

May 20, 2026

*15 minutes after the adjournment of the Committee on Budget and Finance*

Via Videoconference and PBS North Carolina Livestream

UNC System Office

223 S. West Street, Board Room

Raleigh, North Carolina

## AGENDA

### OPEN SESSION

- A-1. Approval of the Open Session Minutes from April 15, 2026..... Terry Hutchens
- A-2. Academic Affairs Update ..... David English
- A-3. UNC System Workforce Alignment System Response and Next Steps ... Shun Robertson, Dan Harrison
- A-4. Resolution UNC Wilmington Healthcare Planning Approval..... David English
- A-5. UNC System Academic Degree Program Actions..... David English
- A-6. Licensure Approvals .....Jana Walser-Smith
- A-7. UNC System AI Foundational Skills and Literacy Initiative..... Elizabeth Reilley
- A-8. Authorization related to the Commission for Public Higher Education (CPHE) .....Dan Harrison
- A-9. Adjourn

### Additional Information Available:

- 2024-25 UNC System Intercollegiate Athletics and Financial Transparency Report

## DRAFT MINUTES

April 15, 2026

*15 minutes after the adjournment of the Committee on University Governance*

Via Videoconference and PBS North Carolina Livestream

Morganton Campus of North Carolina School of Science and Mathematics

901 Burkemont Avenue, Joiner Hall, Third Floor

Morganton, NC 28655

This meeting of the Committee on Educational Planning, Policies, and Programs was presided over by Chair Terry Hutchens. The following committee members, constituting a quorum, were also present in person or by videoconference: Gene Davis, Sonja Phillips Nichols, Kathryn Crisp Greeley, Mark Holton, and Javier Limon.

Chancellors participating were Kevin Howell and James Martin. Wade Maki, chair of the UNC Faculty Assembly, was also in attendance.

Staff members present included David English, Dan Harrison, Katherine Martin, Shun Robertson, and others from the UNC System Office.

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

The chair called the meeting to order at 2:38 p.m. on Wednesday, April 15, 2026. The open session minutes from the February 25, 2026, meeting were approved by unanimous consent.

### 2. Southeastern North Carolina Healthcare Needs (Item A-2)

Chancellor Aswani Voley presented information from the University of North Carolina Wilmington regarding the state of healthcare need for southeastern North Carolina, and the steps that UNC Wilmington has taken and proposes to take in addressing these issues. This was to provide background information on the university's future request for authorization to initiate planning for a proposed four-year Doctor of Medicine program.

### 3. Academic Affairs Update (Item A-3)

Dr. David English, senior vice president, provided an update to the committee of recent activities involving the Division of Academic Affairs, including two initiatives the committee had previously heard about from President Peter Hans: The University's artificial intelligence efforts and its civil discourse initiatives, both being important areas of ongoing work across the System.

### 4. UNC System Rural Residency Medical Education and Training Fund (Item A-4)

Ms. Katherine Martin, vice president for health affairs, provided an update on the UNC System Rural Residency Medical Education and Training Fund, which is designed to strengthen the rural physician pipeline by supporting residency training and rural clinical partnerships in high-need areas of the state.

**5. UNC System Workforce Alignment (Item A-5)**

Mrs. Mary Varghese, vice president, strategic initiatives, provided an overview of projected workforce demand in North Carolina, the supply of graduates at each degree level, and the UNC System's emerging model for better aligning academic programs with employer needs and real-world hiring conditions.

**6. Adjourn**

There being no further business and without objection, the meeting adjourned at 3:55 pm.

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Sonja Phillips Nichols, Secretary



**AGENDA ITEM**

A-2. Academic Affairs Update .....David English

**Situation:** The committee will hear an update on recent activities involving academic affairs.**Background:** The Division of Academic Affairs advances the University's core academic mission. Academic Affairs supports students and faculty as they engage in teaching, research, and outreach. This division evaluates curricular options to ensure they are both rigorous and strategically distributed to avoid unnecessary duplication across constituent institutions. More generally, Academic Affairs designs and coordinates statewide initiatives to improve student retention and success.**Assessment:** Information will be provided to the committee on recent updates in academic affairs at the UNC System Office and across the 17 institutions.**Action:** This item is for information only.

**AGENDA ITEM**

- A-3. UNC System Workforce Alignment System Response and Next Steps.....Shun Robertson  
and Dan Harrison

|                    |   |
|--------------------|---|
| <b>Situation:</b>  | As students continue to make choices to forgo postsecondary enrollment in lieu of employment opportunities, universities are facing increased calls to demonstrate postsecondary employment outcomes and alignment to job opportunities. In May 2024, the University of North Carolina Board of Governors approved revisions to UNC System Policy 400.1, <i>Policy on Academic Program Planning</i> , requiring a review of alignment of the academic degree portfolio to workforce needs. In response to the new requirement, this is the first UNC System Workforce Alignment Report. |
| <b>Background:</b> | The UNC System Workforce Alignment Report presents an overview of projected state workforce needs and the alignment of academic programs. Additionally, the report provides a review of state labor market demand drivers, the supply of graduates to meet workforce needs, and an overview of under- and oversupplied academic programs are provided at each degree level.   |
| <b>Assessment:</b> | The committee will receive a summary of findings from the UNC System Workforce Alignment study along with an overview of UNC System next steps.   |
| <b>Action:</b>     | This item is for discussion only.   |

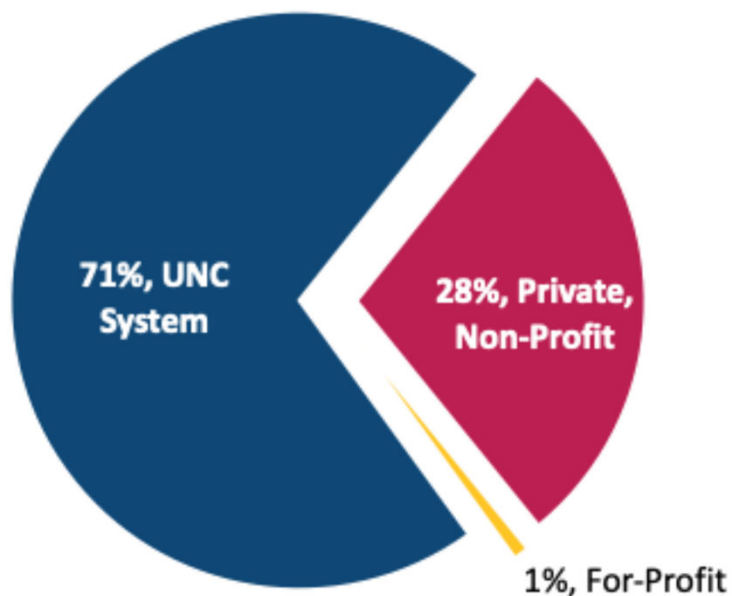


# System Approaches to Filling Workforce Needs

# NC Labor Market Supply: *UNC System is Primary Provider for Bachelor's+*

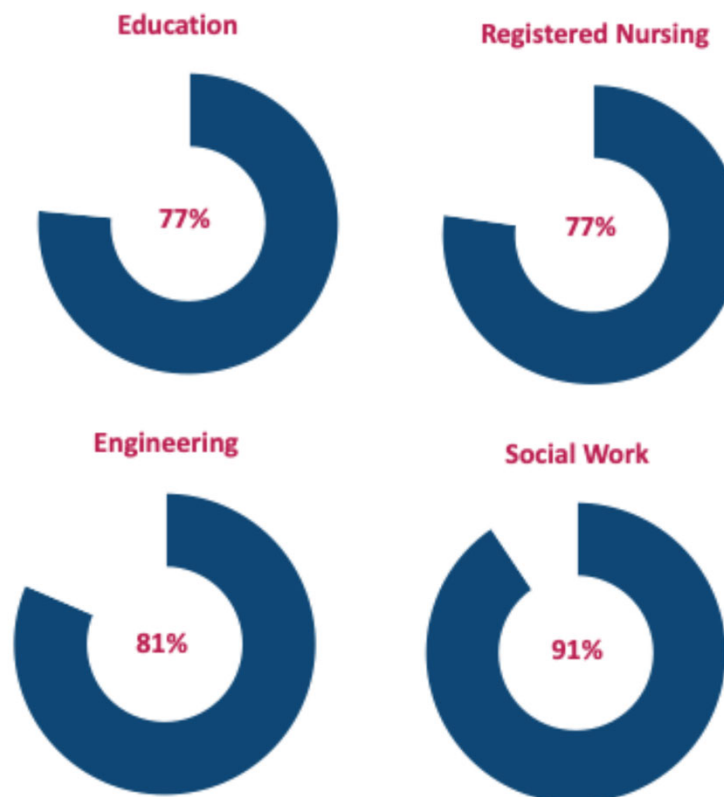
**UNC System Provides Majority of Bachelor's and Higher Degrees for NC**

*Share of Bachelor's-and-Above Degrees Awarded, 2019-20 through 2023-24*



**UNC System Provides > 75% of Bachelor's+ Degrees in Critical Workforce Areas**

*Share of Bachelor's-and-Above Degrees Awarded, 2019-20 through 2023-24*



**Footnotes:** (1) When including 2-yr RN Degrees, degree share is as follows: UNC System (45%), NCCCS (42%), Privates (12%), For-Profits (1%)

**Source:** IPEDS, National Center for Education Statistics, AY2019/20-2023/24

## Fields to Grow

| Bachelor's Degrees         | Master's Degrees           | Graduate Degrees    |
|----------------------------|----------------------------|---------------------|
| Engineering                | Biological Sciences        | Psychology          |
| Business                   | Engineering                | Mathematics         |
| Education                  | Health Professions         | Veterinary Medicine |
| Health Professions         | Education                  | Communications      |
| Physical and Life Sciences | Business                   | Economics           |
| Computer Sciences          | Public and Social Services |                     |
| Arts and Sciences          | Social Sciences            |                     |
| Transportation             | Humanities and Languages   |                     |
| Aviation                   | Computer Sciences          |                     |
| Foreign Languages          |                            |                     |

# Systemwide Academic Planning

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- In 2024, the Board revised the academic planning and review process to:
  - Require a biennial Workforce Alignment Report
  - Revise the Program Productivity Report and require campus-based academic program review
  - Foreground student ROI, student demand, workforce alignment, and earnings premium
  - Create a pathway for the System Office to identify and promote high-need academic programs

## 90-Credit-Hour RFP

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***“...accelerate time to degree, reduce student debt, align with critical employment needs, and expand access for working adults and other populations.”***

***“Any accelerated model must also **preserve the intellectual depth, coherence, and educational integrity** that define a UNC undergraduate education.”***

# Educator Pipeline RFP

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“The UNC System seeks proposals that increase the number of graduates earning teacher licensure while ***maintaining strong preparation for teaching*** in North Carolina schools.

Proposals should present ***innovative academic program models, partnerships, or pathways*** that expand access to educator preparation and reduce barriers to licensure.”

# What jobs can I get with this degree?

Bachelor's of  
Journalism

Workforce

82%

## Top Occupations

- 9% - Marketing Research Analysts & Marketing (\$77,360)
- 5% - Public Relations Specialist (\$63,280)
- 5% - Business Operations Specialists (\$77,090)
- 4% - News Analysts, Reporters, Journalists (\$52,430)
- 4% - Sales Representatives of Services (\$62,470)
- 3% - Writers and Authors (\$63,729)
- 3% - Managers, All Other (\$131,990)
- 3% - Medical Secretaries & Administrative Assistants (\$39,930)
- 2% - Marketing Managers (\$156,650)
- 2% - General and Operations Managers (\$99,190)
- 2% - Project Management Specialist (\$99,580)
- 59% - Other Occupations

Master's Degree

16%

## Top Degrees

- 23% - Journalism (\$64,340)
- 18% - Communications (\$69,400)
- 6% - Mass Media (\$75,820)
- 53% - Other Master's Degrees

Doctoral &  
Professional Degree

2%

## Top Degrees

- 29% - Law (\$124,880)
- 27% - Journalism (\$67,220)
- 13% - Communications (\$67,220)
- 10% - Mass Media (\$63,280)
- 21% - Other Doctoral & Prof Degrees



# What degree do I need for this job?

Market Research  
Analysts and  
Marketing Specialists

Less than BA

19%

Bachelor's Degree

65%

Master's Degree

14%

Doctoral and  
Professional Degrees

2%

## Top 10 Degree Fields

16% - Marketing and Marketing Research  
10% - Communications  
10% - General Business, Management, and Administration  
5% - Journalism  
5% - Advertising and Public Relations  
4% - English Language & Literature  
3% - Psychology  
3% - Commercial Art and Graphic Design  
3% - Economics  
2% - Mass Media  
39% - Other Fields

## Top Degree Fields

11% - Marketing and Marketing Research  
9% - General Business, Management, and Administration  
8% - Communications  
4% - Economics  
4% - English Language and Literature  
64% - Other Fields

## Top Degree Fields

7% - Economics  
6% - Physiology  
6% - English Language and Literature  
6% - Accounting  
6% - Psychology  
71% - Other Fields



THANK YOU



**RESOLUTION OF  
THE BOARD OF GOVERNORS OF  
THE UNIVERSITY OF NORTH CAROLINA  
May 21, 2026**

**Resolution to Authorize the University of North Carolina Wilmington  
to Initiate Planning for a Medical School and Doctor of Medicine Degree Program**

The duly acting and appointed Board of Governors of University of North Carolina (the "Board of Governors") at a meeting held pursuant to notice requirements and a quorum being present, do hereby make the following resolution:

**WHEREAS**, the Board of Governors is a body politic and corporate, responsible for the general determination, control, supervision, management and governance of all the affairs of the constituent institutions...and may adopt such policies and regulations as it deems wise; N.C.G.S. § 116-11(2);

**WHEREAS**, the Board of Governors shall determine the functions, educational activities and academic programs of the constituent institutions and shall also determine the types of degrees to be awarded; N.C.G.S. § 116-11(3);

**WHEREAS**, the Board of Governors may delegate any part of its authority over the affairs of any institution to the board of trustees or, through the President, to the chancellor of the institution in any case where such delegation appears necessary or prudent to enable the institution to function in a proper and expeditious manner; N.C.G.S. § 116-11(13);

**WHEREAS**, the Board of Governors has adopted a robust Policy framework on academic program planning and authorized the President to implement such policies through regulations as may be adopted from time to time by the President; UNC Policy Manual Chapter 400;

**WHEREAS**, the Board of Governors requires the identification of academic program needs, to include without limitation, the contribution of the program to professions which are critical to the health, education attainment, and quality of life of North Carolinians; Section 400.1 of the UNC Policy Manual, *Policy on Academic Program Planning*; Section 400.1.1[R] of the UNC Policy Manual, *Regulation for Academic Program Planning and Evaluation*;

**WHEREAS**, new degree program applications shall include, at a minimum, a student demand analysis, workforce demand analysis, education premium analysis and student return-on-investment analysis; Section 400.1.1[R] of the UNC Policy Manual;

**WHEREAS**, North Carolina faces ongoing physician workforce shortages, particularly in rural and southeastern regions of North Carolina;

**WHEREAS**, the University of North Carolina Wilmington is uniquely situated to begin advance planning and study on the feasibility of helping remediate the ongoing physician workforce shortages in rural and southeastern regions of North Carolina, to include establishing a medical school and offering new degree programs; and

**WHEREAS**, the Liaison Committee on Medical Education (LCME) establishes the national accreditation process for Doctor of Medicine programs, which requires institutions to complete a multi-stage planning and review process prior to admitting students;

**NOW, THEREFORE, BE IT RESOLVED** that the University of North Carolina Wilmington, through its chancellor or designee, is authorized to initiate the planning process required to seek LCME accreditation for a Doctor of Medicine degree program, including submission of a letter of intent requesting Applicant status and completion of the planning self-study and other required accreditation documentation.

**BE IT FURTHER RESOLVED** that the University of North Carolina Wilmington, through its chancellor or designee, is authorized to recruit and hire the leadership and administrative personnel required by the LCME and necessary to support planning activities and preparation for preliminary accreditation.

**BE IT FURTHER RESOLVED** that the University of North Carolina Wilmington, through its chancellor or designee, is authorized to take such other actions as may be prudent or necessary to continue advance planning for the establishment of a medical school and the offering a new Doctor of Medicine degree program

**BE IT FURTHER RESOLVED** that the University of North Carolina Wilmington, through its chancellor or designee, shall provide all necessary documentation to the UNC Board of Governors, through the UNC System Office in a manner as prescribed by the President, required of new Doctoral Degree Program Proposals, including Student Demand Analysis; Workforce Demand Analysis; Education Premium Analysis; Student Return-on-Investment Analysis; and without limitation the contribution of the program to professions which are critical to the health, educational attainment, and quality of life of North Carolinians.

**BE IT FURTHER RESOLVED** that no students may be recruited, admitted, or enrolled until the Doctor of Medicine degree program has received LCME preliminary accreditation.

**BE IT FURTHER RESOLVED** that the University of North Carolina Wilmington shall report periodically to the President and the Board of Governors regarding progress in the planning and accreditation process.

**NOW, THEREFORE, BE IT RESOLVED**, that the Board of Governors supports and accepts the Authorization for UNC Wilmington to Initiate Planning for a Medical School.

This the \_\_\_\_\_ day of \_\_\_\_\_ 2026

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Wendy F. Murphy, Chair

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Meredith R. McCullen, Secretary

**AGENDA ITEM**

A-5. UNC System Academic Degree Program Actions ..... David English

**Situation:** Section 400.1.1[R] of the UNC Policy Manual, *Regulation for Academic Program Planning and Evaluation*, defines the academic program actions that require approval from the University of North Carolina Board of Governors and those actions that are delegated to staff at the University of North Carolina System Office. This report presents those program actions that require Board approval.

Program Establishments

Elizabeth City State University  
Bachelor of Science (BS) in Data Science CIP 37.7001

North Carolina Agricultural and Technical State University  
Doctor of Philosophy (Ph.D.) in Bioengineering CIP 14.0501

University of North Carolina at Chapel Hill  
Bachelor of Science (BS) in Geospatial Data Science CIP 30.4401

University of North Carolina at Greensboro  
Bachelor of Arts (BA) in Health, Medicine, and Society CIP 51.2212

University of North Carolina Wilmington  
Bachelor of Science (BS) in Data Science CIP 30.7001

Winston-Salem State University  
Bachelor of Science in Public Health (BSPH) CIP 51.2201  
Master of Public Health (MPH) CIP 51.2201

Program Discontinuations and Consolidations

Appalachian State University  
Bachelor of Arts in Mathematics (BA) CIP 27.0101  
Master of Arts in Student Affairs Administration (MA) CIP 13.1102

East Carolina University  
Bachelor of Arts in African and African American Studies (BA) CIP 05.0201  
Bachelor of Arts in Economics (BA) CIP 45.0601  
Bachelor of Arts in Multidisciplinary Studies (BA) CIP 30.0000

Bachelor of Arts in Theatre Arts (BA) CIP 50.0501  
Bachelor of Science in Applied Atmospheric Science (BS) CIP 40.0401  
Bachelor of Science in English, Secondary Education (BS) CIP 13.1305  
Bachelor of Science in Geographic Information Science and Technology (BS) CIP  
11.0401  
Bachelor of Science in History, Secondary Education (BS) CIP 13.1318  
Bachelor of Science in Mathematics, Secondary Education (BS) CIP 13.1311  
Master of Arts in Hispanic Studies (MA) CIP 16.0908  
Master of Science in Molecular Biology and Biotechnology (MS) CIP 26.0204

Fayetteville State University  
Bachelor of Arts in Spanish (BA) CIP 16.0905  
Bachelor of Arts in Spanish Teaching (BA) CIP 13.1330

- Background:** Per Section 400.1 of the UNC Policy Manual, the constituent institutions and the UNC System Office review academic degree program offerings and bring periodic requests for program establishment, discontinuation, and consolidation recommendations to the Board. Items such as change of delivery mode, change of program title or Classification of Instructional Program (CIP) codes, change of off-site locations, and change of specialty codes are delegated to UNC System Office staff.
- Assessment:** Approval of the requested program actions are recommended.
- Action:** This item requires a vote by the committee, with a vote by the full Board of Governors through the consent agenda.



**Request for Authorization to Establish  
Bachelor of Science (BS) in Data Science  
CIP 37.7001  
Elizabeth City State University**

**I. Program Highlights**

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- Elizabeth City State University (ECSU) proposes the establishment of a Bachelor of Science (BS) in Data Science.
- The proposed program provides opportunities for students to develop the skills and knowledge necessary to prepare them for careers that meet the state’s needs in data analytics, machine learning, and artificial intelligence. Projected enrollment in year five is 70 students.
- The proposed program in data science expands access to high-quality education for students in ECSU’s traditional service area and equips them with skills and knowledge directly relevant to North Carolina’s workforce. The program combines a strong artificial intelligence (AI) and machine learning (ML) foundation with intentional curricular integration rather than isolated electives, therefore, offering a unique, access-oriented model that prepares graduates to address complex data-driven challenges in underserved and rural communities. This program will be delivered on campus.
- The data science program contributes to regional economic growth and community development, which is central to ECSU’s mission of promoting the progress of northeastern North Carolina. The new program equips graduates with skills and knowledge directly relevant to North Carolina’s workforce and economic needs.
- Students graduating from the program will be well-prepared for careers in technology, healthcare, finance, government, and research as data analysts, data scientists, machine learning engineers, or AI specialists. The U.S. Bureau of Labor Statistics (BLS) projects that employment of data scientists will increase by about 34 percent from 2024 to 2034, which is much faster than average. BLS predicts approximately 23,400 annual openings nationwide due to job growth and replacement needs, along with strong median wages. In North Carolina, state projections estimate that data scientist employment will rise from about 5,430 in 2022 to around 7,720 by 2032 (+42 percent), with about 620 projected annual openings, reflecting expanding opportunities in analytics and related fields across the state.

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

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1. **Relation to Campus Distinctiveness and Mission.** The new program will equip graduates with skills and knowledge directly relevant to North Carolina’s workforce and economic needs, aligning with the UNC System’s mission to apply knowledge to address the needs of individuals and society. Also, by offering a cost-effective program, ECSU contributes to the UNC System’s goal of increasing educational access and attainment for all North Carolinians. The program responds to the demands of high sectors, supporting the UNC System’s role in advancing the state’s economic competitiveness.

2. **Student Demand.** Student demand for the BS in Data Science is demonstrated by a survey of undergraduate students across the campus. Respondents indicated high job demand as the primary reason for desiring data science as a major. Additionally, the survey results indicated strong local demand for the program in the Elizabeth City area. Systemwide data shows that application and acceptance rates are stable.

**Table 1. Other UNC System Enrolled for CIP 30.7001 — [Data Science], [Bachelor’s]**

| Institution     | AY2019-20 | AY2020-21 | AY2021-22 | AY2022-23 | AY2023-24 | AY2024-25 |
|-----------------|-----------|-----------|-----------|-----------|-----------|-----------|
| UNC Charlotte   | N/A       | N/A       | 33        | 89        | 197       | 254       |
| UNC-Chapel Hill | N/A       | N/A       | N/A       | N/A       | N/A       | 64        |

**Table 2. Other UNC System Completions for CIP 30.7001 [Data Science], [Bachelor’s]**

| Institution     | AY2019-20 | AY2020-21 | AY2021-22 | AY2022-23 | AY2023-24 | AY2024-25 |
|-----------------|-----------|-----------|-----------|-----------|-----------|-----------|
| UNC Charlotte   | N/A       | N/A       | N/A       | N/A       | 44        | 78        |
| UNC-Chapel Hill | N/A       | N/A       | N/A       | N/A       | N/A       | 2         |

**Table 3. IPEDS Peer Institutions Completions for CIP 30.7001 [Data Science], [Bachelor’s]**

| Institution       | AY2019-20 | AY2020-21 | AY2021-22 | AY2022-23 |
|-------------------|-----------|-----------|-----------|-----------|
| Coppin State Univ | N/A       | N/A       | N/A       | N/A       |

3. **Employment Opportunities for Graduates.** Data science is a fast-growing field in North Carolina. In North Carolina, state projections estimate that data scientist employment will rise from 5,433 in 2022 to 7,716 by 2032 (+42%), with about 620 projected annual openings, reflecting expanding opportunities in analytics and related fields across the state, and potential employment opportunities for program graduates.

**Table 4. Estimated Employment in North Carolina for Standard Occupational Classification Codes (SOC) Cross-walked to CIP Code: 30.7001 with a Matching Education Level Requirement**

| Education Level Requirement | Count of SOC Codes | 2022  | 2032 Estimate | Net Change | Percent Change |
|-----------------------------|--------------------|-------|---------------|------------|----------------|
| Bachelor’s                  | 8                  | 5,433 | 7,716         | 2,283      | 42.02%         |

**Table 5. Median Wage for SOC Codes Cross-walked to CIP Code: 30.7001 [Data Science]**

| Educational Level Requirement    | SOC Count | Median Wage |
|----------------------------------|-----------|-------------|
| Some College or Associate Degree | N/A       | N/A         |
| Bachelor’s                       | 8         | \$133,080   |
| Doctoral or Professional Degree  | N/A       | N/A         |

4. **Impact on Access and Affordability.** As a UNC Promise institution, ECSU offers one of the most affordable tuitions in North Carolina, providing greater access to a quality education for

low-income, first-generation, rural, and underrepresented students. Data from Lightcast for the bachelor’s degree in data science indicates that graduates will have a median income of approximately \$131,000 per year. The graduate’s debt level is affordable relative to earnings. An estimate of the debt-to-earnings ratio based on an average debt of \$19,207 at graduation yields a ratio below two percent.

- 5. Program Specific Fees or Tuition.** Elizabeth City State University is not requesting any program-specific fees or tuition differential for this program.

**Table 6. Full-Time 2026-2027 Undergraduate Tuition and Fees per Year (In Dollars)**

| <b>Category</b>   | <b>Resident</b> | <b>Nonresident</b> |
|---|-----------------|--------------------|
| Tuition   | \$1,000.00      | \$7,000.00         |
| Tuition Differential  | --              | --                 |
| Mandatory Fees (Athletics, Student Activities, Health Services, Educational & Technology, Campus Security, Debt Service, ASG) | \$2,812.00      | \$2,812.00         |
| Special Fees  | --              | --                 |

- 6. Expected Quality.** The B.S. in Data Science program will be housed in the Department of Mathematics, Computer Science, and Engineering Technology. The proposed program will prepare students to pass the Data Science Council of America (DASCA) test to become certified data scientists. The Engineering Technology program within the department is accredited by the Accreditation Board for Engineering and Technology (ABET). ECSU’s data science program was designed to meet the ABET accreditation standards, and program leadership will seek accreditation once the program graduates its initial cohort of students.
- 7. Faculty Quality and Number.** A core of eight faculty members will be responsible for directing and implementing the data science program. Three of the nine faculty members hold a rank of full professor; three are associate professors, and two are assistant professors. All faculty are actively engaged in research and will be able to provide experiential learning experiences for students enrolled in the program. The interdisciplinary nature of the program will allow it to leverage existing course offerings and faculty to minimize program costs.
- 8. Relevant Lower-level and Cognate Programs.** The proposed program builds on existing expertise and specializations in the computer science and engineering technology degree programs, housed in the Department of Mathematics, Computer Science, and Engineering Technology. There are five new courses in the proposed data science program.
- 9. Availability of Campus Resources (Library, Facilities, etc.).** ECSU’s library is equipped to support the new data science degree program. No new space is required for this program.
- 10. Existing Programs (Number, Location, Mode of Delivery).** Two bachelor-level programs were identified at UNC Charlotte and UNC-Chapel Hill. The overall applicant-to-enrolled-student ratio was 46.3 percent.

**Table 7. Other UNC System Applied/Admitted /Enrolled for CIP 30.7001 — [Data Science]**

| Institution                 | Degree Level     | Counts   | AY (e.g., 22-23) | AY (e.g., 23-24) |
|-----------------------------|------------------|----------|------------------|------------------|
| UNC Charlotte               | BS (Residential) | Applied  | 137              | 230              |
|                             | BS               | Admitted | 123              | 213              |
|                             | BS               | Enrolled | 57               | 108              |
| UNC-Chapel Hill<br>(campus) | BS (Residential) | Applied  | N/A              | N/A              |
|                             | BS               | Admitted | N/A              | N/A              |
|                             | BS               | Enrolled | N/A              | N/A              |

11. **Potential for Unnecessary Duplication.** The proposed program is designed to be distinct from peer programs at UNC-Chapel Hill and UNC Charlotte by emphasizing an integrated, applied approach to artificial intelligence and machine learning within a multidisciplinary curriculum. Rather than positioning AI and ML as stand-alone specializations, the program intentionally integrates these methods throughout the curriculum, embedding them within required coursework and structured concentration areas to ensure that students develop both technical depth and domain-specific expertise. A defining feature of the program is its integration of data science, mathematics, and applied computational methods with disciplinary study. Required coursework in statistics, data modeling, and machine learning is intentionally sequenced and complemented by upper-division applications in fields such as biology, social sciences, public policy, and other approved disciplines. This structure allows students to apply AI and ML techniques to real-world problems while maintaining a coherent, technically rigorous core. In consultation with peer institutions, key findings include consistent demand regarding student and employment outcomes. Programs in data science and related disciplines reported sustained or increased student interest, driven by industry growth and evolving workforce needs. Many institutions noted that enrollment has remained strong due to the clear career pathways and practical skill sets associated with the program area.
12. **Feasibility of Collaborative Program.** There are possible opportunities to collaborate with UNC-Chapel Hill and UNC Charlotte on joint research partnerships.
13. **Other Considerations.** None.

### III. Summary of Review Processes

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1. **Institution Review Process and Feedback.** The data science proposal followed ECSU’s curriculum review process, which begins with faculty approval, then moves to the departmental curriculum review committee, the school curriculum review committee, and the university curriculum review committee. After approval from the university curriculum review committee, the proposal is approved by the Provost’s Academic Administrative and Planning Committee, the Chancellor’s Administrative Council, the chief financial officer, and the chancellor. Approval and support were provided at all levels.
2. **UNC System Office Review Process and Feedback.** Throughout the review process, Elizabeth City State University provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support the statements made.

#### **IV. Recommendation**

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Staff recommends that the UNC Board of Governors approve the Elizabeth City State University request to establish the Bachelor of Science (BS) in Data Science (CIP 30.7001) effective Fall 2026.



**Request for Authorization to Establish  
Doctor of Philosophy (Ph.D.) in Bioengineering  
CIP 14.0501  
North Carolina Agricultural and Technical State University**

**I. Program Highlights**

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- North Carolina Agricultural and Technical State University (N.C. A&T) proposes the establishment of a Doctor of Philosophy (Ph.D.) in Bioengineering.
- The purpose of the proposed program is to prepare advanced-level scientists and engineers to conduct independent, interdisciplinary research addressing critical challenges in healthcare, biotechnology, and engineering innovation. As the first stand-alone doctoral bioengineering program at a historically Black college or university, it will expand access to doctoral-level training and strengthen the biomedical workforce in North Carolina. The projected enrollment after five years is 25 students.
- The proposed Ph.D. in Bioengineering is important because it addresses the growing demand for interdisciplinary expertise at the interface of engineering, biology, and medicine. The program offers two concentrations in (1) neurotechnology and neural engineering and (2) molecular, cellular, and systems engineering, with emphasis on emerging areas such as organoid technologies, regenerative engineering, medical devices, and AI-integrated biomedical systems.
- The proposed program aligns with the university's land-grant mission to advance the human condition through transformative education, research, and innovation, while supporting the UNC System's commitment to addressing societal and economic needs.
- Graduates of the proposed doctoral program will be prepared for careers in academia, industry, government, and healthcare as postdoctoral fellows, faculty members, research scientists, and R&D leaders. Labor market data indicate continued demand for doctoral-level bioengineers, with projected employment growth exceeding national averages across engineering occupations. Approximately 90 percent of graduates are expected to secure research or degree-related positions within 12 months of graduation.

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

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1. **Relation to Campus Distinctiveness and Mission.** The proposed Ph.D. in Bioengineering is important to North Carolina A&T State University as it strengthens the institution's research capacity, expands doctoral education, and supports its strategic goal of achieving R1 status. The program will enhance interdisciplinary research, graduate training, and innovation in emerging areas such as neuroscience/neurotechnology, artificial intelligence (AI) in medicine, and molecular, cellular, and systems engineering, contributing to workforce development and economic growth across North Carolina. The proposed program aligns with the UNC System's stated mission "to promote student success, expand access to high-quality graduate education, and generate knowledge that addresses societal, technological, and public health challenges through research and innovation."

2. **Student Demand.** Student demand for doctoral training in bioengineering within the UNC System remains strong, as evidenced by application and admission data from University of North Carolina at Chapel Hill and NC State University. In AY 2020–26, these programs received a combined total of 620 applications but admitted only 143 students. Enrollment and completion trends at both institutions further reflect sustained interest in doctoral education in this field. Collectively, these data demonstrate unmet demand for additional in-state doctoral training opportunities in bioengineering and support the need for expanding the capacity of the doctoral program within North Carolina through the proposed program. N.C. A&T is surrounded by numerous high-achieving HBCUs, creating strong demand for a bioengineering doctoral program from both in-state and national institutions. As the first stand-alone bioengineering Ph.D. program at an HBCU, it will provide a critical pathway for students across North Carolina and nationwide seeking access to doctoral-level training in bioengineering.

**Table 1. Other UNC System Enrolled for CIP 14.0501— [Biomedical Engineering], [Ph.D.]**

| Institution         | AY2020-21 | AY2021-22 | AY2022-23 | AY2023-24 | AY2024-25 |
|---------------------|-----------|-----------|-----------|-----------|-----------|
| UNC-Chapel Hill     | 65        | 72        | 73        | 75        | 65        |
| NC State University | 60        | 62        | 65        | 66        | 63        |

**Table 2. Other UNC System Completions for CIP 14.0501— [Biomedical Engineering], [Ph.D.]**

| Institution         | AY2020-21 | AY2021-22 | AY2022-23 | AY2023-24 | AY2024-25 |
|---------------------|-----------|-----------|-----------|-----------|-----------|
| UNC-Chapel Hill     | 14        | 17        | 10        | 12        | 11        |
| NC State University | 7         | 12        | 7         | 12        | 5         |

**Table 3. IPEDS Peer Institutions Completions for CIP 14.0501— [Biomedical Engineering], [Ph.D.]**

| Institution                            | AY2020-21 | AY2021-22 | AY2022-23 | AY2023-24 |
|--|-----------|-----------|-----------|-----------|
| The University of Texas at EL Paso     | 6         | 6         | 9         | 3         |
| The University of Texas at San Antonio | 40        | 5         | 40        | 5         |

3. **Employment Opportunities for Graduates.** Graduates of the Ph.D. in Bioengineering will be prepared for advanced research, academic, and leadership roles across North Carolina’s biotechnology, medical device, pharmaceutical, and research sectors, including biomedical engineers, medical scientists, and engineering faculty. Student demand for bioengineering doctoral programs is growing at a 4.8 percent compound annual growth rate — more than double the 1.9 percent rate across all doctoral programs. Labor market projections from Hanover Research, the U.S. Bureau of Labor Statistics, and NCWorks indicate 10-20 percent growth in biomedical engineering-related occupations over the next decade, including a 14.3 percent increase in doctoral-level positions in North Carolina (approximately 1,200 new jobs by 2036). Median wages exceeding \$109,000 further demonstrate strong workforce demand and economic value, supporting the need for expanded doctoral training capacity within the

UNC System. The Post-Secondary Employment Outcomes Explorer highlights that Ph.D. graduates in engineering from N.C. A&T earned on average \$20,000 more in their first year post-grad than BS graduates in engineering (\$90,262 versus \$70,989).

It bears noting that based on the standard occupation codes associated with the bioengineering undergraduate degree, graduates are likely to pursue careers in industries like architecture and engineering. As a result, in some instances they earn higher salaries compared to doctoral graduates who are pursuing careers in postsecondary teaching. Data indicate graduates at both degree levels earn annual salaries well above the median.

**Table 4. Estimated Employment in North Carolina for Standard Occupational Classification Codes (SOC) Cross-walked to CIP Code: 14.0501 with a Matching Education Level Requirement**

| Education Level Requirement | Count of SOC Codes | 2026  | 2036 Estimate | Net Change | Percent Change |
|-----------------------------|--------------------|-------|---------------|------------|----------------|
| Ph.D.                       | 3                  | 8,382 | 9,580         | 1,198      | 14.3%          |

Source: Hanover Academic Assessment

**Table 5. Median Wage for SOC Codes Cross-walked to CIP Code: 14.0501 [Biomedical Engineering]**

| Educational Level Requirement    | SOC Count | Median Wage |
|----------------------------------|-----------|-------------|
| Some College or Associate Degree | -         | -           |
| Bachelor's Degree                | 2         | \$109,000   |
| Doctoral or Professional Degree  | 3         | \$109,000   |

Source: Hanover Academic Assessment

- 4. Impact on Access and Affordability.** The proposed program anticipates strong assistantship and grant-supported training opportunities, enabling most students to graduate with low or minimal debt. This approach enhances access, reduces financial barriers, and supports timely degree completion. Estimates suggest that more than 80 percent of the total program cost over four years will be covered by financial support. Sources of support include federal agencies, industry collaboration, scholarships to students, internship opportunities, and joint research projects. National workforce data indicate that Ph.D.-trained biomedical engineering professionals in the United States earn an average annual salary of approximately \$165,000-\$287,000, depending on sector and experience level (\$215,000/year average). These earnings significantly exceed the national median wage for all engineering occupations and reflect strong workforce demand for advanced-level expertise in biotechnology, neurotechnology, and biomedical innovation.
- 5. Program Specific Fees or Tuition.** North Carolina Agricultural and Technical State University is not requesting any program-specific fees or tuition differential for this program.

**Table 6. Full-Time 2025-2026 Graduate Tuition and Fees per Year (In Dollars)**

| <b>Category</b>   | <b>Resident</b> | <b>Nonresident</b> |
|---|-----------------|--------------------|
| Tuition   | \$5,454         | \$18,638           |
| Tuition Differential  | --              | --                 |
| Mandatory Fees (Athletics, Student Activities, Health Services, Educational & Technology, Campus Security, Debt Service, ASG) | \$3,152         | \$3,152            |
| Special Fees  | --              | --                 |

6. **Expected Quality.** The proposed Ph.D. in Bioengineering is expected to deliver high-quality doctoral training through a rigorous, research-intensive curriculum requiring 45 credit hours (post-M.S.) or 66 credit hours (post-B.S.), including core coursework, concentration requirements, and dissertation research. The program offers two specialized concentrations of (1) neurotechnology and neural engineering, and (2) molecular, cellular, and systems engineering that emphasize emerging areas such as AI-integrated biomedical systems, regenerative medicine, and biotechnologies. The program adheres to best practices outlined by professional organizations such as the Biomedical Engineering Society (BMES) and the American Institute for Medical and Biological Engineering (AIMBE).
7. **Faculty Quality and Number.** The proposed program will be supported by a strong core of six full-time tenure and tenure-track faculty within the Department of Chemical, Biological, and Bioengineering (CBBE), complemented by approximately 30 affiliated faculty from interdisciplinary departments. In addition, four new tenure-track faculty positions are planned over the first five years to further strengthen expertise, supporting anticipated enrollment growth and maintaining high-quality doctoral training in bioengineering.
8. **Relevant Lower-level and Cognate Programs.** The proposed Ph.D. program builds upon N.C. A&T's established ABET-accredited BS and MS programs in Bioengineering, which provide a strong academic and research foundation in biomedical systems, AI, neural engineering, and biotechnology. These programs serve as a natural pipeline for doctoral-level training and have supported interdisciplinary research experiences aligned with the proposed Ph.D. concentrations. In addition, cognate graduate programs in biology, psychology, nanoengineering, mechanical engineering, AI, and data science provide complementary coursework and research expertise that will enhance doctoral training through cross-listed courses and collaborative advising.
9. **Availability of Campus Resources (Library, Facilities, etc.).** Existing campus facilities and infrastructure at North Carolina A&T State University are sufficient to support the proposed Ph.D. in Bioengineering program. The CBBE has access to modern research laboratories within the Martin Engineering Research and Innovation Complex, as well as interdisciplinary resources through the Interdisciplinary Bioengineering Center, the NIH-funded NERVE Center (~ 7 million), and the Joint School of Nanoscience and Nanoengineering (JSNN).
10. **Existing Programs (Number, Location, Mode of Delivery).** Similar UNC System programs for CIP 14.0501 (Biomedical Engineering) doctorates are offered through the Joint Biomedical Engineering Program at UNC-Chapel Hill and NC State (delivered on-campus). Table 7 provides

evidence of unmet student demand for doctoral training in biomedical/bioengineering within the UNC System.

**Table 7. Other UNC System Applied/Admitted /Enrolled for CIP 14.0501— [Biomedical Engineering]**

| Institution     | Degree Level | Counts   | 2024-25 | 2025-26 |
|-----------------|--------------|----------|---------|---------|
| UNC-Chapel Hill | Ph.D.        | Applied  | 204     | 244     |
| UNC-Chapel Hill | Ph.D.        | Admitted | 37      | 42      |
| UNC-Chapel Hill | Ph.D.        | Enrolled | 14      | 28      |
| NC State        | Ph.D.        | Applied  | 122     | 155     |
| NC State        | Ph.D.        | Admitted | 33      | 44      |
| NC State        | Ph.D.        | Enrolled | 14      | 31      |

11. **Potential for Unnecessary Duplication.** The proposed Ph.D. in Bioengineering at N.C. A&T is distinct from existing biomedical engineering doctoral programs within the UNC System in both focus and mission. The program offers two specialized concentrations with emphasis on emerging areas. This program expands access to doctoral-level training for a distinct student population.
12. **Feasibility of Collaborative Program.** The proposed doctoral program in bioengineering has potential for collaborative partnerships with medical and clinical institutions to enhance translational training. Because N.C. A&T does not have a medical school, the program will prioritize collaborations with regional health systems and medical schools to provide clinical exposure, access to clinical expertise and datasets, and opportunities for co-advising and dissertation committee participation.

### III. Summary of Review Processes

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1. **Institution Review Process and Feedback.** The proposal was reviewed by N.C. A&T faculty senate, the graduate council, the graduate school, and administrators, including the chairs within the College of Engineering, the dean of the College of Engineering, and the Office of Strategic Planning and Institutional Effectiveness, UNC System Graduate Council of Deans, external program reviewers, provost, and chancellor.
2. **UNC System Office Review Process and Feedback.** Throughout the review process, North Carolina Agricultural & Technical State University provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support the statements made.

### IV. Recommendation

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Staff recommends that the UNC Board of Governors approve the North Carolina Agricultural & Technical State University request to establish the Doctor of Philosophy (Ph.D.) in Bioengineering (CIP 14.0501) effective fall 2026.

**Request for Authorization to Establish  
Bachelor of Science (BS) in Geospatial Data Science  
CIP 30.4401  
University of North Carolina at Chapel Hill**

**I. Program Highlights**

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- UNC-Chapel Hill proposes the establishment of a Bachelor of Science (BS) in Geospatial Data Science.
- The program will support the burgeoning demand for training in data science and provide graduates with training in the more technical and modern aspects of geographic inquiry. The projected enrollment in year five is 40 students.
- The BS in Geospatial Data Science will be the first of its kind in the UNC System and may serve as an example of how other programs could modernize their curriculum to meet the needs of a changing society and workforce.
- This degree supports the university's strategic plan, Carolina Next, *Objective 2.2: Strengthen Student Success - Facilitate learning that is experiential and collaborative, develops individual strengths, and encourages the understanding, ethical use and application of data.*
- With knowledge and skills in both geography and data science, graduates with a BS in geospatial data science will be well-positioned to secure employment after graduation. Using the position "geospatial data scientist," the UNC-Chapel Hill Office of Digital and Lifelong Learning provided a report with an optimistic labor market analysis including 42 open positions in North Carolina (in late 2024), an average salary of ~\$103,000 (in North Carolina), and continued growth in demand in the next five years for graduates with data analysis skills and technical training.

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

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1. **Relation to Campus Distinctiveness and Mission.** The degree aligns with key aspects of the UNC System Strategic Plan, *Higher Expectations*. Specifically, the BS in Geospatial Data Science would contribute to the goal to *increase health sciences and STEM degrees and certificates* (in the category *Student Success*), as the Department of Geography and Environment at UNC-Chapel Hill was recently reclassified to an interdisciplinary STEM CIP code (30.4401). Recently, UNC-Chapel Hill has expanded its degree offerings in data science, demonstrating the campuswide student interest in this topic. The BS in Geospatial Data Science would support the burgeoning demand for training in data science at UNC-Chapel Hill, providing a specialized curriculum fusing foundational geographic knowledge with an advanced set of technical skills focused on analyzing spatial data.
2. **Student Demand.** The most appropriate proxy for the student demand for the proposed BS in Geospatial Data Science is the Minor in Geographic Information Science (GIS) in the Department of Geography and Environment. The Minor in GIS was initially offered in the 2019-20 academic year and had a first-year enrollment of 34 students. As of the 2023-24 academic year, the GIS minor has more than 90 students enrolled (with sustained growth of approximately 15-20 students per year over the prior three years).

**Table 1. Other UNC System Enrolled for CIP 30.4401 — Geography and Environmental Studies, Bachelor's** (note: Both programs changed from CIP 45.0701 to CIP 30.4401 in AY2024-25)

| Institution                                | AY2019-20 | AY2020-21 | AY2021-22 | AY2022-23 | AY2023-24 | AY2024-25 |
|--|-----------|-----------|-----------|-----------|-----------|-----------|
| Appalachian State University               | 75        | 70        | 65        | 68        | 79        | 84        |
| University of North Carolina at Greensboro | 55        | 49        | 32        | 38        | 36        | 38        |

**Table 2. Other UNC System Completions for CIP 30.4401 — Geography and Environmental Studies, Bachelor's** (note: Both programs changed from CIP 45.0701 to CIP 30.4401 in AY2024-25)

| Institution | AY2019-20 | AY2020-21 | AY2021-22 | AY2022-23 | AY2023-24 | AY2024-25 |
|-------------|-----------|-----------|-----------|-----------|-----------|-----------|
| App State   | 21        | 17        | 31        | 17        | 22        | 20        |
| UNCG        | 22        | 15        | 11        | 9         | 10        | 9         |

**Table 3. IPEDS Peer Institutions Completions for CIP 30.4401 — Geography and Environmental Studies, Bachelor's** (note: These programs changed from CIP 45.0701 to CIP 30.4401 [only data on 30.4401 are reported])

| Institution                             | AY2019-20 | AY2020-21 | AY2021-22 | AY2022-23 |
|---|-----------|-----------|-----------|-----------|
| University of Florida                   | --        | --        | --        | 24        |
| University of California-Los Angeles    | --        | --        | 33        | 46        |
| University of Washington-Seattle Campus | --        | --        | --        | 36        |

- 3. Employment Opportunities for Graduates.** The market analysis report notes that careers available for geography graduates have grown both nationally and regionally over the past 20 years and are projected to continue moderate growth in the next 10 years. Technical roles and technology-focused companies appear at the top of jobs and employers lists, suggesting the technical focus of the BS in Geospatial Data Science aligns with labor market demand.

**Table 4. Estimated Employment in North Carolina (plus Virginia and South Carolina) for Standard Occupational Classification Codes (SOC) Cross-walked to CIP Codes: 30.4401 and 45.0701 with a Matching Education Level Requirement**

| Education Level Requirement | Count of SOC Codes | 2022 | 2032 Estimate | Net Change | Percent Change |
|-----------------------------|--------------------|------|---------------|------------|----------------|
| Bachelor's                  | 1                  | 134  | 142           | 8          | 5.97%          |

**Table 5. Median Wage in North Carolina (plus Virginia and South Carolina) for SOC Codes Cross-walked to CIP Codes: 30.4401 and 45.0701**

| <b>Educational Level Requirement</b> | <b>SOC Count</b> | <b>Median Wage</b> |
|--------------------------------------|------------------|--------------------|
| Some College or Associate Degree     | --               | --                 |
| Bachelor's Degree                    | 126              | \$98,465           |
| Doctoral or Professional Degree      | --               | --                 |

4. **Impact on Access and Affordability.** A robust job market and potential for growth in jobs with a more technical focus (e.g., GeoAI, machine learning, cloud computing, and geographic big data) suggest that graduates of the BS in Geospatial Data Science will have a strong return on investment and will earn an income sufficient to pay back any debt incurred. A keyword search of “geospatial data scientist” in North Carolina on Ziprecruiter.com (on November 1, 2024) produced 42 results for open positions; the site reports that the average salary for a geospatial data scientist in North Carolina is ~\$103,000. From the market report, the national median salary was \$88,899 and regional median salary was \$98,465 for geographers.
5. **Program Specific Fees or Tuition.** UNC-Chapel Hill is not requesting any program-specific fees or tuition differential for this program.

**Table 6. Full-Time 2026-27 Undergraduate Students Tuition and Fees per Year (In Dollars)**

| <b>Category</b>   | <b>Resident</b> | <b>Nonresident</b> |
|---|-----------------|--------------------|
| Tuition   | \$7,230.00      | \$47,472.00        |
| Tuition Differential  | --              | --                 |
| Mandatory Fees (Athletics, Student Activities, Health Services, Educational & Technology, Campus Security, Debt Service, ASG) | \$1,851.00      | \$1,851.00         |
| Special Fees  | --              | --                 |

6. **Expected Quality.** The BS in Geospatial Data Science consists of a total of 54-57 credit hours. Students must also fulfill the requirements of the IDEAS in Action General Education Curriculum. The degree coursework is organized into Geographic Foundations, Mathematical Foundations, Geographic Information Science Methods, Electives, and Capstone or Thesis. All students in the program will be encouraged to participate both in independent research, as well as honors research with faculty in any related department.
7. **Faculty Quality and Number.** Over the past few years, the Department of Geography and Environment began preparing for the increase in student demand for instruction and programming in geospatial data science. Two new teaching assistant professors were hired to fulfill this need (in fall 2024 and spring 2025). The department now has 12 faculty members who teach courses in this area. Since the degree largely relies on existing courses that are regularly offered, the provision of this new degree will not weaken existing programs (additional instructional demand will be met by increasing course sizes or offering additional sections). The current teaching responsibilities of the faculty involved will remain unchanged.

8. **Relevant Lower-level and Cognate Programs.** At UNC-Chapel Hill, two new data science majors ( BA and BS) were established in the fall semester of 2024. The BS in Geospatial Data Science does include some of the base-level data science courses in the curriculum. However, the degree is designed to provide students with a more focused, specialized curriculum than these two degrees. Specifically, the BS in Geospatial Data Science emphasizes fundamental geographic theories and theories related to spatial data collection and analysis. As such, it will function as a complementary program to the current BA and BS in data science degrees.
9. **Availability of Campus Resources (Library, Facilities, etc.).** The current campus resources are sufficient to support the BS in Geospatial Data Science.
10. **Existing Programs (Number, Location, Mode of Delivery).** Currently, no universities in the UNC System offer a BS in geospatial data science. However, there are a number of on-campus programs with similar names, including the BA in Geography and Geospatial Sciences at University of North Carolina Wilmington, BS in Geographic Information Science and Technology at East Carolina University, BA in Geospatial Sciences at Fayetteville State University, and BS in Environmental, Earth, and Geospatial Science at North Carolina Central University. These programs are all on-campus. Below, recent enrollment numbers across these programs’ degrees are provided (enrollments specific to the degrees listed above were not available).

**Table 7. Other UNC System Applied/Admitted /Enrolled for CIP 45.0701**

| Institution                             | Degree Level | Counts   | AY (e.g., 22-23) | AY (e.g., 23-24) |
|---|--------------|----------|------------------|------------------|
| University of North Carolina Wilmington | Bachelor’s   | Enrolled | 21               | 17               |
| East Carolina University                | Bachelor’s   | Enrolled | 15               | 13               |
| Fayetteville State University           | Bachelor’s   | Enrolled | 16               | 23               |
| North Carolina Central University       | Bachelor’s   | Enrolled | --               | --               |

11. **Potential for Unnecessary Duplication.** During the development of the proposed degree, the Department of Geography and Environment took steps to foster collaboration by reaching out to other universities (both within and outside the UNC System). The BS in Geospatial Data Science has more structure than the programs above with regard to the required courses. Further, the proposed degree requires coursework in (non-geography) statistics, quantitative methods, and research methods. While some of the technical and skills courses are similar among degrees, the BS in Geospatial Data Science is the only one to also require foundational geography courses and quantitative and research methods courses. This degree may serve as an example of how other Geography departments in the UNC System could modernize their curriculum to meet the needs of a changing society and workforce.
12. **Feasibility of Collaborative Program.** Conversations with other programs have been fruitful, especially with regard to future collaboration that will benefit graduates of both programs. Some opportunities that have been discussed include, but are not limited to, shared speaker series, practicum collaboration, shared datasets, co-development of open-source tools, research collaboration, and shared career events.

### III. Summary of Review Processes

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- 1. Institution Review Process and Feedback.** The proposal was reviewed by two campus committees: the administrative boards of the College of Arts and Sciences and the provost's office working group on new degrees. The administrative boards comprise 18 faculty members representing all divisions in the College, as well as several professional schools. The provost's working group includes the assistant provost for academic programs, the university registrar, the executive director of academic finance, the associate provost for scholarships and student aid, the associate provost for institutional research and assessment, the finance director, and other key administrators. Feedback from both groups was overwhelmingly positive.
- 2. UNC System Office Review Process and Feedback.** Throughout the review process, the University of North Carolina at Chapel Hill provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support the statements made.

### IV. Recommendation

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Staff recommends that the UNC Board of Governors approve the University of North Carolina at Chapel Hill request to establish the Bachelor of Science (BS) in Geospatial Data Science (CIP 30.4401) effective fall 2026.



**Request for Authorization to Establish  
Bachelor of Arts (BA) in Health, Medicine, and Society  
CIP 51.2212  
University of North Carolina at Greensboro**

**I. Program Highlights**

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- The University of North Carolina at Greensboro proposes the establishment of a Bachelor of Arts in Health, Medicine, and Society (BA in HMS).
- The proposed program addresses critical workforce needs in North Carolina by preparing graduates for careers in healthcare consulting, administration, health policy, communication, and health-related public and nonprofit sectors. By strengthening the state's capacity to address complex health challenges, including access and system coordination, the program supports North Carolina's social and economic well-being. By year five, UNC Greensboro expects to have 200 students enrolled in this program.
- The BA in HMS is a liberal arts degree that brings a much-needed humanities and social scientific approach to healthcare. UNCG has emerged as a health-focused campus with the Schools of Nursing and Human and Health Sciences and the College of Arts and Sciences Biology and Chemistry and Biochemistry departments to prepare students for scientific health-related careers. The BA in HMS allows UNCG to recruit new students who are interested in health from an interdisciplinary humanities and social science perspective. The proposed degree creates another pillar of health to further cement UNCG's identity as a health careers campus.
- This major supports UNCG's mission and strategic plan by being a program that focuses on the relations between social factors, health, and well-being; rooting workforce skills in liberal arts education; and being an interdisciplinary program that brings faculty across the college into closer working relationships.
- Graduates will pursue careers in health policy analysis, healthcare administration, health communication, and research roles across public, nonprofit, and private sector health organizations. Labor market analysis from Hanover Academic Program Exploration indicates strong workforce demand, including projected growth of approximately 33 percent in healthcare administration and health-related sectors.

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

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1. **Relation to Campus Distinctiveness and Mission.** Health, medicine, and society (HMS) is an interdisciplinary undergraduate major that draws on UNCG's strengths in the humanities and social sciences to train students to think critically about the social construction and experiences of medicine, health, and illness. By training students to examine healthcare from multiple perspectives, UNCG will create leaders needed to address North Carolina's health challenges through policy initiatives, social science research, and media/communication. The degree's introductory class (HMS 101), capstone seminar (HMS 410), and required research or internship class ensure that students will experience an integrated interdisciplinary

curriculum that ties the liberal arts degree directly to work experience. The BA in HMS addresses key pillars in the UNC System Strategic Plan. It aims to increase student success by increasing the four-year graduation rate and undergraduate degree efficiency by providing a completion option for students who cannot complete other disciplinary degrees such as the BA or BS in psychology. The degree’s flexibility also increases undergraduate degree efficiency. Second, the degree will contribute to economic impact and community development by preparing students for health careers, an important, growing job sector.<sup>1</sup>

2. **Student Demand.** There are no other majors in the UNC System nor at our peer institutions that have the same CIP code. However, UNC Charlotte does have an interdisciplinary concentration in Health and Medical Humanities. In spring 2025, UNCC had 63 majors, 155 minors, and 19 graduates.

Due to this lack of a good comparison among our peer institutions, UNCG cast a wider net to include institutions that are not our direct peers, but who have programs that are comparable.

**Table 1. Other UNC System Enrolled for CIP 51.2212 — [Behavioral Aspects of Health], [Bachelor’s]**

| Institution | AY2019-20 | AY2020-21 | AY2021-22 | AY2022-23 | AY2023-24 | AY2024-25 |
|-------------|-----------|-----------|-----------|-----------|-----------|-----------|
| N/A         | N/A       | N/A       | N/A       | N/A       | N/A       | N/A       |

**Table 2. Other UNC System Completions for CIP 51.2212 — [Behavioral Aspects of Health], [Bachelor’s]**

| Institution | AY2019-20 | AY2020-21 | AY2021-22 | AY2022-23 | AY2023-24 | AY2024-25 |
|-------------|-----------|-----------|-----------|-----------|-----------|-----------|
| N/A         | N/A       | N/A       | N/A       | N/A       | N/A       | N/A       |

**Table 3. IPEDS Peer Institutions Completions for CIP 51.2212 — [Behavioral Aspects of Health], [Bachelor’s]**

| Institution  | AY2019-20 | AY2020-21 | AY2021-22 | AY2022-23 | AY2023-24 | AY2024-25 |
|--|-----------|-----------|-----------|-----------|-----------|-----------|
| University of Utah (Health, Society, and Policy)   | 378       | 347       | 365       | 342       | 317       | 300       |
| University of Texas at Austin (Health and Society) | 489       | 449       | 414       | 415       | 437       | 523       |
| University of Massachusetts Dartmouth              | 7         | N/A       | 114       | N/A       | N/A       | 93        |

3. **Employment Opportunities for Graduates.** This program seeks to prepare students for

<sup>1</sup>To research workforce alignment, we used three tools: 3E Forward IQ’s Program Assessment Tool, the Hanover Academic Program Exploration, and the 2023-2033 Forward IQ Report. Analysis conducted via the Program Assessment tool in 3E Forward IQ suggests that there is strong growth potential for careers in North Carolina in health policy analysis, healthcare administration, public health (general), and medical/health humanities. Hanover Academic Program Exploration has also identified Healthcare Administration and Public Health as High Growth (+33%) for both student demand and labor demand.

careers in healthcare consulting, healthcare administration management, health-oriented social science research, health-related communication and media, health policy, and health-related domestic or international public sector agencies or nongovernmental organizations (NGOs), and health-services or health-advocacy organizations. All of these are areas of need for employers in North Carolina.

**Table 4. Estimated Employment in North Carolina for Standard Occupational Classification Codes (SOC) Cross-walked to CIP Code: 51.2212 with a Matching Education Level Requirement**

| Education Level Requirement | Count of SOC Codes | 2022 | 2032 Estimate | Net Change | Percent Change |
|-----------------------------|--------------------|------|---------------|------------|----------------|
| Bachelor's                  | 4                  | 1259 | 1465          | 206        | 1.5            |

**Table 5. Median Wage for SOC Codes Cross-walked to CIP Code: CIP 51.2212 — [Behavioral Aspects of Health], [Bachelor's]**

| Educational Level Requirement    | SOC Count   | Median Wage |
|----------------------------------|-------------|-------------|
| Some College or Associate Degree | 1 (21.1094) | \$50,160    |
| Bachelor's Degree                | 1 (21.1091) | \$66,320    |
| Doctoral or Professional Degree  | 1 (25.1071) | \$157,910   |

- Impact on Access and Affordability.** This program is innovative, so it is difficult to find projected earnings that align with this program using the traditional categories. However, based on the cost of tuition for the program, which will total \$34,481 over four years, the average debt at the time of graduation for a UNCG student at little more than \$13,000, and that the expected median wage with a bachelor's degree is \$66,320 for SOC codes that UNCG anticipates aligning with this degree, the percentage of earnings to service debt will be minimal.
- Program Specific Fees or Tuition.** UNC Greensboro is not requesting any program-specific fees or tuition differential for this program.

**Table 6. Full-Time 2026-2027 Bachelor's Tuition and Fees per Year (In Dollars)**

| Category  | Resident   | Nonresident |
|---|------------|-------------|
| Tuition   | \$4,555.00 | \$22,038.00 |
| Tuition Differential  | --         | --          |
| Mandatory Fees (Athletics, Student Activities, Health Services, Educational & Technology, Campus Security, Debt Service, ASG) | \$3,184.00 | \$3,184.00  |
| Special Fees  | --         | --          |

- Expected Quality.** The most distinctive feature of this program is the intersection of humanities and social and behavioral sciences with the fields of health and medicine. The HMS curriculum is simultaneously interdisciplinary, integrated, and flexible. The program complements the variety of courses and perspectives offered in an interdisciplinary degree with integration of diverse disciplines and perspectives in two ways. First, the HMS program faculty have designed new, required core courses that will bookend the students' coursework

in the program to ensure coherence and attainment of our student learning outcomes. In their first year of study, students will take HMS 101: Introduction to Health, Medicine, and Society. This course will integrate humanities and behavioral and social scientific approaches to health, medicine, and healthcare to show students what this approach looks like and what types of questions it generates. Second, the curriculum is organized around specific areas of expertise. These areas are research methodologies, ethics, the social organization of health and medicine, the human experience of health and medicine, and health policy and law. Each area of expertise has specific student learning outcomes that students are expected to achieve. Although students can choose from a list of courses for each area of expertise, they will all be learning the fundamental findings in that area regardless of the courses they choose.

7. **Faculty Quality and Number.** As an interdisciplinary program, the BA in Health, Medicine, and Society will draw on existing faculty from across several departments. There are 14 contributing departments and programs and 25 faculty who will be teaching in the program. Many of these faculty are full professors with tenure. They have a long history of teaching, research, and service success. Since the majority of the curriculum draws from pre-existing courses that are offered on a regular basis by the contributing departments, UNCG does not anticipate that the course load of faculty will be increased. UNCG anticipates that this new program, by drawing attention to scholars researching health-related topics across the college’s departments, will result in fruitful collaborations and new avenues of scholarly research.
8. **Relevant Lower-level and Cognate Programs.** As described previously, the curriculum is organized around six areas of expertise, each with its own SLOs that students will be expected to meet. Although students may take different classes to achieve these areas of expertise, the director and affiliated faculty will share a list of core competencies for each area with the faculty who teach these courses so that students have a shared foundation of knowledge about health and medicine.
9. **Availability of Campus Resources (Library, Facilities, etc.).** Existing campus physical spaces and infrastructure are sufficient to support the proposed program. Courses in the curriculum are currently being offered and appropriate space is available. UNCG’s present library holdings are more than adequate to support the instructional and research needs of this program. Since this program draws on existing research and curricular strength in the areas of health, medicine, and society, this program does not require new library resources.
10. **Existing Programs (Number, Location, Mode of Delivery).** There are no similar degrees in the UNC System, other than the UNC Charlotte concentration that has been noted.

**Table 7. Other UNC System Applied/Admitted /Enrolled for CIP CIP 51.2212 — [Behavioral Aspects of Health], [Bachelor’s]**

| Institution | Degree Level | Counts                            | AY (e.g., 22-23) | AY (e.g., 23-24) |
|-------------|--------------|-----------------------------------|------------------|------------------|
| N/A         | N/A          | Applied/<br>Admitted/<br>Enrolled | N/A              | N/A              |

11. **Potential for Unnecessary Duplication.** There are no comparable stand-alone HMS degree

programs within the UNC System, minimizing concerns of unnecessary duplication. As noted previously, UNC Charlotte has a concentration. The proposed program is distinct in its integrated social science focus and required methodological training. Unlike medical humanities programs, which emphasize humanities perspectives, this degree centers on social scientific analysis of health and medicine. The curriculum also includes a required research or internship experience, reinforcing UNCG's emphasis on workforce preparation. UNCG has initiated consultation with UNC Charlotte and will continue exploring opportunities for collaboration, including joint academic programming such as student research conferences.

12. **Feasibility of Collaborative Program.** Collaboration in programming is possible with the interdisciplinary Health and Medicine Humanities (HHUM) program at UNC Charlotte, and this topic has already been broached to the department chair of the interdisciplinary department in which the concentration is housed.

13. **Other Considerations.** N/A

### III. Summary of Review Processes

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1. **Institution Review Process and Feedback.** The program has been reviewed and approved at the following internal levels: Office of Assessment, Accreditation, and Academic Program Planning; Dean's Office, College of Arts and Sciences (Dean Kelly Joyce); College of Arts and Sciences Curriculum Committee; Undergraduate Curriculum Committee (chair, Sara MacSween).
2. **UNC System Office Review Process and Feedback.** Throughout the review process, the University of North Carolina at Greensboro provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support the statements made.

### IV. Recommendation

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Staff recommends that the UNC Board of Governors approve the UNC Greensboro request to establish the BA in Health, Medicine, and Society (CIP 51.2212) effective fall 2026.



**Request for Authorization to Establish  
Bachelor of Science (BS) in Data Science  
CIP 30.7001  
University of North Carolina Wilmington**

**I. Program Highlights**

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- The University of North Carolina Wilmington proposes the establishment of a Bachelor of Science in Data Science.
- The proposed program aims to offer students a rigorous mathematical, statistical, and computer science foundation for understanding, interpreting, and developing models, and prepares them with practical and emerging technologies in the data science field. By year five, the projected cumulative enrollment is 70.
- The proposed program delivers in-depth training in mathematics and statistics, preparing students to be more versatile and adaptive to navigate in the ever-changing landscape of data science and artificial intelligence. Through a practicum course, students have opportunities in interdisciplinary applications such as working on UNCW's innovative coastal and marine science research and working with industry partners.
- The proposed program strongly supports UNCW's strategic plan. It is one of the high-demand academic programs (Priority 7), it prepares career-ready students with sought-after skills (Priority 3), and it promotes interdisciplinary teaching and research (Priority 6).
- The proposed program prepares students for various data science, data analytics, and data engineering roles in industry and organizations. The graduates are also equipped with foundational knowledge to further pursue graduate studies in related fields. According to the U.S. Bureau of Labor Statistics, employment of data scientists is projected to grow 34% from 2024 to 2034 (August 2025). About 23,400 openings for data scientists are projected each year, on average, over the decade.

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

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1. **Relation to Campus Distinctiveness and Mission.** The proposed program is distinct as it provides easier access to data science-related careers to residents of southeastern North Carolina and surrounding coastal regions. The proposed program is also distinct in its unique collaboration opportunity with UNC Wilmington's marine science and coastal research entities. UNC Wilmington is an internationally recognized leader in coastal and marine science research and education. Data science methods are gaining popularity among coastal and marine science researchers. Through UNCW's Centers of Marine Science and Innovation and Entrepreneurship, the proposed program will provide opportunities for students to work in cutting-edge coastal and marine science projects and develop new solutions to complex issues.

The proposed program will increase student access to the rapidly developing data science and

artificial intelligence field, preparing them to apply knowledge to make informed decisions and “contributes to the solution of societal problems and enriches the quality of life in the State.” Given these impacts and contribution to society, in addition to making high salaries, the graduates of the proposed program will be able to have engaging and fulfilling careers, and thus “to lead responsible, productive, and personally satisfying lives.” The proposed program aligns with many goals in the UNC System 2022-27 strategic plan. It increases access to underserved populations (Goal 1). It increases university productivity as the program largely draws upon existing curriculum and faculty expertise (Goal 7). It contributes to the growth of STEM degrees as called for in the System’s strategic plan and increases the System’s contribution to the state’s critical workforce as the proposed degree addresses the shortage in the data science labor market (Goal 8). The design of the curriculum actively seeks partnership with local and regional industry partners and therefore strengthens local communities and the state’s economy.

2. **Student Demand.** As indicated by the enrollment data below, student demand for data science is strong.

**Table 1. Other UNC System Enrolled for CIP 30.7001 — [Data Science, General], [Bachelor’s]**

| Institution     | AY2019-20 | AY2020-21 | AY2021-22 | AY2022-23 | AY2023-24 | AY2024-25 |
|-----------------|-----------|-----------|-----------|-----------|-----------|-----------|
| UNC Charlotte   | N/A       | N/A       | N/A       | N/A       | N/A       | 413       |
| UNC-Chapel Hill | N/A       | N/A       | N/A       | N/A       | N/A       | 274       |

**Table 2. Other UNC System Completions for CIP 30.7001 — [Data Science, General], [BS]**

| Institution     | AY2019-20 | AY2020-21 | AY2021-22 | AY2022-23 | AY2023-24 | AY2024-25 |
|-----------------|-----------|-----------|-----------|-----------|-----------|-----------|
| UNC Charlotte   | N/A       | N/A       | N/A       | N/A       | 44        | 78        |
| UNC-Chapel Hill | N/A       | N/A       | N/A       | N/A       | N/A       | 2         |

**Table 3. IPEDS Peer Institutions Completions for CIP 30.7001 — [Data Science, General], [Bachelor’s]**

| Institution           | AY2019-20 | AY2020-21 | AY2021-22 | AY2022-23 |
|-----------------------|-----------|-----------|-----------|-----------|
| High Point University | 0         | 0         | 0         | 0         |

3. **Employment Opportunities for Graduates.** The BLS estimates a national median annual wage of \$112,590 for data scientists, with North Carolina ranking fifth in the nation for data science employment. North Carolina ranks 10th in data science employment per 1,000 jobs (May 2024). Industries with the highest employment for data scientists include computer systems design and related services; management of companies and enterprises; management, scientific, and technical consulting services; insurance carriers; and scientific research and development services. The Wilmington metro area has seen rapid tech growth. According to CommercialCafe, Wilmington ranked first for tech establishment growth with a 27.9% increase between 2018 and 2022, and the metro area placed second for tech employment growth after a 106.5 percent increase from 2019 to 2023.

**Table 4. Estimated Employment in North Carolina for Standard Occupational Classification Codes (SOC) Cross-walked to CIP Code: 30.7001 with a Matching Education Level Requirement**

| Education Level Requirement | Count of SOC Codes | 2022   | 2032 Estimate | Net Change | Percent Change |
|-----------------------------|--------------------|--------|---------------|------------|----------------|
| Bachelor's                  | 11-3021            | 19,191 | 23,461        | 4,270      | 22.3           |
| Bachelor's                  | 15-1243            | 2,732  | 3,104         | 372        | 13.6           |
| Bachelor's                  | 15-2031            | 2,349  | 3,007         | 658        | 28.0           |
| Bachelor's                  | 15-2051            | 5,433  | 7,716         | 2,283      | 42.0           |

Source: NC Commerce Data

**Table 5. Median Wage for SOC Codes Cross-walked to CIP Code: 30.7001 [Data Science, General]**

| Educational Level Requirement | SOC Count | Median Wage |
|-------------------------------|-----------|-------------|
| Bachelor's Degree             | 11-3021   | \$171,200   |
| Bachelor's Degree             | 15-1243   | \$123,100   |
| Bachelor's Degree             | 15-2031   | \$91,290    |
| Bachelor's Degree             | 15-2051   | \$112,590   |

Source: U.S. Bureau of Labor Statistics. Median wage is for 2024.

4. **Impact on Access and Affordability.** The proposed program will provide much-needed access to data science education for the southeastern population of North Carolina, increasing access to rural and underserved counties (Pender, Brunswick, Onslow).

According to College Scorecard, the average annual cost for undergraduate students at UNC Wilmington is \$19,472. The UNC system interactive dashboard shows that for AY 2024-25, the average federal debt at graduation per borrower for UNC Wilmington is \$18,045, about \$1,000 less than the UNC system average (\$19,001). On the other hand, BLS data shows that the annual median wage for data scientists is \$115,380 for North Carolina, \$96,670 for Wilmington, and \$93,790 for Central North Carolina nonmetropolitan area (May 2024). A \$30,000 loan with a 5% interest rate for 10 years results in monthly payments of roughly \$318. This is four percent of the monthly earning (\$7,815) if the annual wage is \$93,790.

5. **Program Specific Fees or Tuition.** UNC Wilmington is not requesting any program-specific fees or tuition differential for this program.

**Table 6. Full-Time 2026-2027 Undergraduate Tuition and Fees per Year (In Dollars)**

| Category  | Resident   | Nonresident |
|---|------------|-------------|
| Tuition   | \$4,576.00 | \$23,275.00 |
| Tuition Differential  | --         | --          |
| Mandatory Fees (Athletics, Student Activities, Health Services, Educational & Technology, Campus Security, Debt Service, ASG) | \$2,824.00 | \$2,824.00  |
| Special Fees  | --         | --          |

6. **Expected Quality.** The program is expected to prepare students to enter the data science and artificial intelligence workforce or pursue graduate studies such as a master's degree or

Ph.D. in data science, statistics, operations research, etc. The program emphasizes mathematical foundation, critical thinking, computational tools, and interdisciplinary applications. The proposed program requires 120 credit hours including general education requirements, major requirements, and elective courses.

7. **Faculty Quality and Number.** There are 12 affiliated faculty for the BS in Data Science who will be involved in teaching major required courses, mentoring students' projects, and approving curriculum changes. A bigger body of secondary affiliated faculty, including faculty from marine science, coastal engineering, psychology, and biology, is in the plan to support interdisciplinary curriculum and research.
8. **Relevant Lower-level and Cognate Programs.** Within UNC Wilmington, the proposed program has similarity to the BS in mathematics with a data science concentration, the BS in statistics, and the BS in computer science with an artificial intelligence concentration. The proposed program builds upon the curriculum of these existing programs, as well as a data science minor.
9. **Availability of Campus Resources (Library, Facilities, etc.).** No new square footage is needed for the program. Existing physical spaces, information technology, and services will be adequate. Current library resources are sufficient to support the instructional and research needs of the proposed program.
10. **Existing Programs (Number, Location, Mode of Delivery).** Within the UNC system, UNC-Charlotte and UNC-Chapel Hill are the only other two institutions currently offering a bachelor's level Data Science degree, with the latter launched in Fall 2024.

**Table 7. Other UNC System Applied/Admitted /Enrolled for CIP 30.7001 — [Data Science, General]**

| Institution     | Degree Level       | Counts   | AY 23-24 | AY 24-25 |
|-----------------|--------------------|----------|----------|----------|
| UNC Charlotte   | BS in Data Science | Applied  | N/A      | 281      |
| UNC Charlotte   | BS in Data Science | Admitted | N/A      | 250      |
| UNC Charlotte   | BS in Data Science | Enrolled | N/A      | 123      |
| UNC-Chapel Hill | BS in Data Science | Applied  | N/A      | 148      |
| UNC-Chapel Hill | BS in Data Science | Admitted | N/A      | 103      |
| UNC-Chapel Hill | BS in Data Science | Enrolled | N/A      | 87       |
| UNC-Chapel Hill | BA in Data Science | Applied  | N/A      | NA       |
| UNC-Chapel Hill | BA in Data Science | Admitted | N/A      | NA       |
| UNC-Chapel Hill | BA in Data Science | Enrolled | N/A      | 290      |

11. **Potential for Unnecessary Duplication.** The proposed program is distinct from those in Table 7 by delivering in-depth training in mathematical, statistical, and computer science foundations, allowing students to be more versatile and adaptive in their future career. Moreover, there is no application process for the proposed program, allowing easier access to students. When consulting with UNC-Chapel Hill School of Data Science and Society (SDSS), they indicated that the actual enrollment of BS in Data Science is at least 33% more than projected, indicating unmet student demand.
12. **Feasibility of Collaborative Program.** SDSS of UNC-Chapel Hill indicated the future possibility

of an initiative of a UNC data science coalition that involves UNC Charlotte and UNC Wilmington where resources can be shared, and institutions can have interactions and exchange on curriculum development and other student and research events. UNC Wilmington also plans to actively pursue opportunities with nearby out-of-state institutions such as the School of Data Science at Old Dominion University (240 miles away) and the University of South Carolina (200 miles away) in terms of seminar series and events hosting.

13. **Other Considerations.** None.

### **III. Summary of Review Processes**

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1. **Institution Review Process and Feedback.** This proposal has undergone curriculum review and approval from the following UNC Wilmington bodies and committees: Department of Mathematics and Statistics, College of Science and Engineering, University Curriculum Committee, Faculty Senate, SACSCOC liaison, chief financial officer, provost, and chancellor.
2. **UNC System Office Review Process and Feedback.** Throughout the review process, the University of North Carolina at Wilmington provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support the statements made.

### **IV. Recommendation**

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Staff recommends that the UNC Board of Governors approve the University of North Carolina Wilmington request to establish the Bachelor of Science (BS) in Data Science (CIP 30.7001) effective Fall 2026.



**Request for Authorization to Establish  
Bachelor of Science in Public Health (BSPH)  
CIP 51.2201  
Winston-Salem State University**

**I. Program Highlights**

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- Winston-Salem State University proposes the establishment of a Bachelor of Science in Public Health (BSPH).
- Winston-Salem State University seeks to develop a Bachelor of Science in Public Health. The proposed degree accomplishes the UNC System's mission to discover, create, transmit, and apply knowledge to address the needs of individuals in society by looking to serve Winston-Salem and North Carolina by fostering the development of entry-level professionals equipped with the skills and knowledge used to enrich the quality of life of their communities. The program is projected to enroll 75 students in year five.
- The proposed BSPH program prepares graduates for entry level and leadership roles across public health disciplines. Students develop competencies in epidemiology, biostatistics, research methods, and applied practice through service learning and internship experiences. These experiences strengthen preparation for graduate study and professional advancement. The program also promotes university and community collaboration through community-engaged learning that supports local health initiatives. Graduates contribute to a diverse public health workforce prepared to address emerging health challenges and improve population health outcomes.
- The proposed BSPH program aligns with the mission of Winston-Salem State University by preparing students to serve communities through education, engagement, and professional practice. The program supports the university's commitment to academic excellence and impactful engagement through community-based learning and applied public health experiences. Graduates are prepared to improve population health outcomes in North Carolina and beyond while contributing to the well-being of their communities.
- Graduates of the BSPH program will be prepared for entry level roles across public health occupations. Labor market projections indicate continued demand for public health professionals. Occupations associated with BSPH programs are projected to add more than 11,000 jobs by 2032. Within five years of graduation, many graduates are expected to advance into supervisory roles or pursue graduate education in public health or related fields.

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

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1. **Relation to Campus Distinctiveness and Mission.** The proposed BSPH program advances Winston-Salem State University's mission by preparing graduates to address public health challenges affecting communities across North Carolina. The program expands academic offerings in the health sciences and strengthens pathways for students interested in population health careers. It also supports the UNC System mission by preparing professionals who apply knowledge to address societal needs. The program aligns with UNC System

strategic priorities related to student success, workforce development, and community engagement. Graduates will contribute to improving health outcomes while strengthening the public health workforce across the state.

2. **Student Demand.** Institutions with CIP code 51.2201 are experiencing steady growth and/or relatively maintaining their enrollment and completions. In addition to the data below, WSSU consulted with leadership from Salem College and Fayetteville State University to discuss student demand and job placement.

**Table 1. Other UNC System Enrolled for CIP 51.2201 — [Public Health, General], [Bachelor's]**

| Institution                  | AY2019-20 | AY2020-21 | AY2021-22 | AY2022-23 | AY2023-24 | AY2024-25 |
|------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| Appalachian State University | 195       | 223       | 214       | 182       | 166       | 165       |
| UNC Charlotte                | 92        | 117       | 110       | 105       | 121       | 121       |
| UNC Wilmington               | 157       | 280       | 323       | 297       | 225       | 224       |

**Table 2. Other UNC System Completions for CIP 51.2201 — [Public Health, General], [Bachelor's]**

| Institution                  | AY2019-20 | AY2020-21 | AY2021-22 | AY2022-23 | AY2023-24 | AY2024-25 |
|------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| Appalachian State University | 40        | 65        | 79        | 76        | 52        | 66        |
| UNC Charlotte                | 38        | 47        | 58        | 43        | 54        | 53        |
| UNC Wilmington               | 7         | 74        | 115       | 123       | 91        | 99        |

**Table 3. IPEDS Peer Institutions Completions for CIP 51.2201 — [Public Health, General], [Bachelor's]**

| Institution                        | AY2019-20 | AY2020-21 | AY2021-22 | AY2022-23 |
|------------------------------------|-----------|-----------|-----------|-----------|
| Langston University                | 5         | 5         | 2         | 4         |
| Texas A&M International University | 0         | 0         | 9         | 10        |

3. **Employment Opportunities for Graduates.** Potential employment opportunities for BSPH graduates are supported by projected workforce demand in occupations requiring a bachelor's degree. Workforce data indicate that five relevant SOC occupations are projected to grow from 66,811 positions in 2022 to 78,324 by 2032. This represents a net increase of 11,513 positions, or 17.23 percent growth. Median wages for occupations requiring a bachelor's degree are approximately \$101,270, compared to \$46,930 for occupations requiring some college or an associate degree. These projections indicate strong employment prospects and earnings potential for BSPH graduates.

**Table 4. Estimated Employment in North Carolina for Standard Occupational Classification Codes (SOC) Cross-walked to CIP Code: 51.2201 with a Matching Education Level Requirement**

| Education Level Requirement | Count of SOC Codes | 2022   | 2032 Estimate | Net Change | Percent Change |
|-----------------------------|--------------------|--------|---------------|------------|----------------|
| Bachelor's                  | 5                  | 66,811 | 78,324        | 11,513     | 17.23%         |

**Table 5. Median Wage for SOC Codes Cross-walked to CIP Code: 51.2201 [Public Health, General]**

| Educational Level Requirement    | SOC Count | Median Wage |
|----------------------------------|-----------|-------------|
| Some College or Associate Degree | 1         | \$46,930    |
| Bachelor's Degree                | 5         | \$101,270   |

4. **Impact on Access and Affordability.** Total tuition and mandatory fees for a full-time resident student completing the program over eight terms equal approximately \$48,064, supporting affordability through a comparatively moderate total program cost. Using a standard 10-year repayment at approximately 7.94 percent interest, estimated annual loan payments are about \$7,740. Based on median earnings of \$101,270 for related occupations, the debt-to-earnings ratio is approximately 7.6 percent.
5. **Program Specific Fees or Tuition.** Winston-Salem State University is not requesting any program-specific fees or tuition differential for this program.

**Table 6. Full-Time 2026-27 Undergraduate Tuition and Fees per Year (In Dollars)**

| Category  | Resident   | Nonresident |
|---|------------|-------------|
| Tuition   | \$3,401.00 | \$14,338.00 |
| Tuition Differential  | --         | --          |
| Mandatory Fees (Athletics, Student Activities, Health Services, Educational & Technology, Campus Security, Debt Service, ASG) | \$2,607.00 | \$2,607.00  |
| Special Fees  | --         | --          |

6. **Expected Quality.** The proposed BSPH is a 120-credit hour program completed over four years. The curriculum aligns with foundational competencies established by the Council on Education for Public Health. The program includes coursework, community-based learning, and an internship that provides applied public health experience. Faculty expertise coordinated course design, and community partnerships will support program delivery and continuous improvement. These elements will ensure the program maintains quality consistent with established public health education standards.
7. **Faculty Quality and Number.** The BSPH program will be supported by qualified faculty with expertise in public health and related health sciences fields. At program launch, instruction will be supported by a current tenure-track faculty member, a visiting assistant professor, and an additional tenure-track hire. In year three, the program will hire an internship coordinator to supervise field placements, teach courses, and support research and service activities. This staffing plan provides sufficient faculty expertise and capacity to support instruction, advising, and experiential learning.
8. **Relevant Lower-level and Cognate Programs.** The proposed BSPH program builds upon existing coursework and faculty expertise in the health sciences. The university currently offers programs in health sciences, exercise science, and nursing that provide foundational

knowledge and opportunities for collaboration relevant to public health. The institution also offers a minor in public health that demonstrates student interest and provides introductory coursework aligned with the proposed major. These programs provide academic preparation in biological sciences, health behavior, and community health concepts that support progression into the BSPH curriculum.

9. **Availability of Campus Resources (Library, Facilities, etc.).** Existing campus facilities and infrastructure are sufficient to support the proposed BSPH program. The university has adequate classroom space, faculty offices, and instructional resources to support program delivery. Library resources include access to approximately 260 databases, along with journals and research tools that support teaching and student research. Student support services, including advising and career development, are available to support student success. No new physical space or facility renovations are required to implement the program.
10. **Existing Programs (Number, Location, Mode of Delivery).** Table 7 shows the counts of applied, admitted, and enrolled students for each of the undergraduate programs with the 51.2201 CIP code. The ratio of applicants to admitted students in existing programs in 2025-26 is approximately 1.11:1.

**Table 7. Other UNC System Applied/Admitted /Enrolled for CIP 51.2201— [Public Health, General]**

| Institution                  | Degree Level | Counts   | 2024-25 | 2025-26 |
|------------------------------|--------------|----------|---------|---------|
| Appalachian State University | Bachelor’s   | Applied  | 126     | 147     |
| Appalachian State University | Bachelor’s   | Admitted | 115     | 140     |
| Appalachian State University | Bachelor’s   | Enrolled | 22      | 15      |
| UNC Charlotte                | Bachelor’s   | Applied  | 191     | 297     |
| UNC Charlotte                | Bachelor’s   | Admitted | 173     | 263     |
| UNC Charlotte                | Bachelor’s   | Enrolled | 47      | 90      |
| UNC Wilmington               | Bachelor’s   | Applied  | 43      | 31      |
| UNC Wilmington               | Bachelor’s   | Admitted | 40      | 24      |
| UNC Wilmington               | Bachelor’s   | Enrolled | 21      | 14      |

11. **Potential for Unnecessary Duplication.** The proposed BSPH program is consistent with other public health programs in the UNC System while maintaining distinct features aligned with institutional strengths and regional needs. Differences among programs primarily reflect variations in elective coursework and program emphasis tailored to the communities served. The program emphasizes interdisciplinary collaboration within the School of Health Sciences and provides a pathway to the proposed master of public health program. Consultation occurred with Fayetteville State University, which submitted a letter of support. Admissions data indicate a substantial gap between admitted students and those who enroll in public health programs, suggesting unmet student demand.
12. **Feasibility of Collaborative Program.** WSSU received letters of support from Fayetteville State University and Salem College for the BSPH program. Additionally, there is an established collaborative relationship with North Carolina Central University. The program has the full support of WSSU’s executive leadership, and the provost will build partnerships and enrollment pipelines with the identified institutions.

13. **Other Considerations.** N/A

**III. Summary of Review Processes**

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1. **Institution Review Process and Feedback.** This proposal was reviewed following WSSU's internal processes which include the department faculty, department chair, academic dean, Academic Standards and Curriculum Committee, and office of the provost.
2. **UNC System Office Review Process and Feedback.** Throughout the review process, Winston-Salem State University provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support the statements made.

**IV. Recommendation**

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Staff recommends that the UNC Board of Governors approve the Winston-Salem State University request to establish the Bachelor of Science in Public Health (BSPH) (CIP 51.2201) effective Fall 2026.

**Request for Authorization to Establish  
Master of Public Health (MPH)  
CIP 51.2201  
Winston-Salem State University**

**I. Program Highlights**

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- The Winston-Salem State University proposes the establishment of a Master of Public Health (MPH).
- The purpose of the proposed program is to prepare the next generation of public health leaders to protect communities from the health consequences of emergencies and disasters, with a particular focus on reducing risk and improving outcomes in the state of North Carolina. Projected enrollment by year five is 49 students.
- This two-year, 42-credit online MPH will partner with Project Kitty Hawk to fill a critical gap by offering specialized preparation in disaster management and preparedness while strengthening collaboration across institutions and bridging environmental and epidemiological disciplines. The MPH includes a concentration in emergency preparedness and disaster management (EPDM).
- The proposed MPH directly advances Winston-Salem State University's mission to prepare students for leadership and with the applied knowledge and practical skills necessary to respond to complex public health crises. The program reflects WSSU's historic commitment to improving the health and well-being of underserved communities by preparing public health professionals who can strengthen community resilience before, during, and after emergencies. It also supports the university's emphasis on experiential learning, community engagement, and workforce development aligned with regional and statewide needs.
- Graduates of the proposed MPH program at Winston-Salem State University will be prepared for leadership and analytical roles in public health agencies, healthcare systems, nonprofit organizations, and emergency management settings. NC Commerce projects an 18 percent increase in related occupations by 2032, representing 12,827 new jobs statewide. Based on this demand, 85 to 90 percent of graduates are expected to secure employment within six months. Within five years, most graduates are projected to advance into supervisory, managerial, or specialized public health roles.

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

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1. **Relation to Campus Distinctiveness and Mission.** The proposed MPH with a concentration in Emergency Preparedness and Disaster Management aligns with WSSU's commitment to impactful engagement and societal contribution by equipping students to serve communities, strengthen resilience, and contribute meaningfully to state and regional well-being. Fully online delivery expands access and supports student success while advancing the UNC System's priorities of access, student success, economic impact, and community engagement.
2. **Student Demand.** The following tables provide evidence of increasing student demand for the

proposed program. Table 1 shows that student enrollment at all five existing UNC System MPH programs has grown over the last five academic years. Table 2 indicates overall increases in the number of degree completions and a fourfold expansion in graduations from the largest program.

**Table 1. Other UNC System Enrolled for CIP 51.2201 — [Public Health, General], [Master’s]**

| Institution                  | AY2019-20 | AY2020-21 | AY2021-22 | AY2022-23 | AY2023-24 | AY2024-25 |
|------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| Appalachian State University | N/A       | N/A       | N/A       | N/A       | N/A       | 20        |
| East Carolina University     | 100       | 82        | 104       | 118       | 133       | 120       |
| UNC Asheville                | N/A       | N/A       | N/A       | N/A       | 18        | 24        |
| UNC Charlotte                | 50        | 54        | 90        | 93        | 93        | 94        |
| UNC Chapel Hill              | 465       | 715       | 1083      | 1221      | 1056      | 979       |

**Table 2. Other UNC System Completions for CIP 51.2201 — [Public Health, General], [Master’s]**

| Institution                  | AY2019-20 | AY2020-21 | AY2021-22 | AY2022-23 | AY2023-24 | AY2024-25 |
|------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| Appalachian State University | N/A       | N/A       | N/A       | N/A       | N/A       | N/A       |
| East Carolina University     | 42        | 34        | 33        | 36        | 47        | 40        |
| UNC Asheville                | N/A       | N/A       | N/A       | N/A       | 5         | 13        |
| UNC Charlotte                | 25        | 15        | 30        | 43        | 42        | 42        |
| UNC Chapel Hill              | 102       | 299       | 320       | 509       | 472       | 431       |

**Table 3. IPEDS Peer Institutions Completions for CIP 51.2201 — [Public Health, General], [Master’s]**

| Institution              | AY2019-20 | AY2020-21 | AY2021-22 | AY2022-23 |
|--------------------------|-----------|-----------|-----------|-----------|
| Jackson State University | 25        | 17        | 20        | 28        |

- 3. Employment Opportunities for Graduates.** Graduates of the MPH will enter a growing labor market requiring advanced public health expertise. Employment in master’s-level occupations is projected to increase from 72,012 in 2022 to 84,839 by 2032, an 18 percent growth rate. This expansion represents 12,827 new positions and reflects sustained demand for professionals prepared to address complex emergency and environmental health challenges. With a median annual wage of \$91,200, graduates will be well positioned for stable, competitive careers in disaster preparedness, environmental health response, and public health leadership.

**Table 4. Estimated Employment in North Carolina for Standard Occupational Classification Codes (SOC) Cross-walked to CIP Code: 51.2201 with a Matching Education Level Requirement**

| Education Level Requirement | Count of SOC Codes | 2022   | 2032 Estimate | Net Change | Percent Change |
|-----------------------------|--------------------|--------|---------------|------------|----------------|
| Master's                    | 8                  | 72,012 | 84,839        | 12,827     | 17.8%          |

**Table 5. Median Wage for SOC Codes Cross-walked to CIP Code: 51.2201 [Public Health, General]**

| Educational Level Requirement    | SOC Count | Median Wage |
|----------------------------------|-----------|-------------|
| Some College or Associate Degree | -         | -           |
| Bachelor's Degree                | 2         | \$99,630    |
| Doctoral or Professional Degree  | 1         | \$105,250   |

- Impact on Access and Affordability.** Total tuition and fees for a full-time, resident student over six terms is \$19,878, supporting affordability. Access is strengthened through fully online delivery, expanding participation for working professionals and place-bound students. Based on Bureau of Labor Statistics median earnings, the debt-to-earnings ratio is approximately four percent.
- Program Specific Fees or Tuition.** Winston-Salem State University is not requesting any program-specific fees or tuition differential for this program.

**Table 6. Full-Time 2026-2027 Graduate Tuition and Fees per Year (In Dollars)**

| Category  | Resident          | Nonresident       |
|---|-------------------|-------------------|
| Tuition   | \$450/credit hour | \$540/credit hour |
| Tuition Differential  | --                | --                |
| Mandatory Fees (Athletics, Student Activities, Health Services, Educational & Technology, Campus Security, Debt Service, ASG) | \$489             | \$489             |
| Special Fees  | --                | --                |

- Expected Quality.** The proposed MPH is a 42-credit hour program that includes an emergency preparedness and disaster management concentration focused on disaster response, environmental risk mitigation, and population health resilience. The curriculum is designed to align with workforce needs and established public health competencies. Program quality will be supported through qualified faculty, intentional curriculum design, and systematic assessment of student learning outcomes. The institution will seek Council on Education for Public Health accreditation to ensure alignment with national standards and continuous improvement.
- Faculty Quality and Number.** The proposed MPH program will be supported by qualified faculty with expertise in public health and related health sciences fields. WSSU currently employs two tenure/tenure-track faculty members with terminal degrees in public health

who are qualified to teach in the master of public health program. To satisfy the Council on Education for Public Health (CEPH) accrediting standards guidelines, WSSU will add a third qualified tenured or tenure-track faculty member. Faculty engaged in program delivery will receive training appropriate to the distance education technologies and techniques used through WSSU's Center for Innovative and Transformative Instruction.

8. **Relevant Lower-level and Cognate Programs.** WSSU's bachelors of science in nursing, healthcare management, and justice studies serve as natural pathways to the MPH. Additionally, a proposal for a bachelor of science in public health will create a direct pathway to this program. There are opportunities for coordination and collaboration with existing graduate programs including the master of science in occupational therapy, master of healthcare administration, doctor of physical therapy, and master of science in nursing.
9. **Availability of Campus Resources (Library, Facilities, etc.).** The campus resources are sufficient to support the delivery of the Master of Public Health.
10. **Existing Programs (Number, Location, Mode of Delivery).** Table 7 indicates applications to existing programs show unmet demand for similar programs.

**Table 7. Other UNC System Applied/Admitted /Enrolled for CIP 51.2201 [Public Health, General]**

| Institution                  | Degree Level | Counts   | AY 24-25 | AY 25-26 |
|------------------------------|--------------|----------|----------|----------|
| Appalachian State University | Master's     | Applied  | 40       | 39       |
| Appalachian State University | Master's     | Admitted | 31       | 35       |
| Appalachian State University | Master's     | Enrolled | 20       | 18       |
| East Carolina University     | Master's     | Applied  | 105      | 120      |
| East Carolina University     | Master's     | Admitted | 90       | 78       |
| East Carolina University     | Master's     | Enrolled | 63       | 52       |
| UNC Asheville                | Master's     | Applied  | 11       | 11       |
| UNC Asheville                | Master's     | Admitted | 11       | 11       |
| UNC Asheville                | Master's     | Enrolled | 11       | 11       |
| UNC Charlotte                | Master's     | Applied  | 117      | 105      |
| UNC Charlotte                | Master's     | Admitted | 91       | 90       |
| UNC Charlotte                | Master's     | Enrolled | 41       | 25       |
| UNC Chapel Hill              | Master's     | Applied  | 1,606    | 1,361    |
| UNC Chapel Hill              | Master's     | Admitted | 1,299    | 1,105    |
| UNC Chapel Hill              | Master's     | Enrolled | 479      | 370      |

11. **Potential for Unnecessary Duplication.** The gap between applied and enrolled students in Table 7 indicates unmet student demand. The proposed program is distinct through its

emergency preparedness and disaster management concentration. Consultation has occurred with Fayetteville State University, which submitted a letter of support, and relationships with NCCU and Salem College support collaboration rather than duplication.

12. **Feasibility of Collaborative Program.** WSSU has an established collaborative relationship with North Carolina Central University.

### **III. Summary of Review Processes**

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1. **Institution Review Process and Feedback.** This proposal was reviewed following WSSU's internal processes including the department faculty, department chair, academic dean, graduate dean, and Office of the Provost.
2. **UNC System Office Review Process and Feedback.** Throughout the review process, Winston-Salem State University provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support the statements made.

### **IV. Recommendation**

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Staff recommends that the UNC Board of Governors approve the Winston-Salem State University request to establish the Master of Public Health (MPH) in CIP 51.2201 effective fall 2026.

**Request for Authorization to  
Discontinue and/or Consolidate  
Academic Degree Programs**

**Appalachian State University**

**Bachelor of Arts in Mathematics (BA) (CIP 27.0101)**

**Overview:** The Bachelor of Arts in Mathematics (27.0101) at Appalachian State University will be discontinued effective fall 2026. This request to discontinue the degree program has been reviewed by the appropriate institutional committees and approved by the appropriate academic authorities.

The request to discontinue the Bachelor of Arts in Mathematics is due to sustained low enrollment and limited program demand. No faculty or staff reassignments or position eliminations are anticipated, and no cost reductions are expected. Students currently enrolled will be able to complete their degrees, as no courses will be discontinued as a result of this action.

**Recommendation:** It is recommended that the Board of Governors approve Appalachian State University's request to discontinue the Bachelor of Arts in Mathematics (27.0101) effective fall 2026.

**Master of Arts in Student Affairs Administration (MA) (CIP 13.1102)**

**Overview:** The Master of Arts in Student Affairs Administration (13.1102) at Appalachian State University will be discontinued and consolidated with the Master of Higher Education effective spring 2026. This request to discontinue and consolidate a degree program has been reviewed by the appropriate institutional committees and approved by the appropriate academic authorities.

The request to discontinue the Master of Arts in Student Affairs Administration is due to program duplication. No faculty or staff members will be affected by the discontinuation and consolidation of the program. Faculty will continue teaching courses that support postsecondary education training programs, certificate programs, and other College of Education offerings. All currently enrolled students are scheduled to complete the program prior to closure and consolidation. Any student remaining after program closure will work with the program director to determine approved course substitutions.

**Recommendation:** It is recommended that the Board of Governors approve Appalachian State University's request to discontinue the delivery of the Master of Arts in Student Affairs Administration (13.1102) effective fall 2026.

### **East Carolina University**

#### **Bachelor of Arts in African and African American Studies (BA) (CIP 05.0201)**

**Overview:** The Bachelor of Arts in African and African American Studies (05.0201) at East Carolina University will be discontinued effective spring 2026. This request to discontinue the degree program has been reviewed by the appropriate institutional committees and approved by the appropriate academic authorities.

The request to discontinue the Bachelor of Arts in African and African American Studies is due to low productivity. No faculty or staff positions will be eliminated; the program director's role will be discontinued, with the faculty member returning to full-time departmental duties. Given the interdisciplinary structure of the program, minimal disruption is anticipated, with required courses offered through a targeted teach-out plan over the next two academic years to support timely completion.

**Recommendation:** It is recommended that the Board of Governors approve East Carolina University's request to discontinue the Bachelor of Arts in African and African American Studies (05.0201) effective spring 2026.

#### **Bachelor of Arts in Economics (BA) (CIP 45.0601)**

**Overview:** The Bachelor of Arts in Economics (45.0601) at East Carolina University will be discontinued effective spring 2026. This request to discontinue the degree program has been reviewed by the appropriate institutional committees and approved by the appropriate academic authorities.

The request to discontinue the Bachelor of Arts in Economics is due to low productivity. The Bachelor of Science in Economics will remain active and continue to meet programmatic needs. No faculty or staff reassignments or position eliminations are anticipated. Students currently enrolled in the BA program will be able to complete their degrees, as all required economics course offerings will remain available and no program-specific courses are being eliminated.

**Recommendation:** It is recommended that the Board of Governors approve East Carolina University's request to discontinue the Bachelor of Arts in Economics (45.0601) effective spring 2026.

#### **Bachelor of Arts in Multidisciplinary Studies (BA) (CIP 30.0000)**

**Overview:** The Bachelor of Arts in Multidisciplinary Studies (30.0000) at East Carolina University will be discontinued effective fall 2026. This request to discontinue the degree program has been reviewed by the appropriate institutional committees and approved by the appropriate academic authorities.

The request to discontinue the Bachelor of Arts in Multidisciplinary Studies is due to low productivity. The program is administered outside of a traditional academic unit and has no dedicated faculty or staff; therefore, no personnel reassignments or position eliminations are required, and no cost reductions are anticipated. The program does not offer its own courses and instead relies on coursework from across the university; therefore, minimal disruption to students is anticipated. Students currently enrolled will be able to complete their degrees, as required courses will continue to be available through existing offerings.

**Recommendation:** It is recommended that the Board of Governors approve East Carolina University's request to discontinue the Bachelor of Arts in Multidisciplinary Studies (30.0000) effective fall 2026.

#### **Bachelor of Arts in Theatre Arts (BA) (CIP 50.0501)**

**Overview:** The Bachelor of Arts in Theatre Arts (50.0501) at East Carolina University will be discontinued effective fall 2026. This request to discontinue the degree program has been reviewed by the appropriate institutional committees and approved by the appropriate academic authorities.

The request to discontinue the Bachelor of Arts in Theatre Arts is due to low productivity. The BFA in Theatre Arts will continue to meet programmatic needs. No faculty or staff positions will be eliminated as a result of this action. Students maintaining satisfactory academic progress will be able to complete the program through a structured teach-out plan, with required courses continuing to be offered through the 2027–2028 academic year.

**Recommendation:** It is recommended that the Board of Governors approve East Carolina University's request to discontinue the Bachelor of Arts in Theatre Arts (50.0501) effective fall 2026.

#### **Bachelor of Science in Applied Atmospheric Science (BS) (CIP 40.0401)**

**Overview:** The Bachelor of Science in Applied Atmospheric Science (40.0401) at East Carolina University will be discontinued effective fall 2026. This request to discontinue the degree program has been reviewed by the appropriate institutional committees and approved by the appropriate academic authorities.

The request to discontinue the Bachelor of Science in Applied Atmospheric Science is due to program consolidation into a revised Bachelor of Science in Earth and Atmospheric Science, where it will continue as a concentration. No faculty or staff reassignments or position eliminations are anticipated, and no cost reductions are expected. Students currently enrolled will be able to complete their degrees through continued course offerings and appropriate course substitutions within the revised program.

**Recommendation:** It is recommended that the Board of Governors approve East Carolina University's request to discontinue the Bachelor of Science in Applied Atmospheric Science (40.0401) effective fall 2026.

#### **Bachelor of Science in English, Secondary Education (BS) (CIP 13.1305)**

**Overview:** The Bachelor of Science in English, Secondary Education (13.1305) at East Carolina University will be discontinued effective fall 2026. This request to discontinue the degree program has been reviewed by the appropriate institutional committees and approved by the appropriate academic authorities.

The request to discontinue the Bachelor of Science in English, Secondary Education is due to the development of a consolidated Bachelor of Science in Secondary Education degree that will combine multiple stand-alone programs into a single degree with disciplinary concentrations. No faculty or staff reassignments or position eliminations are anticipated. Students currently enrolled will be able to complete their degrees through existing coursework or approved course substitutions within the new degree structure.

**Recommendation:** It is recommended that the Board of Governors approve East Carolina University's request to discontinue the Bachelor of Science in English, Secondary Education (13.1305) effective fall 2026.

**Bachelor of Science in Geographic Information Science and Technology (BS)  
(CIP 11.0401)**

**Overview:** The Bachelor of Science in Geographic Information Science and Technology (11.0401) at East Carolina University will be discontinued effective fall 2026. This request to discontinue the degree program has been reviewed by the appropriate institutional committees and approved by the appropriate academic authorities.

The request to discontinue the Bachelor of Science in Geographic Information Science and Technology is due to program consolidation into the Bachelor of Science in Geography, where it will continue as part of a spatial data science concentration. No faculty or staff reassignments or position eliminations are anticipated, and no cost reductions are expected. Students currently enrolled will be able to complete their degrees through continued course offerings.

**Recommendation:** It is recommended that the Board of Governors approve East Carolina University's request to discontinue the Bachelor of Science in Geographic Information Science and Technology (11.0401) effective fall 2026.

**Bachelor of Science in History, Secondary Education (BS) (CIP 13.1318)**

**Overview:** The Bachelor of Science in History, Secondary Education (13.1318) at East Carolina University will be discontinued effective fall 2026. This request to discontinue the degree program has been reviewed by the appropriate institutional committees and approved by the appropriate academic authorities.

The request to discontinue the Bachelor of Science in History, Secondary Education is due to the development of a consolidated Bachelor of Science in Secondary Education degree that will combine multiple stand-alone programs into a single degree with disciplinary concentrations. No faculty or staff reassignments or position eliminations are anticipated. Students currently enrolled will be able to complete their degrees through existing coursework or approved course substitutions within the new degree structure.

**Recommendation:** It is recommended that the Board of Governors approve East Carolina University's request to discontinue the Bachelor of Science in History, Secondary Education (13.1318) effective fall 2026.

#### **Bachelor of Science in Mathematics, Secondary Education (BS) (CIP 13.1311)**

**Overview:** The Bachelor of Science in Mathematics, Secondary Education (13.1311) at East Carolina University will be discontinued effective fall 2026. This request to discontinue the degree program has been reviewed by the appropriate institutional committees and approved by the appropriate academic authorities.

The request to discontinue the Bachelor of Science in Mathematics, Secondary Education is due to the development of a consolidated Bachelor of Science in Secondary Education degree that will combine multiple stand-alone programs into a single degree with disciplinary concentrations. No faculty or staff reassignments or position eliminations are anticipated. Students currently enrolled will be able to complete their degrees through existing coursework or approved course substitutions within the new degree structure.

**Recommendation:** It is recommended that the Board of Governors approve East Carolina University's request to discontinue the Bachelor of Science in Mathematics, Secondary Education (13.1311) effective fall 2026.

#### **Master of Arts in Hispanic Studies (MA) (CIP 16.0908)**

**Overview:** The Master of Arts in Hispanic Studies (16.0908) at East Carolina University will be discontinued effective fall 2026. This request to discontinue a degree program has been reviewed by the appropriate institutional committees and approved by the appropriate academic authorities.

The request to discontinue the Master of Arts in Hispanic Studies is due to insufficient degree completions. No faculty will be affected by the discontinuation of the program. The graduate program director's reassignment will end, and the director will resume a typical teaching load. A teach-out plan has been developed for all students in the program, and students maintaining satisfactory academic progress are expected to complete the program in 2026.

**Recommendation:** It is recommended that the Board of Governors approve East Carolina University's request to discontinue the delivery of the Master of Arts in Hispanic Studies (16.0908) effective fall 2026.

#### **Master of Science in Molecular Biology and Biotechnology (MS) (CIP 26.0204)**

**Overview:** The Master of Science in Molecular Biology and Biotechnology (26.0204) at East Carolina University will be discontinued effective spring 2026. This request to discontinue the degree program has been reviewed by the appropriate institutional committees and approved by the appropriate academic authorities.

The request to discontinue the Master of Science in Molecular Biology and Biotechnology is due to low enrollment. No faculty or staff members will be affected by the discontinuation of the program. Enrolled students will matriculate through their current plan of study to complete the program.

**Recommendation:** It is recommended that the Board of Governors approve East Carolina University's request to discontinue the Master of Science in Molecular Biology and Biotechnology (26.0204) effective spring 2026.

#### **Fayetteville State University**

##### **Bachelor of Arts in Spanish (BA) (CIP 16.0905)**

**Overview:** The Bachelor of Arts in Spanish (16.0905) at Fayetteville State University will be discontinued effective fall 2026. This request to discontinue the degree program has been reviewed by the appropriate institutional committees and approved by the appropriate academic authorities.

The request to discontinue the Bachelor of Arts in Spanish is due to low student demand and declining program productivity. Part-time and adjunct faculty assignments will be eliminated, while full-time faculty will be reassigned to support language instruction in other programs. Students maintaining satisfactory academic progress will be able to complete the program through a teach-out plan.

**Recommendation:** It is recommended that the Board of Governors approve Fayetteville State University's request to discontinue the Bachelor of Arts in Spanish (16.0905) effective fall 2026.

## **Bachelor of Arts in Spanish Teaching (BA) (CIP 13.1330)**

**Overview:** The Bachelor of Arts in Spanish Teaching (13.1330) at Fayetteville State University will be discontinued effective fall 2026. This request to discontinue the degree program has been reviewed by the appropriate institutional committees and approved by the appropriate academic authorities.

The request to discontinue the Bachelor of Arts in Spanish Teaching is due to very low student demand and limited program productivity. Adjunct faculty support will be reduced, and the one tenured faculty member will continue teaching service-level Spanish courses. Students maintaining satisfactory academic progress will be able to complete the program through a teach-out plan.

**Recommendation:** It is recommended that the Board of Governors approve Fayetteville State University's request to discontinue the Bachelor of Arts in Spanish Teaching (13.1330) effective fall 2026.

**AGENDA ITEM**

A-6. License Program Approvals .....Jana Walser-Smith

**Situation:** The University of North Carolina Board of Governors is charged under North Carolina General Statutes Section 116-15 with the responsibility for licensing nonpublic educational institutions to conduct postsecondary degree activity in North Carolina.

**Background:** The following institutions are seeking licensure approval:

- Harrisburg University — Harrisburg, Pennsylvania, seeks a limited license.
- Jessup University — Rocklin, California, seeks a limited license.
- Ohio Dominican University — Columbus, Ohio, seeks a limited license.
- University of the Pacific — Stockton, California, seeks a limited license.
- St. Thomas University — West End, North Carolina, seeks to convert an interim license into a regular license to operate an administrative campus.

**Assessment:** After appropriate review of the limited license requests, the UNC System Office recommends approval of these requests.

**Action:** These items require a vote by the committee, with a vote by the full Board of Governors through the consent agenda.

### **Staff Report and Recommendation for Limited Licensure**

Harrisburg University of Science and Technology, located in Harrisburg, Pennsylvania (OPEID 039483), accredited by the Middle States Commission on Higher Education (MSCHE), seeks a limited license to allow three (3) North Carolina students to complete the Master of Science, Nursing program, with an expiration date of May 31, 2027. The university does not intend to seek further authorization and has taken steps to cease further enrollment in North Carolina.

Jessup University, located in Rocklin, California (OPEID 00128100), accredited by the WASC Senior College and University Commission, seeks a limited license to allow one (1) North Carolina student to complete the Master of Divinity program, with an expiration date of May 31, 2029. The university does not intend to seek further authorization and has taken steps to cease additional enrollment of North Carolina residents.

Ohio Dominican University, located in Columbus, Ohio (OPEID 00303500), accredited by the Higher Learning Commission (HLC), seeks a limited license to allow one (1) North Carolina student to complete the Bachelor of Science in Biology program, one (1) North Carolina student to complete the Bachelor of Science in Finance program, four (4) North Carolina students to complete the MS in Anesthesiologist Assistant program, and one (1) North Carolina student to complete the Master of Science in Physician Assistant Studies, with the expiration date of May 31, 2028. The university does not intend to seek further authorization and has taken steps to cease additional enrollment of North Carolina residents.

University of the Pacific, located in Stockton, California (OPEID 00132900), accredited by the WASC Senior College and University Commission, seeks a limited license to allow one (1) North Carolina student to complete the Master of Science in Athletic Training program, with an expiration date of May 31, 2027. The university does not intend to seek further authorization and has taken steps to cease further enrollment of North Carolina residents.

### **Staff Report and Recommendation for Licensure Conversion**

St. Thomas University, a nonprofit institution incorporated in Wyoming, seeks to convert its current interim permit (granted in May 2024) to a permanent license to operate an administrative campus in West End, North Carolina, pursuant to Section 400.4.1 of the UNC Policy Manual, *Policy on Standards for Licensure of Nonpublic Degree Granting Postsecondary Activity*, and Section 400.4.1.3[R] of the UNC Policy Manual, *Regulation on Procedures for Licensure*. An administrative campus would allow the institution to offer advising, enrollment, recruiting, and similar postsecondary degree activity, but not instruction, from a physical location in North Carolina.

## AGENDA ITEM

A-7. UNC System AI Foundational Skills and Literacy Initiative ..... Elizabeth Reilley

**Situation:** The committee will receive an overview of the UNC System AI Foundational Skills and Literacy course, a Systemwide initiative designed to provide all students with foundational knowledge and skills for the responsible and effective use of artificial intelligence.

**Background:** The rapid emergence of artificial intelligence technologies is transforming teaching, learning, and workforce expectations. In response, the UNC System launched a collaborative effort in fall 2025 to develop a shared, scalable AI literacy course that can be deployed across all 17 constituent institutions

The course was developed over an accelerated timeline by a cross-institutional team of faculty, librarians, and instructional designers representing 10 institutions. The curriculum introduces students to core concepts in artificial intelligence, including how AI tools function, ethical and responsible use, academic integrity considerations, and practical applications in academic and professional contexts. It also incorporates industry perspectives to connect AI literacy to workforce readiness.

The course is organized into six modules: an introduction, AI fundamentals, evaluation of benefits and risks, responsible application, discipline-specific uses, and industry skills. In spring 2026, the course is being piloted with approximately 100 faculty participants across all institutions, representing an estimated 4,000 students. Faculty and students will provide structured feedback to inform course refinement. Following revision in summer 2026, the course will be made available for broader adoption across the UNC System beginning in fall 2026.

**Assessment:** This initiative represents a coordinated, system-level response to a rapidly evolving technological landscape. By developing a shared course, the UNC System is advancing a consistent baseline of AI literacy while allowing institutions flexibility in delivery and contextualization.

The pilot phase is focused on evaluating course design, usability, and relevance rather than student mastery, ensuring that feedback from faculty, students, and instructional support teams informs a targeted revisions process. The approach supports scalability, academic quality, and alignment with workforce needs while maintaining institutional autonomy.



MEETING OF THE BOARD OF GOVERNORS  
Committee on Educational Planning, Policies, and  
Programs  
May 20, 2026

**Action:** This item is for information only.



**THE UNIVERSITY OF  
NORTH CAROLINA SYSTEM**

# **UNC System AI Foundational Skills and Literacy Initiative**

Committee on Educational Planning, Policies, and Programs

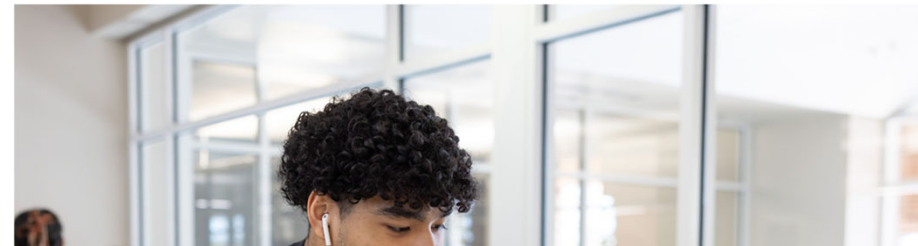
May 2026

# UNC System AI Literacy



## Course Goals

- A **critical understanding** of how AI tool's function, including responsible use and privacy considerations
- **Hands-on experience** with widely used AI tools in academic and professional contexts
- Exposure to **industry perspectives** that connect AI literacy to real-world career pathways



# Course Outline

- **Module 0:** Introduction and Goals
- **Module 1:** AI Fundamentals and the College Toolkit
- **Module 2:** Benefits, Risks, and Academic Integrity
- **Module 3:** Responsible Application and Workflow
- **Module 4:** Discipline-Specific Uses
- **Module 5:** Industry Skills

# Project Team: 16 Participants, 10 Institutions

## Team Leads

**Dr. Beth Oyarzun**

*Education, University of North Carolina at Charlotte*

**Dr. Siobahn Day Grady**

*Library and Information Sciences, North Carolina Central University*

**Dr. Meghan Manfra**

*Education, NC State University*

*With subject matter experts from:*



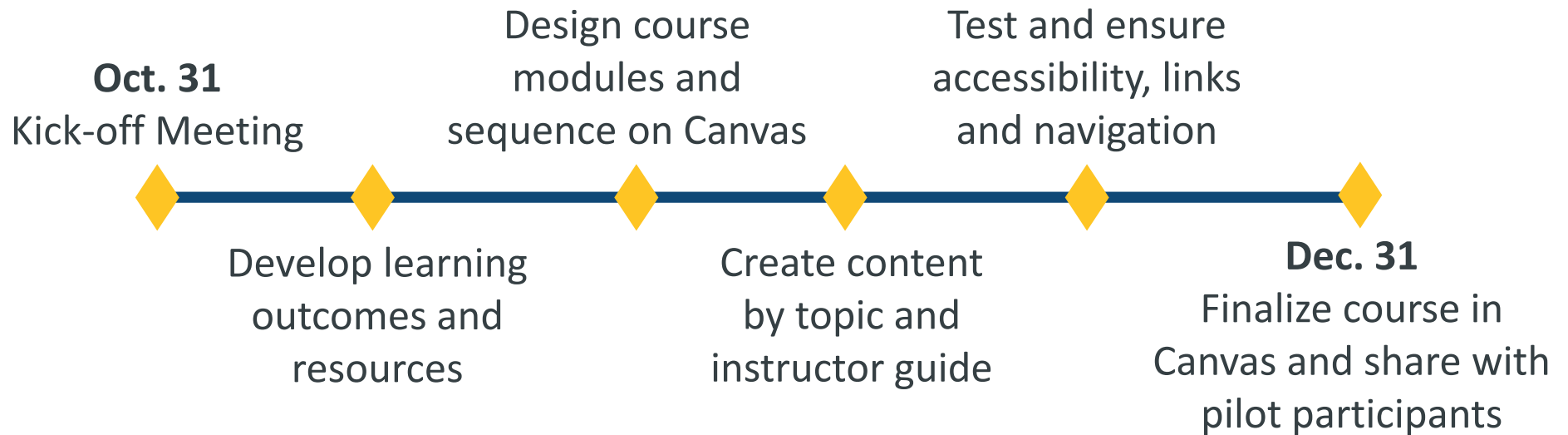
North Carolina School of Science and Mathematics



The University of North Carolina at Chapel Hill



# Fall 2025 Course Development Timeline



# Spring 2026 Course Pilot

# 100

## Faculty Participants

- All institutions represented
- 1,219 applied
- 3-9 faculty per institution selected
- Chosen randomly for broad representation
- Will provide feedback for summer 2026 revision

# 4,000

## Estimated Students Enrolled

- Will receive certificate after completing three modules and an exit survey
- Will provide feedback for summer 2026 revision

**Fall 2026:**

**Available to all 17 institutions**



**THE UNIVERSITY OF  
NORTH CAROLINA SYSTEM**

# QUESTIONS?

[WWW.NORTHCAROLINA.EDU](http://WWW.NORTHCAROLINA.EDU)



**RESOLUTION OF  
THE BOARD OF GOVERNORS OF  
THE UNIVERSITY OF NORTH CAROLINA  
May 21, 2026**

**Resolution to Authorize the University of North Carolina  
To Become a Member of the  
Commission for Public Higher Education's Board of Directors**

The duly acting and appointed Board of Governors of the University of North Carolina (the "Board of Governors") at a meeting held pursuant to notice requirements and a quorum being present, do hereby make the following resolutions:

**WHEREAS**, the Board of Governors is a body politic and corporate, responsible for the general determination, control, supervision, management and governance of all the affairs of the constituent institutions...and may adopt such policies and regulations as it deems wise; N.C.G.S. § 116-11(2);

**WHEREAS**, the Board of Governors may delegate any part of its authority over the affairs of the University of North Carolina to the President in any case where such delegation appears necessary or prudent to enable the University of North Carolina to function in a proper and expeditious manner; N.C.G.S. § 116-11(13); Section 200.6 of the UNC Policy Manual, *Policy on Delegated Authority to the President*;

**WHEREAS**, in addition to such powers specifically delegated to the President, the President shall be the chief administrative and executive officer of the University of North Carolina; N.C.G.S. § 116-14; Section 100.1 of *The Code*, Section 501A of the UNC Policy Manual;

**WHEREAS**, the President shall be the official administrative medium of communication between the Board of Governors and all individuals, officials, agencies, and organizations, both within and without the University and its constituent institutions; Section 100.1, of *The Code*, Section 501B of the UNC Policy Manual;

**WHEREAS**, the Commission for Public Higher Education, Inc. ("CPHE"), was organized under section 617.01011, Florida Statutes, as a not-for-profit corporation, formed and operated exclusively for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code;

**WHEREAS**, CPHE's Articles of Incorporation provide that the "Corporation may act as an accrediting agency for state public colleges and universities, receive bequests of property and funds for scientific, educational and charitable purposes, all for the advancement of the Founding University Systems, as defined in Article VI, and their objectives";

**WHEREAS**, the CPHE Founding University Systems includes the University of North Carolina and CPHE is a preferred accrediting agency under North Carolina law; N.C.G.S. § 116-11.4;

**WHEREAS**, CPHE's purpose is to "advance the quality and improvement of higher education by accrediting and pre-accrediting state public colleges and universities that are incorporated, chartered, licensed or authorized in the United States";

**WHEREAS**, CPHE's Board of Directors may allow for the addition of Founding University Systems, including the University of North Carolina, upon written consent of the Board of Governors of the State University System of Florida;

**WHEREAS**, by duly adopted resolution on or around March 26, 2026, the Board of Governors of the State University System of Florida authorized the CPHE Board of Directors to receive requests from Founding University Systems to become Members...provided the requesting University System meet a total contribution of \$2.35 million, including cash or in-kind services; and

**WHEREAS**, the Board of Governors believes it would be in the best interest of the University of North Carolina to serve as a Member of CPHE, and delegates authority to the President of the University of North Carolina to exercise all rights and obligations attendant to such Member status.

**NOW, THEREFORE, BE IT RESOLVED** that the President, by and for the Board of Governors, is authorized to:

1. Request to become a Member of CPHE to the Board of Governors of the State University System of Florida, by and through the CPHE Board of Directors, or other authorized representatives;
2. Provide established Member fee(s) through financial or in-kind contributions;
3. Have delegated authority to exercise all such rights and obligations attendant to such Member status in CPHE; and
4. Periodically report back to the Board of Governors on such activity as may be necessary to keep the Board of Governors appropriately informed.

**NOW, THEREFORE, BE IT RESOLVED**, that the Board of Governors supports and accepts the Authorization for the University of North Carolina to Become a member of the Commission for Public Higher Education's Board of Directors

**CERTIFICATE OF THE CORPORATE SECRETARY**

The undersigned, Corporate Secretary of the Board of Governors, does hereby certify that the above resolution relating to authorizing the University of North Carolina to request to become a Member of the Commission for Public Higher Education and delegate the authority to the President of the University of North Carolina to take all such actions as necessary to achieve the same, is a true and accurate copy as adopted by the Board of Governors on May 21, 2026, and said resolution has not been modified or rescinded and is in full force and effect on the date hereof.

This the \_\_\_\_\_ day of \_\_\_\_\_ 2026

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Wendy F. Murphy, Chair

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Meredith R. McCullen, Secretary