13/04
ASU	M	Health and Physical Education	13.1314	03/18/04	03/19/04

Institution	Degree Level	Program Title	CIP #	Committee Approved	Board Approved
ASU	M	Health and Physical Education	13.1314	03/18/04	03/19/04
NCSU	PB	Aerospace Engineering	14.0201	05/13/04	05/14/04
NCSU	PB	Chemical Engineering	14.0701	05/13/04	05/14/04
NCSU	PB	Civil Engineering	14.0801	05/13/04	05/14/04
NCSU	PB	Electrical Engineering	14.1001	05/13/04	05/14/04
NCSU	PB	Industrial Engineering	14.3501	05/13/04	05/14/04
NCSU	PB	Materials Science and Engineering	14.0801	05/13/04	05/14/04
NCSU	PB	Mechanical Engineering	14.1901	05/13/04	05/14/04
NCSU	PB	Nuclear Engineering	14.2301	05/13/04	05/14/04
NCSU	M	Immunology	26.0507	05/13/04	05/14/04
UNCW	B	Clinical Laboratory Science	26.0101	05/13/04	05/14/04

Reports Received and Adopted

The Committee and the Board of Governors approved the following reports:

	Topic	Committee Approved	Board Approved
1.	Policy on Second Academic Concentrations	08/07/03	08/08/03
2.	Management Flexibility in Information Technology (ASU and NCSU)	08/07/03	08/08/03
3.	Management Flexibility in Information Technology (NCCU and UNCA)	09/11/03	09/12/03
4.	Second Annual Report on the All Student Succeed through Excellent Teaching (ASSET) Project	10/9/03	10/10/03
5.	Report on Turfgrass Environmental Research and Education	10/09/03	10/10/03
6.	Management Flexibility in Information Technology (ECSU and WCU)	10/09/03	10/10/03
7.	Biennial Academic Degree Program Productivity Report	10/09/03	10/10/03
8.	Report on Primary Care Physicians	11/13/03	11/14/03
9.	Strategic Directions for Long-Range Plan 2004-2009	11/13/03	11/14/03
10.	Report on Mission Statements	11/13/03	11/14/03
11.	Report on Measures Used in Decision Making for Incoming Freshmen for Admission and Placement	11/13/03	11/14/03

Topic	Committee Approved	Board Approved
12. Report on Academic Common Market	11/13/03	11/14/03
13. Long-Range Plan 2004-09	01/08/04	01/09/04
14. Fifth Annual Report on UNC Enrollment Planning	01/08/04	01/09/04
15. Revisions to the Articulation Agreement between the University of North Carolina and the NC Community College System	01/08/04	01/09/04
16. Proposal to Revise the Mission Statement for ECSU	01/08/04	01/09/04
17. Biennial Report on Centers and Institutes	01/08/04	01/09/04
18. Request for Management Flexibility in Information Technology (UNCP)	01/08/04	01/09/04
19. Revision to the Mission Statement for FSU	02/12/04	02/13/04
20. Report on Teacher Assistant Scholarship Fund	02/12/04	02/13/04
21. Film Industry Feasibility Study	03/18/04	03/19/04
22. Report on Task Force on Meeting Teacher Supply and Demand	03/18/04	03/19/04
23. Report on Teacher Education/Distance Education	03/18/04	03/19/04
24. Principal Supply/Demand Report	03/18/04	03/19/04
25. Biennial Distance Learning Report	05/13/04	05/14/04
26. Report on Primary Care Medical Education Plans: 2004 Update	05/13/04	05/14/04
27. Report on Plans to Increase Mid-Level Primary Health Care Providers: 2004 Update	05/13/04	05/14/04

The Committee also received and discussed the following reports:

	Reports	Presented to Committee
1.	Brief Overview of Long Range Planning Process	08/07/03
2.	The Higher Education Environment	08/07/03
3.	Report on Engineering	08/07/03
4.	Report on Legislative Scholarship Program at NCSSM	08/07/03
5.	Report on Training, Monitoring, and Evaluation of Graduate Teaching Assistants	08/07/03
6.	Report on Biomanufacturing Training and Education Initiative	08/07/03
7.	Orientation to the Work of the Committee	09/11/03
8.	Non-Resident Freshman Enrollment	09/11/03
9.	Semi-Annual Report on Academic Planning Activities	09/11/03
10.	Report on Passing Rates on Law Board Exam	09/11/03
11.	Report on UNC Strategic Directions	10/09/03
12.	Report on Enrollment Planning	10/09/03
13.	Inventory and Status Report on Recently Established Academic Programs, 1998-2001	10/09/03
14.	Report on Enrollment Goals	11/13/03
15.	Report on Enrollment Growth for Fall 2003	11/13/03
16.	Report on the Results of Diversity Planning	11/13/03
17.	Committee on Educational Planning, Policies, and Programs Annual Report	11/13/03
18.	Report to the President on UNC Teacher Education Programs' Service to Alternative Pathways Teachers	02/12/04
19.	Report on Task Force on Meeting Teacher Supply and Demand	02/12/04
20.	Report on Nursing Task Force	02/12/04
21.	2003 NCLEX-RN Nursing Results and Report on Enrollment and Degrees Conferred	03/18/04
22.	Report on Recommendations to Increase Supply of Nurses in NC	03/18/04
23.	Semi-Annual Report on Academic Program Planning Activities	03/18/04
24.	Annual Report on Research and Sponsored Programs and Public Service	03/18/04
25.	Report on Remedial/Development Instruction in UNC Institutions, 2002-03	03/18/04
26.	Report on Retention, Graduation, and Time to Degree	03/18/04
27.	Report on Faculty Teaching Workload	05/13/04
28.	UNC in Washington program	05/13/04
29.	Report on the Task Force on the North Carolina Nursing Workforce	05/13/04

The Committee recommended, and the Board of Governors subsequently approved, the establishment of the following centers and institutes on the dates indicated:

Institution	Name of Unit	Presented to Committee	Board of Governors
WCU	Center for Service Learning	08/07/03	08/08/03
NCSU	Center for Embedded Systems Research	09/11/03	09/12/03
ASU	Center for Health and Human Services	11/13/03	11/14/03

East Carolina University's request to change the name of the East Carolina Cardiovascular Center to the Eastern Carolina CardioVascular Institute (ECCVI) was approved at the Committee's meeting on March 18, 2004 and the Board's meeting on March 19, 2004. The ECCVI was granted permission to make the stated changes to its mission and to operate primarily as a Research unit of the University of North Carolina.

Others Board Actions	Presented to Committee	Board of Governors
Licensure of ECPI College of Technology to offer degree programs in Charlotte and Greensboro (Associate of Applied Science in Computer Electronics Technology w/a major in Computer Network Technology; Associate of Applied Science in Computer and Information Science with five majors (Business Systems Administration, Information Technology, Information Technology/Networking & Security Management, Information Technology/Web Development, Medical Systems Administration), Associate of Applied Science degree in Health Science with a major in Medical Assisting	8/7/03	8/8/03
Licensure of ECPI College of Technology to offer degree programs in Raleigh (Associate of Applied Science in Computer Electronics Technology w/a major in Computer Network Technology; Associate of Applied Science in Computer and Information Science with five majors (Business Systems Administration, Information Technology, Information Technology/Networking & Security Management, Information Technology/Web Development, Medical Systems Administration), Associate of Applied Science degree4 in Health Science with a major in Medical Assisting	8/7/03	8/8/03
Licensure of the School of Communication Arts to offer degree programs in Raleigh – Associate in Applied Science in Digital Audio Production & Design; Associate in Applied Science in Digital Filmmaking	8/7/03	8/8/03

Fayetteville State University requested authorization to divide the College of Arts and Sciences into two new colleges – the College of Humanities and Social Sciences and the College of Basic and Applied Sciences. The Committee approved this request at its meeting on January 8, 2004 and the Board approved it at its meeting on January 9, 2004.

East Carolina University was authorized to change the name of the School of Art <u>to</u> the School of Art and Design at the Committee's meeting on March 18, 2004 and by the Board at its meeting on March 19, 2004.

Table 1   **Committee on Educational Planning, Policies, and Programs, 1973-2004**

Members	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	199
Aldridge, G. Irvin																				||						
Babb, James G.																										
Belk, Irwin														O		O		O	/							
Bell, Addison																										
Bryant, Angela R																										
Bodenheimer, F.P.*					O		O		O		O		/													
Bowe, Geneva J.									O		O	/														
Britt, Lois G.																										
Broadwell, F. E.																										
Bryant, Victor S.	O		O		/																					
Cameron, C. C.																			O		O		O	/		O
Cates, Ann W.																										
Cecil, John F. A. V.																					O	O		O		
Cobb, Laurence A.									O		/															
Collins, Bert																					O		/			
Coltrane, T. Worth						O		/																		
Corpening, Wayne			O		O		O		O		O		/													
Coward, Orville D																							O	/		O
Daniel, Jr Hugh*	O	O		O		O	/																			
Danieley, Earl*											O		O		O		O		/							
Davis, John W. III																										
Davis, Walter																	O		/							
Dees, William A. Jr.				O		O		/																		
Epps, Grace								O		/																
Evans, Charles*														O		O		O		O		/				
Farris, Ray S.																										
Flack, Charles									O		O		O		O	/										
Flood, Dudley E.																										
Fox, Joan											O		O	/												
Froelich, Jacob H.											O		O	/												
Gage, Hannah D.																										
Gilchrist, Willie J.*																										
Gunter Daniel C.		O		/																						
Haire, R. Phillip														O	O		O		O		O	/				
Hall, Alexander M.																			O		O			/		
Hill, George Watts	O		O		O		O		/																	
Holderness, Aldelaide	O	O		/																						
Horton, Larnie G Sr.																							O	O		
Hyde, Wallace	O		O		/												O		/							
Johnson, William A.*	O	O		/																						
Jones, Robert									O		O	/														
Jordan, Jack																				O		O			/	

O=Election or re-election
/=Termination of membership
*=Chairman

Table 1   **Committee on Educational Planning, Policies, and Programs, 1973-2004**

Jordan, John*			O——————O——————/																										
Jordan, Robert B. III*	O——————/																												
Keber, Peter*																													

O=Election or re-election
/=Termination of membership
*=Chairman

Table 1   **Committee on Educational Planning, Policies, and Programs, 1973-2004**

Members	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	199
Kinsey, C. Ralph																							O			
Lail, Leroy																										
Little, Teena S.																										
Marvin, Helen R.*																					O	O	/	O		
McCoy, Reginald*	O	O		O		/																				
McNair, Martha F.												O		O		O		O		O	/					
Mercer, Charles H. Jr.																										
Moore, Timothy K.																									O	
Morton, Julia					O		O	/																		
Neil, Samuel												O		/												
Newbold, Ellen*																	O		O		O		O		/	
Norwood, Charles																										
O'Kelley, Maxine																									O	
Owen, Cary C.																						O				
Perry, Barbara S.																										
Perry, Patsy B.																										
Peterson, D. Wayne*																					O	O				
Phillips, Earl N.																						O			/	
Prevost, J. Aaron										O		/														
Purrington, J. Ward																			O	/						
Randolph, Louis													O		O	/										
Rankin, William	O		/																							
Reaves, H. D.*																					O			O	/	
Robinson, Gladys A.																										
Sanders, Estelle																										
Sanders, John																										
Shuford, Harley F.					O		O		O		/															
Sloan, Maceo																	O		O		/					
Souza, J. Craig																									O	/
Spaulding, Asa									O		O		O		O	/										
Taylor Jr, H. Patrick																			O		/					
Taylor, Priscilla *																	O		O		O		/			
Thomas, Joseph															O	/										
Tulloss, Gus H.																	O	/								
Turner, E.B.*	O	O		O		O		O		/																
Warwick, Robert																									O	
Webb, Harold																	O		O		O		O	O	/	
Whichard, David J. II	O		O		O		O		/																	
Wilson, Elise			O		/																					
Wilson, James Bradley																									O	
Winters, John	O		/																							

O=Election or re-election
/=Termination of membership
*=Chairman

Table 1   **Committee on Educational Planning, Policies, and Programs, 1973-2004**

| Woltz, William | | | | | | O | O | O | O | / | | | | | | | |
| Woods, Ruth Dial | | | | | | | | | O | O | / | | | | | | |

O=Election or re-election
/=Termination of membership
*=Chairman