

January 23, 2018 at 1:00 p.m.  
University of North Carolina General Administration  
Spangler Center, Executive Conference Room  
Chapel Hill, North Carolina

## AGENDA A

- A-1. [Approval of the Minutes of December 15, 2017](#) .....Anna Nelson
- A-2. [UNC Degree Program Establishment](#).....Kimberly van Noort
- A-3. [UNC Degree Program Discontinuations](#) .....Kimberly van Noort
- A-4. [Licensure Program Approvals](#)..... Daniel Harrison
- A-5. [Theatre Articulation Agreement](#)..... Stephanie Bailey
- A-6. Other Business.....Anna Nelson
- A-7. Adjourn

## **DRAFT MINUTES**

December 15, 2017

University of North Carolina General Administration  
Center for School Leadership Development, Room 128  
Chapel Hill, North Carolina

This joint meeting of the Committee on Educational Planning, Policies, and Programs and the Committee on Strategic Initiatives was presided over by Chair Anna Nelson and Chair Alex Mitchell.

The following committee members from the Committee on Educational Planning, Policies, and Programs were present: Darrell Allison, Rob Bryan, Thom Goolsby, Tyler Hardin, Jim Holmes, Joe Knott, and Marty Kotis.

The following committee members from the Committee on Strategic Initiatives were present: Pearl Burris-Floyd, Steve Long, Ann Maxwell, Doyle Parrish, Randy Ramsey, Temple Sloan, and Harry Smith.

Chancellors participating were James Anderson, Johnson Akinleye, Sheri Everts, Frank Gilliam, and Philip Dubois. Dr. Gabriel Lugo, the UNC Faculty Assembly Chair and Dr. Bill Roper, were also in attendance.

Staff members present included Junius Gonzales, Andrew Kelly, Kimberly van Noort, and others from General Administration.

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### **1. Call to Order**

Chair Nelson called the meeting to order at 11:48 a.m., on Friday, December 15, 2017.

### **2. Approval of Committee on Strategic Initiatives Open Session Minutes from November 2, 2017 (Item A-1)**

Chair Mitchell called for a motion to approve the open session minutes of November 2, 2017.

**MOTION:** Resolved, that the Committee on Strategic Initiatives approve the open session minutes of November 2, 2017, as distributed.

**Motion:** Temple Sloan

**Motion carried**

### **3. Approval of Committee on Educational Planning, Policies, and Programs Minutes from October 31, and November 2, 2017 (Item A-2)**

Chair Nelson called for a motion to approve the open session minutes of October 31 and November 2, 2017, as distributed.

**MOTION:** Resolved, that the Committee on Educational Planning, Policies, and Programs approve the open session minutes of October 31 and November 2, 2017, as distributed.

**Motion:** Thom Goolsby

**Motion carried**

### **4. Revised Credit Hour Policy Discussion and Vote (Item A-3)**

Chair Nelson opened the discussion with a review of the draft policy and associated regulations that would set credit hour requirements for four-year undergraduate degree programs at the 120-credit standard established by the Southern Association of Colleges and Schools Commission on Colleges (SACS COC). The discussion was turned over to Chair Mitchell to summarize the discussion from the November 2 meeting discussion regarding the draft policy. He shared that the draft policy includes flexibility for institutions to petition their Board of Trustees for an exception for programs that have compelling reasons to be longer than 120 credits. The draft policy calls on institutions to report on those exceptions to the president and Board of Governors by the end of 2018 and annually thereafter.

The discussion included an acknowledgement of the broad consensus that was sought and affirmed from Chancellors, Chief Academic Officers, the Faculty Senate, the Staff Assembly, the Association of Student Governments, and others regarding the draft policy and regulations; the expectation that lowering credit requirements to 120 will improve time to degree across the UNC system; and enthusiasm for the manner in which the committees worked together to address this issue, as well as an appetite to tackle other important student-success policies and initiatives in the future.

**MOTION:** Resolved, that the Committee on Educational Planning, Policies, and Programs and the Committee on Strategic Initiatives approve the Revised Credit Hour Policy and recommend it to the Board of Governors for a vote through the consent agenda at the January 2018 Board of Governors meeting.

**A separate vote was taken for each committee.**

**Motion:** Darrell Allison - Educational Planning, Policies, and Programs

**Motion:** Darrell Allison - Strategic Initiatives

**Motion carried**

### **5. AHEC Annual Report on Primary Care Physicians to the Committee on Educational Planning, Policies, and Programs (Item A-4)**

Dr. Warren Newton, Director of the North Carolina Area Health Education Centers (AHEC) Program and Vice Dean for the UNC-CH School of Medicine, presented a report on the Primary Care Outcomes of North Carolina's Medical Schools and the Importance of Keeping Students in State for Residency.

Strategies to increase in-state residencies and retaining primary care physicians were discussed in detailed.

**MOTION:** Resolved, that the Committee on Educational Planning, Policies, and Programs approve the AHEC Annual Report on Primary Care Physicians and recommend it to the full Board of Governors for a vote through the consent agenda.

**Motion:** Jim Holmes

**Motion carried**

There being no further business, the meeting adjourned at 12:18 p.m.

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***Darrell T. Allison, Secretary***  
**Committee on Educational Planning, Policies, and Programs**

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***Randy Ramsey, Secretary***  
**Committee on Strategic Initiatives**

## AGENDA ITEM

A-2. UNC Degree Program Establishments.....Kimberly van Noort

**Situation:** Elizabeth City State University requests establishment of the following degree program:

- Bachelor of Arts in Digital Media Arts (CIP 50.0102)

Western Carolina University requests establishment of the following degree program:

- Doctor of Psychology in Health Service Psychology: Combined Clinical/School (CIP 42.2899)

Appalachian State University requests establishment of the following degree program:

- Doctor of Psychology (CIP 42.0101)

**Background:** Per UNC 400.1, the constituent institutions and UNC General Administration review degree program offerings and bring requests to establish new programs recommendations to the UNC Board of Governors.

**Assessment:** Establishment of the above-listed degree programs is recommended.

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

**Request for Authorization to Establish a  
Bachelor of Arts in Digital Media Arts  
(B.A., CIP 50.0102) at  
Elizabeth City State University**

**I. Program Highlights**

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- The BA in Digital Media Arts will prepare students for careers in digital journalism, social media, music production and management, and video production (including both entertainment and industrial film making), while supporting existing programs in Music, Fine Arts, Journalism, and Mass Communication. The program will also prepare students to be self-starting entrepreneurs in those fields.
- Student outcomes of the program include the ability to design media formats based on selected type of employment, deliver media services for multiple platforms, work as entrepreneurs, and/or work in creative environments.
- The Digital Media Arts program is designed to provide students with a foundation and understanding of all of the aspects of digital media so that they can understand how to make them work to their advantage. Hence, coursework in the program is designed to provide students with the skills needed to:
  - Design, develop, and manage digital media using current and emerging technologies that adhere to industry standards;
  - Analyze needs and effectively manage projects and resources, applying sound business principles and technology;
  - Develop, test, and implement web and multimedia applications using techniques for scripting and programming; and,
  - Effectively apply relevant theories, practices, and principles when designing and developing works of digital media.
- This is an on-campus program.
- This degree program is comprised of 120 hours: 35-37 hours in General Education, 35 hours of core major requirements, 24 hours in a specific concentration, and 26 hours of free electives. Students must complete a minimum of 30 hours of credit at the upper level, applied toward the degree, at ECSU, including a minimum of 15 semester hours of credit in junior/senior-level courses in the major field.
- 14 full-time students and 6 part-time students are projected in the first year. 29 full-time students and 10 part-time students are projected by the fourth year.
- Since the proposed program is interdisciplinary and will utilize resources in existing programs, the available library, facilities, and equipment are currently sufficient to meet the educational standards. No new faculty, library resources, facilities and equipment, or other program support will be needed.

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

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1. **Existing Programs (Number, Location, Mode of Delivery).** Currently, six institutions in North Carolina offer a program similar to the proposed BA in Digital Media Arts: Queens University of Charlotte, the University of North Carolina at Charlotte, North Carolina State University, the University of North Carolina at Greensboro, the University of North Carolina at Asheville, and Wake Forest University.

The proposed degree program would be the only one located in the northeastern region of North Carolina. The interdisciplinary curriculum would encompass knowledge and skills related to audio, graphic arts, digital print and theater. According to the Program Degree Finder information found on the University of North General Administration Website, most digital media degree programs are located in the central and western regions of North Carolina. By offering the degree in Digital Media Arts at ECSU, we would be providing training and experiences for students in the northeastern region of North Carolina and the Virginia Hampton Roads Tidewater Areas. In this program, students will study special skills that are interdisciplinary in scope and responsive to today's varying job expectations.

- 2. Relation to Campus Distinctiveness and Mission.** ECSU's mission is "to promote economic, social, and environmental progress for the people of northeastern North Carolina, the state, and the nation." The proposed Bachelor's Degree in Digital Media Arts serves that mission by creating new opportunities and advancing existing opportunities within the 21-county area served by ECSU. This degree represents an important step in "modernizing" the curricular offerings to respond to evolving workforce needs.
- 3. Demand (local, regional, state).** Statistics show that in May of 2015, the state of North Carolina employed between 90 and 220 Sound Engineering Technicians, with an annual mean wage of between \$44,800 and \$50,820. The same statistics show that Multimedia Artists and Animators are employed at a rate of between 610-10,110 for the state, with an annual mean wage of between \$41,050 and \$56,030. However, for the Hampton Roads area of Virginia, within commuting distance of northeastern North Carolina, the annual mean salary rises to between \$56,060 and \$63,500. Finally, in the state of North Carolina there are between 180 and 310 media and communication equipment workers, with an annual mean salary of between \$54,690 and \$65,910.
- 4. Potential for Unnecessary Duplication.** There is no unnecessary duplication. Currently, the degree programs in or related to the field of Digital Media Arts are located on college campuses in the Piedmont or Western portions of North Carolina. The closest program to this region is on the campus of North Carolina State University which is a three-hour drive.
- 5. Employment Opportunities for Graduates.** The U.S. Bureau of Labor statistics from 2015 show that the occupation of Media and Communication Equipment Worker had grown 6%, with a mean hourly wage of \$34.10 and a mean annual wage of \$70,920. Multimedia Artists and Animators grew as a profession at a rate of 5.6%, with a mean hourly wage of \$33.80, and a mean annual salary of \$70,300. Finally, the occupation of Sound Engineering Technician had an employment increase of 4.4%, with a mean hourly wage of \$30.45 and a mean annual wage of \$63,340. Research from [www.bls.gov](http://www.bls.gov) shows that the general fields of Digital Media and Video and Sound Production are among the fastest growing fields in the United States, with an optimistic outlook for future growth.
- 6. Faculty Quality and Number.** No full-time faculty will be needed. The proposed program is interdisciplinary and most of the curriculum will consist of existing courses which can easily be accommodated by existing faculty. There will be no effect on faculty availability, course load, public service activity, or scholarly research.

- 7. Availability of Campus Resources (library, space, etc.).** Library resources and services are fully equipped to provide high quality information for students who enroll in the proposed program. All ECSU students have automatically generated student accounts, which include off-campus access into library databases and online journal subscriptions. Students will have access to the library's collection and interlibrary loan services. Additionally, the library provides each student with an account in Refworks to help organize their research and create citations. Facilities and equipment housed at ECSU are adequate to support the proposed program. As an interdisciplinary degree program composed mainly of courses from the Departments of Visual and Performing Arts and Language and Literature and Communication, most classes in the proposed program will be held in the Burnim Fine Arts Center and in Williams Hall.
- 8. Relevant Lower-level and Cognate Programs.** The proposed Digital Media Arts program is interdisciplinary in scope. The program is designed to provide educational training and creative skills development for students interested in working within the digital media arts field. Students in this program will take classes across four disciplines of study: music (emerging media in audio), graphic design (digital studio), theater (media and the performing arts in theater), and communication (digital print and media). Students will also take additional classes in other areas for free electives.
- 9. Impact on Access and Affordability.** The proposed degree program is an affordable option for students, given that ECSU is among the UNC System campuses offering the lowest tuition.
- 10. Expected Quality.** Annually ECSU will conduct a program vitality evaluation (PVE). The evaluation examines five critical areas: (1) the number of students enrolled full and part-time as majors in the degree area; (2) enrollment in the courses offered by a degree program; (3) credit hour production by degree program area; (4) credit hour productivity by faculty; (5) the relative profitability index, (6) student retention rates for the programs; and (7) program graduates. At the completion of the 4th year, ECSU will review the PVE reports in a composite fashion. Such a process will provide trend data as to each area of assessment listed above which in turn will allow the University to make the necessary programmatic adjustments.
- 11. Feasibility of Collaborative Program.** The proposed degree program would be administered on-campus. Given the distance from other similar programs, there are limited opportunities for collaboration.
- 12. Other Considerations.** None.

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

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



**UNC General Administration Review Process and Feedback.** Throughout the review process, ECSU provided relevant information pertaining to program requirements and resources.

#### **IV. Recommendation**

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It is recommended that the Board of Governors approve Elizabeth City State University's request to establish a Bachelor of Arts (B.A.) in Digital Media Arts degree program (CIP 50.0102) to enroll students starting Spring 2018.

**Request for Authorization to Establish a  
Doctor of Psychology in Health Service Psychology: Combined Clinical/School  
(Psy.D., CIP 42.2899) at  
Western Carolina University**

**I. Program Highlights**

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- Western Carolina University (WCU) has successfully offered high-quality graduate programs in psychology, including the Master's in Clinical Psychology (MA) and the Specialist in School Psychology (SSP), for more than 40 years. In response to WCU's 20/20 Strategic Plan, an increase in student demand and societal need, and demonstrable employability potential for Psy.D. graduates throughout the region and state, WCU is proposing to establish a practitioner-focused doctoral degree program in Clinical-School Psychology. In applied psychology specialties, the Psy.D. indicates practitioner-oriented training and is distinct from the research-intensive Ph.D. which seeks to prepare researchers and academicians.
- The proposed Psy.D. program is being developed in ongoing consultation and collaboration with Appalachian State University. These campuses share a mission in serving the broad, rural western region of North Carolina. Their respective doctoral degree proposals and current master's level programs share common elements as well as clear distinctions. The Appalachian State proposal for a Psy.D. focuses on rural health psychology and offers applied training elements that will not be duplicated at WCU. In turn, the WCU emphasis on school-aged individuals will include many child-oriented and school-oriented components that will not be duplicated in the ASU training programs. However, the inter-institutional collaboration established by the WCU-ASU Memorandum of Understanding will include joint coursework, field placements, research supervision, and other scholarly activities.
- WCU is located in a region of the state which is underserved by mental health service providers. This shortage is especially evident when one considers the unmet needs of specific populations, such as children and adolescents. The need for mental health services is expected to increase in the foreseeable future, and WCU is well positioned to address this need and to directly serve the region.

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

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1. **Existing Programs (Number, Location, Mode of Delivery).** There are currently no Psy.D. Programs in the state and no doctoral programs of any kind in the state for combined Clinical/School Psychology. There is one private institution in the state (Duke University) with a Clinical Ph.D. program. In addition, four universities in the state system have a Clinical (or Health/Clinical Health) Ph.D. program. Among the universities in the state system, American Psychological Association (APA)-Accredited programs include the University of North Carolina at Chapel Hill (Clinical), the University of North Carolina at Greensboro (Clinical), East Carolina University (Health), and the University of North Carolina at Charlotte (Health). The Ph.D. in Psychology at the University of North Carolina Wilmington will seek accreditation in 2019. Further, UNC-Chapel Hill and North Carolina State University have School Psychology Ph.D. programs, while East Carolina has a pediatric school psychology track. Finally, as noted above, Appalachian State is seeking permission to establish a

Psy.D. in Rural Clinical Psychology. Letters of support were received from the University of North Carolina Wilmington, East Carolina, UNC Charlotte, and NC State.

2. **Relation to Campus Distinctiveness and Mission.** The proposed program continues the strong alignment that the psychology master's degree programs have with WCU's academic mission as a regional comprehensive university. WCU's 2020 Strategic Plan includes in its Mission Statement a goal *"to improve individual lives and enhance economic and community development in our region, state, and nation through engaged learning opportunities in our academic programs..."* The 2020 Vision Statement also stresses service to the region: *"To be a national model for student learning and engagement that embraces its responsibilities as a regionally engaged university."*

Faculty and graduate students in the current program provide needed services to the region through practicum work in various settings, including the Psychological Services Clinic (The McKee Clinic), a first-class facility for public-facing clinic services. This training clinic is already operating at full capacity and having doctoral students on campus for an additional two years will allow the clinic to increase service capacity in terms of both numbers of clients as well as types of services provided. The program will also be in a position to significantly enhance its regional engagement through expanded professional associations with existing partners, including public schools, charter schools, private schools, and the Asheville VA Hospital, as well as new and evolving partnerships with Cherokee Hospital, Mission Hospital, and the North Carolina Department of Corrections.

3. **Demand (local, regional, state).** The NC Department of Commerce projects a 12% employment growth rate for psychologists from 2012 to 2022 and states that job prospects will be "best for those who have a doctoral degree in an applied specialty" (NCworks.gov, 2016). Clinical Psychology is generally characterized as a "growing" occupation, with demand outweighing supply. The NCworks.gov database indicates that there are 156 annual openings for Clinical Psychologists in NC. On the specific day of August 18, 2016, 51 job openings were listed at this website, with only 18 potential Clinical Psychologist candidates identified as looking for work; of those seeking employment, only 5 resided in rural NC (as designated by The Rural Center, 2016). However, nearly a third ( $n = 15$ ) of the job listings at this snapshot were listed across 10 rural counties.
4. **Potential for Unnecessary Duplication.** Please see #1 above for information about existing programs. As has been noted, the existing programs are highly competitive, with demand far exceeding the number of students accepted. However, the total number of graduates is far short of the number of practitioners that are needed now, with increasing needs in coming years. Appalachian State and WCU are developing doctoral-level programs with different goals, aims, and identities, but are proposing a collaborative use of resources. Specifically, administrators and faculty members from both institutions first met at WCU's Biltmore Park campus in Fall 2012, and have continued to have ongoing discussions since. These discussions have included ways to eliminate duplication and pool resources by sharing thesis/dissertation supervision, practicum sites, and possibly single course instruction for students at

both institutions using virtual conference technology. This innovative approach will be the first of its kind involving psychology graduate programs in North Carolina.

5. **Employment Opportunities for Graduates.** As noted in #3 above, demand is high in North Carolina. According to the 2010-2011 Occupational Outlook Handbook from the Bureau of Labor and Statistics, employment opportunities for psychologists is expected to grow 22% from 2010-2020 (compared to 14% for all occupations). Although this rate of growth is faster than average, job prospects are best for those with doctoral degrees in applied specialty areas.
6. **Faculty Quality and Number.** The 19 full-time faculty and 506 adjunct and affiliated faculty in the department represent depth and breadth of the field. The size of the core clinical (n=4) and school (n=4) faculty is consistent with national data on faculty members in similar programs. The department also has a nationally recognized professor of developmental psychology, two Educational psychologists, and two Social psychologists, all of whom will contribute significantly to the program. Although the focus historically has been on teaching, the graduate faculty in psychology at WCU are prolific researchers and have a strong publication record and track record of disseminating findings at state, regional, and national conferences. The graduate faculty members generally meet or exceed the national mean for peer-reviewed publications by faculty members at clinical Ph.D. programs.
7. **Availability of Campus Resources (library, space, etc.).** Library resources and services are fully equipped to provide high quality information for students who enroll in the proposed program. Existing facilities are adequate. The Department of Psychology occupies space in two academic buildings on the campus that provide ample space for faculty offices, graduate student work spaces, research laboratories of varying sizes, and specialized equipment. The McKee Clinic provides numerous flexible spaces and resources for research, particularly applied projects. In addition to Cullowhee-based facilities, the department also has access to a variety of spaces and resources at WCU's Biltmore Park Instructional Site in Asheville, NC. This will include periodic classroom space and space for meetings with colleagues from Appalachian State, impromptu supervision meetings, and meetings with Asheville area agency directors and staff. This site also provides conference and workshop venues for professional groups.
8. **Relevant Lower-level and Cognate Programs.** As noted above, the Master's in Clinical Psychology and the Specialist in School Psychology programs have been in existence for 40 years at WCU. Undergraduate degrees in psychology, social work, and other related disciplines in the social sciences are offered as well.
9. **Impact on Access and Affordability.** As noted above, the establishment of the doctoral program will ensure greater access to mental health services for the citizens of western North Carolina through the increased number of qualified practitioners being trained through the Psy.D. program and also through increased capacity for the McKee Clinic both in terms of number of clients served and in terms of available services. Given the highly selectivity of doctoral programs in North Carolina (about

2% of applicants actually matriculate), this will provide much needed seats for qualified applicants.

**10. Expected Quality.** A doctoral graduate program committee will be established and given the responsibility of overseeing the collection and analysis of all program evaluation data. This committee will meet at least twice per semester and collaborate with the WCU Office of Institutional Planning and Effectiveness (OIPE) in setting and evaluating annual program goals and student learning outcomes. A doctoral graduate program advisory board will also be established. The members of this board will include a representation of professionals from community agencies and school systems within the region as well as program alumni. The doctoral graduate program committee will meet with this advisory board at least twice a year (once per semester), providing information from the data collected on the program and engaging in discussions about program improvements as needed. During the first four years, the following evaluation activities are anticipated:

- i. Year 1: Evaluation of recruitment success including number of applications, number of acceptances, and GRE & GPA data on applicants and acceptances.
- ii. Year 2: Recruitment strategies will continue to be evaluated. Initial data will be collected and analyzed regarding student performance in course work and practicum work. An initial review of graduate faculty and graduate student research productivity will be conducted to determine need for any additional support. An additional evaluation will be made regarding internship placements. In addition, the APA self-study will be initiated at this point.
- iii. Year 3: Evaluations will continue regarding recruitment; student success in coursework, practicum, and internship; and faculty and graduate student research productivity. APA accreditation site visit should take place, leading to accreditation.
- iv. Year 4: Evaluations will continue regarding recruitment; student success in coursework, practicum, and internship; and faculty and graduate student research productivity. This is the earliest point at which students may begin to graduate from the program. At this point the committee can start to collect and analyze alumni data regarding program feedback, licensing success, and job placements.
- v. Year 5: All assessments will be in place for a 5-year program review.

**11. Feasibility of Collaborative Program.** As noted above, discussions with Appalachian State about possibilities of collaboration have been ongoing since the inception of each respective degree proposal.

**12. Other Considerations.** None.

### III. Summary of Review Processes

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**Campus Review Process and Feedback.** The proposal originated in the Department of Psychology and was actively discussed for an extended period (of approximately two years), with multiple votes during that time. The proposal was then presented to and discussed by the Leadership Council of the College of Education and Allied Professions, with a unanimously positive endorsement. The proposal was presented for comment to the Council of Deans early in its development (Spring of 2012) and then for a second and more formal response in the Fall of 2013. This group provided a positive endorsement on both occasions. The Dean of the Graduate School has played an active role throughout the development of this proposal. The proposal has been reviewed, with positive response, by the current provost, two previous provosts, and Chancellor Belcher. Finally, this document has passed through the formal curriculum review sequence and received unanimous support from Department of Psychology, the College of Education and Allied Professions, the Graduate Council Curriculum Committee, the Academic Policy and Review Committee, and the Faculty Senate.

**Feedback:**

Adequacy of library resources for a doctoral program. “We are assured by the Dean of the Library that the resources available will remain at least at the current levels, with enhancement in online research capabilities likely. As our program will be practitioner oriented, we have stipulated that both the thesis and dissertation projects will be directed toward scholarship of application, and the journal article format will be preferred over the traditional dissertation model with an exhaustive literature review.”

Adequacy of Graduate Assistantship support. “A modest increase in institutional support will be required as we implement the doctoral level of training. The Dean of the Graduate School is aware of this fact and has agreed to support the doctoral program by continuing to provide an adequate number of assistantships for graduate students in psychology.”

**UNC General Administration Review Process and Feedback.** The Request to Plan was thoroughly reviewed and discussed by the 17-member UNC Graduate Council at its April 2017 meeting. Following a presentation by WCU faculty and questions, the Council voted to recommend that it be authorized to submit a Request to Establish. Subsequent to the submission of the Request to Establish, the proposal was sent to three external reviewers, all of whom are faculty and/or administrators of nationally ranked programs in professional psychology with expertise in relevant areas. The three reviewers concurred on the quality of the proposal, the high demand for doctoral-prepared psychologists in the areas of focus, and on the qualifications of the faculty. Excerpts from the reviews:

“In sum, I was very impressed with the program. It is clear that a lot of thought and planning has gone into it, and I believe it is going to be a quality program.”

“The proposed PsyD program is a priority for WCU and is aligned with the university’s mission and 2020 strategic plan. The program will offer the first PsyD in the state, bringing a unique practitioner-scholar perspective to help meet unmet psychological service and highest quality provider needs in the western region of the state. The scholar focus will help bring relevant applied research to enhance psychological health service provision, societal well-being external funding to the university and surrounding community.”

“There are a number of strengths for the Doctor of Psychology in Health Psychology program. The program is being developed at an institution that appears to care about graduate study. There is strong support—both financially and administratively—for the program. The faculty have appropriate training and also provide a diverse experience from which the students can gain experience. There are a number of appropriate practical/applied experiences and there is the opportunity to conduct meaningful research. I like the number and breadth of practicum experiences students have, and I believe the curriculum is strong for a doctoral program.”

“This is a review of the Doctor of Psychology in Health Service Psychology: Combined Clinical/School program at Western Carolina University. This proposal describes the planned doctoral-level program providing training in clinical psychology and school psychology. I believe that the program is needed, as there is a dearth of doctoral-level psychology practitioners in rural America. Doctoral-level practitioners provide a number of benefits to the region in which they are located. Not only can doctoral-level practitioners provide services themselves, they can also supervise master’s-level practitioners in states that allow master’s-level practice. They can also supervise students in graduate programs that are training the next generation of practitioners. I found the program proposal from Western Carolina University to be interesting, unique, and ambitious. I believe it is well-designed, has appropriate resources, and has both appropriate current staff and staffing plan.”

“The department can boast of having a strong and productive faculty. Additionally, there is an existing high quality Master’s program, so the doctoral program will not be starting from scratch. Further, there appears to be the possibility of significant collaboration with Appalachian State University... Most importantly, there needs to be an increase in the number of licensed Clinical Psychologists on the faculty and the addition of at least one senior clinical faculty member, which should occur as soon as possible.”

WCU responded to all questions and concerns raised by the external reviewers.

#### **IV. Recommendation**

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It is recommended that the Board of Governors should approve Western Carolina University’s request to establish a Doctor of Psychology in Health Service Psychology: Combined Clinical/School (Psy.D) degree program (CIP 42.2899) to enroll students starting August 2019.

**Request for Authorization to Establish a  
Doctor of Psychology  
(Psy.D., CIP 42.0101) at  
Appalachian State University**

**I. Program Highlights**

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- The Appalachian State University Department of Psychology proposes a Doctor of Psychology (Psy.D.) in Clinical Psychology. The program is designed to train practicing psychologists to provide scientifically informed and culturally competent behavioral health services, particularly to individuals living in rural North Carolina. Program graduates would be trained to provide evidence-based assessments and interventions for individuals, families, and communities in underserved areas of the state. The program would meet accreditation standards of the American Psychological Association (APA) to prepare graduates for independent professional health care practice.
- Preparation for independent practice is particularly important for future program graduates serving in rural NC because the current license for master's level psychologists in NC (Licensed Psychological Associates [LPAs]) requires supervision by a doctoral-level licensed psychologist, of which there are few in rural areas of the state. In addition, the APA identifies the doctoral degree as the entry-level degree for psychology practice.
- The proposed Psy.D. program is being developed in ongoing consultation and collaboration with Western Carolina University. These campuses share a mission in serving the broad, rural western region of North Carolina and their respective doctoral degree proposals and current master's level programs share common elements as well as clear distinctions. The Appalachian State proposal for a Psy.D. focuses on rural health psychology and offers applied training elements that will not be duplicated at WCU. In turn, the WCU emphasis on school-aged individuals will include many child-oriented and school-oriented components that will not be duplicated in the Appalachian State training programs. However, the inter-institutional collaboration established by the WCU-Appalachian State Memorandum of Understanding would include joint coursework, field placements, research supervision, and other scholarly activities.
- Appalachian State is well-poised to meet the training needs for a rural behavioral health workforce in NC. The program has a strong tradition of training practitioners (including ~100 applications per year for the M.A. clinical program), is located in and serves a rural community, has strong relationships with existing agencies, and houses unique community-based training opportunities (e.g., school-based mental health programs and a Psychology Clinic). The Appalachian State Psychology clinic, staffed by a full-time Psychology Clinic director, Dr. Jacqueline Hersh, provides assessment and therapy training opportunities for graduate students, services to rural consumers, and revenue to the department.

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

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1. **Existing Programs (Number, Location, Mode of Delivery).** North Carolina schools that currently train doctoral psychologists eligible for licensure as health service providers produce only a fraction of the psychologists needed by the state. For the 2014-2015 academic year, 29 psychology doctoral degrees were awarded in NC (excluding non-practice psychology doctorates): East Carolina University = 4, Duke University = 8, the University of North Carolina at Charlotte = 4, the University of



North Carolina at Chapel Hill = 9, the University of North Carolina at Greensboro = 4. Similar psychology doctoral programs offered in NC report receiving a large number of applications for admission in 2015: ~160 (UNC Charlotte), 122 (East Carolina), 226 (UNC Greensboro) and 571 (UNC-Chapel Hill). The established programs in NC each admit an average of 4-7 applicants per year, suggesting that there will be no shortage of well-qualified applicants for additional doctoral programs in the state. Importantly, without an increase in degree production, NC will continue to experience severe shortages of doctoral-level psychologists. Access to mental and behavioral health services for NC residents will likely be even more acute in rural areas of the state given that master's level clinical psychologists require career-long supervision by a doctoral-level psychologist

2. **Relation to Campus Distinctiveness and Mission.** The proposed Psy.D. program in Clinical Psychology is highly consistent with the Appalachian State University Strategic Plan (July 2014 – June 2019), *The Appalachian Experience: Envisioning a Just and Sustainable Future*. A Psy.D. program focused on training future practitioners to serve rural citizens is directly inspired by “our location in the distinctive Appalachian mountain town of Boone, North Carolina” that “profoundly shapes who we are.” Appalachian State University’s mission as a regional comprehensive university includes preparing “students to lead purposeful lives as engaged global citizens who understand the responsibilities in creating a sustainable future for all.”

The Appalachian State University mission statement states “as a constituent institution of the UNC system, we fulfill our core academic missions of teaching, scholarship, and service in ways that honor our geography and heritage.” The proposed Clinical Psychology Psy.D. program clearly honors our rural Appalachian geography and heritage. Students and faculty will serve the local rural community in the context of clinical training, and will conduct meaningful applied community-based scholarship. Adding a Psy.D. program to the department would allow for vertical mentorship, and enrich the academic, research, and applied learning opportunities offered to undergraduate students

3. **Demand (local, regional, state).** The NC Department of Commerce projects a 12% employment growth rate for psychologists from 2012 to 2022 and states that job prospects will be “best for those who have a doctoral degree in an applied specialty” (NCworks.gov, 2016). Clinical psychology is generally characterized as a “growing” occupation, with demand outweighing supply. The NCworks.gov database indicates that there are 156 annual openings for Clinical Psychologists in NC. On the specific day of August 18, 2016, 51 job openings were listed at this website, with only 18 potential Clinical Psychologist candidates identified as looking for work; of those seeking employment, only 5 resided in rural NC (as designated by The Rural Center, 2016). However, nearly a third (n = 15) of the job listings at this snapshot were listed across 10 rural counties.

According to the Bureau for Labor Statistics, “the demand for clinical and counseling psychologists will increase as people turn to psychologists to help solve their problems. More psychologists will be needed to help people deal with issues such as depression and other mental disorders, marriage and family problems, job stress, and

addiction. Psychologists will also be needed to provide services to an aging population, helping people cope with the mental and physical changes that happen as they grow older. Psychological services are also needed for veterans suffering from war trauma, for survivors of other trauma, and for individuals with autism. Demand for psychologists in the healthcare industry is also expected to increase because their collaborative work with physicians, social workers, and other healthcare professionals provides patients with comprehensive, interdisciplinary treatments. In addition to treating mental and behavioral health issues, psychologists will be needed to work on teams to develop or administer prevention or wellness programs.” (bls.gov, 2014).

4. **Potential for Unnecessary Duplication.** Please see #1 above for information about existing programs. As has been noted, the existing programs are highly competitive, with demand far exceeding the number of students accepted. Appalachian State has collaborated with both the University of North Carolina at Wilmington (UNCW) and Western Carolina University (WCU) while simultaneously seeking permission to plan psychology doctoral programs. Western Carolina and UNCW also recognize the state-wide deficit of demand versus production of doctoral-level psychologists, and are aware of the APA’s stance on the doctoral degree as the entry-level degree required for the practice of psychology. Accordingly, UNCW was recently granted permission to establish a Ph.D. program in Clinical Psychology. Given that Appalachian and WCU share a geographical and cultural heritage, and both institutions are seeking permission to develop professional Psychology doctoral programs (i.e., Psy.D.) those campuses have developed a Memorandum of Understanding for mutual and collaborative student training support (e.g., shared online course in History and Systems of Psychology; shared practicum sites). For example, Appalachian currently houses unique school-based mental health programs at three rural schools; these sites can provide rich training opportunities for both ASU and WCU Psy.D. candidates. As noted above, the proposed program does not duplicate any program currently offered in NC. Along with curricular requirements for APA accreditation, the program is uniquely designed for rural and Appalachian cultural competence.

**Employment Opportunities for Graduates.** As noted in #3 above, demand is high. According to the U.S. Department of Labor-Bureau of Labor Statistics (bls.gov, 2016), employment for clinical, counseling, and school psychologists is anticipated to grow at a rate of 19.6 percent between 2014 and 2024. Thus, it is estimated that approximately 30,500 additional positions for such psychologists will be available between years 2014 and 2024 in the U.S. The Bureau of Labor Statistics has noted that “candidates with a doctoral or specialist degree and post-doctoral work experience will have the best job opportunities” (bls.gov, 2014). The current mean annual wage of these human-service psychological positions is estimated at \$70,580 (bls.gov, 2016).

5. **Faculty Quality and Number.** The department has 33 full-time, tenure-track doctoral-level faculty members all of whom are members of the graduate faculty. The size of the core clinical faculty (n = 8) is consistent with national benchmarks (Stewart, Roberts, & Roy, 2007). Core tenure-track members of the clinical faculty are all NC Licensed Psychologists and Health Service Providers. They are also accomplished

scholars with a mean publication rate of 3.0 peer-reviewed scholarly products per year.

6. **Availability of Campus Resources (library, space, etc.).** The Appalachian State University psychology department is large, including 31 tenure track Ph.D. faculty, five NTT faculty, seven graduate teaching assistants (GTAs), ~ 900 undergraduate majors, and ~ 70 graduate students. Securing adequate space for office, laboratories, and classrooms has been an ongoing challenge. As a historical strategy, Appalachian State has converted classrooms into offices, moved laboratories to other buildings, and secured shared larger classrooms in other buildings that are controlled by the College of Arts and Sciences. With the exception of the Appalachian State Psychology Clinic, they have been able to keep faculty and GTA offices within Smith Wright Hall to promote collaboration, collegiality, and a healthy work environment. The addition of a Psy.D. program will not create a space deficit, but will add to the challenge. The ASU Psychology Clinic will need a significant addition of space to accommodate increased services, storage space, and classrooms.

Library resources for graduate curricula and research in Psychology have been well-supported over the past 20 years, including with book, journals, and supporting online resources, such as for psychological testing, online citation, and clinical streaming videos. The Library's resources in Psychology are comparable to those at other institutions in the UNC system and are therefore able to meet the needs of a Psy.D. program, though additional allocations be directed to Psychology as needed. The library is dedicated to continuing to support programs and research in Psychology, especially this Psy.D. Program, with appropriate library collections and services.

7. **Relevant Lower-level and Cognate Programs.** Appalachian's Psychology Department anticipates continued educational, clinical, and research interactions with other departments and programs including Human Development and Psychological Counseling, Marriage and Family Therapy, Sociology, Anthropology, Appalachian Studies, Reading Education and Special Education, and the university's Counseling and Psychological Services Center. Moreover, clinical/educational offerings and opportunities have been realized with disciplines that are part of the newly formed College of Health Sciences and Allied Professions (e.g., Health and Exercise Science, Social Work, and Communication Disorders).
8. **Impact on Access and Affordability.** As noted above, the establishment of the doctoral program will ensure greater access to mental health services for the citizens of the Appalachian region through the increased number of qualified practitioners being trained through the Psy.D. program. Given the highly selectivity of doctoral programs in North Carolina (about 2% of applicants actually matriculate), this will provide much needed seats for qualified applicants.
9. **Expected Quality.** As noted above, the proposed Psy.D. program is designed to meet APA Standards of Accreditation in health service psychology. Accredited programs are required to publicly disclose information on program enrollment including time to completion, attrition, program costs, internship placement, and licensure status of

graduates. The following metrics will be used in an ongoing manner to evaluate the program:

- Applicant information including, but not limited to, number of applicants, quality of applicant pool (e.g., average GRE scores, average GPAs, applied and research experience, references), diversity of applicant pool, NC residency, connection with rural communities, and interest in rural behavioral health service provision.
- Entered student information including, but not limited to, total number of students, mean and median number of years to complete the program, attrition, grievances and outcomes, internship placements, number of M.A. and Psy.D. degrees conferred, percentage of graduates licensed (including average scores on the EPPP), and job placement (with particular attention to placement in rural and underserved communities).
- Program information including, but not limited to, student costs, institutional support and resources (e.g., student funding, space), program policies and procedures, a demonstrated sequential and cumulative training program (including coursework, practicum, and research), a commitment to individual differences and diversity, creation of a supportive and collegial learning environment, and an active integration of science and practice.
- Faculty information including, but not limited to, program leadership, administration and management, faculty qualifications, and faculty availability to serve as role models for student socialization into the discipline and profession.
- Student learning outcomes
  - o Discipline-Specific Knowledge
  - o Profession-Wide Competencies

**10. Feasibility of Collaborative Program.** As noted above, discussions with Western Carolina State about possibilities of collaboration have been ongoing since the inception of each respective degree proposal.

**11. Other Considerations.** None.

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

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**Campus Review Process and Feedback** The original proposal was approved by all departmental, college, and university-level curriculum committees, was signed by former Chancellor Kenneth Peacock, and was submitted to UNC-GA on April 28, 2010. Internal and external administrative changes delayed consideration of the program proposal. Ongoing consultation has been sought from the graduate school, the Dean of the College of Arts and Sciences, the Dean of Graduate Studies, the Provost and the UNC-GA resulting in a change to the degree proposed (from Ph.D. to Psy.D.). The following campus bodies reviewed and recommended this program:

- Psychology Department, January 2008 (original Ph.D. proposal; 24 yes, 0 no)
- College of Arts & Sciences, March 2008 (unanimous)

- Appalachian State University Graduate Council, April 2008 (unanimous)
- Appalachian State University Academic Policies & Procedures committee, April 2008 (12 yes, 0 no; 1 abstention)
- Modifications were approved by the Appalachian State University Graduate Council, March 2010 (unanimous)
- Modifications were approved by the Appalachian State University Academic Policies & Procedures committee, April 2010 (15 yes, 0 no)
- Modification, degree change to Psy.D., Psychology Department, December 2015 (22 yes, 2 no, 1 abstention)

**UNC General Administration Review Process and Feedback.** The Request to Plan was thoroughly reviewed and discussed by the 17-member UNC Graduate Council at its April 2017 meeting. Following a presentation by Appalachian State faculty and discussion, the Council voted to recommend that it be authorized to submit a Request to Establish. Subsequent to the submission of the Request to Establish, the proposal was sent to three external reviewers, all of whom are faculty and/or administrators of nationally ranked programs in professional psychology with expertise in relevant areas. The three reviewers concurred on the quality of the proposal, the high demand for doctoral-prepared psychologists in the areas of focus, and on the qualifications of the faculty. Excerpts from the reviews:

“The program proposal for a Rural Clinical Psychology doctoral (PsyD) training program is exciting. There is a clear need for increasing numbers of doctoral-prepared Clinical psychologists with expertise in rural mental health, and the proposed program at ASU would be one of the few in the nation. Further, this program is ideally geographically located. It is in a rural area of North Carolina, where students will be able to gain specialized clinical training in rural mental health, and it is located closely enough to other Clinical psychology doctoral programs that resources can be shared. The collaborative relationship with Western Carolina University, documented in a Memorandum of Understanding signed by both institutions, allows for sharing of classes (e.g., a combined Ethics course delivered over the web) and clinical training opportunities. ASU has tremendously strong relationships with various mental health service agencies and schools which support clinical practicum training for Master’s students.”

“Overall, this is an excellent and well considered proposal for a new PsyD program in Clinical Psychology at Appalachian State University. It appears that efforts have been made to seek consultation and support from others in the state, in academia, and outside the state so that the program is best primed for success.”

“Given the longstanding provision of a master’s degree in clinical psychology, moving to a doctor of psychology program seems to be a natural evolution. There appears to be sufficient support and infrastructure within the institution to move to the provision of a doctoral degree. There is sufficiency of faculty members who are core to the program. Each of the core faculty members represents a diversity of clinical and research expertise. They will serve as very strong role models for doctoral students given their scholarly productivity and licensure status.”

Appalachian State responded to all questions and concerns raised by the external reviewers.

#### **IV. Recommendation**

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It is recommended that the Board of Governors approve Appalachian State University's request to establish a Doctor of Psychology in Health Service Psychology: Combined Clinical/School (Psy.D) degree program (CIP 42.2899) to enroll students starting August 2019.

## AGENDA ITEM

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

**Situation:** North Carolina State University requests discontinuation of the following degree programs:

- Bachelor of Science in Criminology (CIP 45.0401)
- Bachelor of Science in English (CIP 23.0101)
- Bachelor of Arts in Geology (CIP 40.0601)
- Master of Science in Human Resource Development (CIP 13.0403)

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

- Bachelor of Arts in Biology, Medical Technology (CIP 51.1005)
- Master of Business Administration in Sport Marketing and Management (CIP 52.0201)

**Background:** Per UNC 400.1, the campuses and UNC General Administration review degree program offerings and bring periodic discontinuation recommendations to the UNC Board of Governors.

**Assessment:** Discontinuation of the above-listed degree programs is recommended.

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

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

North Carolina State University – BS in Criminology – (CIP 45.0401)

The BS degree in Criminology has been dormant for several years, with no new admissions allowed since 2010. The reason admissions to the BS degree were suspended was due to a substantial reorganization of the Sociology and Anthropology Department, once shared by two colleges (College of Humanities and Social Sciences and the College of Agriculture and Life Sciences). The historical decline in enrollments in the BS in Criminology evidences that it did not meet a critical employment shortage. Faculty, staff, and students were informed in 2010 that there would be no new admissions and likely that the program would not be offered in the future. A teach out plan was developed and courses were offered so students could complete their degree. The last student graduated in 2013. No reassignment of faculty or staff will be necessary.

North Carolina State University – BS in English – (CIP 23.0101)

Low enrollment and graduation rates for the BS in English program indicate that it does not represent a viable curricular option for students leaving a technical program or those pursuing a dual degree option. In addition, the program has been particularly taxing in terms of advising, requiring guidance related to coursework in multiple departments and colleges. During a recent reorganization of the advising system, the department determined that significant faculty and staff resources expended on the BS program can be productively redirected toward English majors in the BA. Students in the BS program have already completed their courses of study. No reassignment of faculty or staff will be necessary.

North Carolina State University – BA in Geology – (CIP 40.0601)

Enrollment in the BA in Geology program has not risen above five students in the past years. In addition, the BS in Geology has undergone major revisions allowing for more flexibility, thereby better serving the needs of students who may have previously interested in the BA. The three students who are currently active in the BA program will be allowed to finish their degrees. The courses will continue to be available because they meet requirements for other degree programs in the department. No reassignment of faculty or staff will be necessary.



North Carolina State University – MS in Human Resource Development – (CIP 13.0403)

The MS in Human Resource Development is being discontinued because of changes in the field. The degree is no longer required for career advancement in human resource development. There are no students in the program. No reassignment of faculty or staff will be necessary.

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

University of North Carolina at Charlotte – BA in Biology, Medical Technology – (CIP 51.1005)

The BA in Biology, Medical Technology program was created through an agreement with Wake Forest University. In 2013, Wake Forest dropped the agreement. The last student graduated from the program in 2006 and none have enrolled since then. No reassignment of faculty or staff will be necessary.

University of North Carolina at Charlotte – MBA in Sport Marketing and Management – (CIP 52.0201)

The MBA in Sport Marketing and Management was a low enrollment program with high costs both in terms of student support and faculty workload. Given limited resources, the decision was made to focus on other curricular areas. The last students enrolled in the program completed their studies in 2011. No reassignment of faculty or staff will be necessary.

## AGENDA ITEM

A-4. Licensure Program Approval.....Kimberly van Noort

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

**Background:** The University of Southern California has applied for a license to offer three online degree programs to North Carolina residents.

**Assessment:** After appropriate review of the license applications, including site visits to each institution, UNC-GA recommends approval of licensure for The University of Southern California, Lesley University, and Mount Eagle University.

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

## **SUMMARY OF VISIT OF TEAM OF EXAMINERS FOR THE UNIVERSITY OF SOUTHERN CALIFORNIA**

### **BACKGROUND INFORMATION**

The University of Southern California (USC) is a leading private research university. Located in Los Angeles, it is a global center for arts, technology, and international business, with “extensive opportunities for interdisciplinary study and collaboration with leading researchers in highly advanced learning environments.” In 2017, the Wall Street Journal/Times Higher Education ranking had USC 15th among 1,061 public and private universities. Representing California, only USC, Stanford, and Caltech appear in the top 25, and among 150 colleges and universities in the western United States, USC ranks third. In student and faculty diversity, USC tied for second among the top 25 nationally ranked universities. USC’s faculty numbers 4,000 scholars, researchers, teachers, and mentors. Student enrollment (2016-2017) totals 44,000, almost 60% of whom are graduate and professional students.

### **THE APPLICATION AND SITE VISIT**

The University of Southern California is proposing to offer the following online programs to North Carolina residents:

- Master of Science in Applied Psychology
- Master of Science in Nursing – Family Nurse Practitioner
- Master of Public Health

In accordance with the Rules and Standards: Licensing Nonpublic Institutions to Conduct Post-Secondary Degree Activity in North Carolina, a team of examiners was appointed to review the application, visit the institution, and evaluate compliance with the licensure standards.

The team of examiners with expertise in the specific disciplines related to the proposed degree programs was comprised of:

- Dr. Laurel A. Files (Chair), Emeritus Professor of Health Policy and Management, The University of North Carolina at Chapel Hill; Chapel Hill, North Carolina
- Dr. Borree Kwok, Assistant Provost for Administration and Dean of Library, Campbell University; Buies Creek, North Carolina
- Ritesh Matta, Certified Public Accountant; Washington, D.C. (In Absentia)
- Dr. Stephanie Lusk, Assistant Professor of Rehabilitation Education and Research Rehabilitation, Human Resources and Communication Disorders, College of Education and Health Professions, University of Arkansas; Fayetteville, Arkansas
- Jean DeMartinis, Associate Professor and DNP Program Director, College of Nursing, University of Massachusetts; Amherst, Massachusetts
- Julia Shaw-Kokot, Assistant Department Head for User Services (Retired), Health Sciences Library, The University of North Carolina at Chapel Hill; Chapel Hill, North Carolina
- Dr. Francine Anderson, Chair, Anatomy Department, School of Osteopathic Medicine, Campbell University (Retired); Buies Creek, North Carolina

- Kaity McNeill, Interim Director of Licensure, University of North Carolina General Administration; Chapel Hill, North Carolina, Ex-Officio

The team of examiners conducted a site visit at USC in Los Angeles, California on April 26, 2017. The team evaluated the facilities and resources of the university during its site visit, and reports and documents before, during, and after the visit, including the following: USC's licensure/compliance application and the accompanying exhibits, course syllabi, faculty credentials, library resources, budget data, annual financial reports, academic catalog, and faculty and student handbooks.

During the visit, the team of examiners met with numerous administrators, students, and faculty and staff members of the University. The team also reviewed previously licensed degree programs.

## **PROPOSED DEGREE PROGRAMS**

### Master of Science in Applied Psychology

USC's Master of Science in Applied Psychology program requires 34 credit hours, a 240-hour internship (including internships abroad), the completion of a thesis, and a capstone project. It is important to emphasize that the program is not a clinical program and does not prepare students for careers as clinical psychologists (e.g., diagnosing and treating psychopathologies, conducting psychotherapy, completing clinical testing and assessment). As such, coursework does not include that which would be required for licensure through state examination and licensing boards. The program boasts a 96% retention rate and notes an online completion rate of 75% by year five.

### Master of Science in Nursing – Family Nurse Practitioner

The Master of Science in Nursing (MSN) degree program with a Family Nurse Practitioner (FNP) role concentration from within the Suzanne Dworak-Peck School of Social Work, Department of Nursing, is a new academic program at (USC). The program is currently pursuing accreditation from the Commission on Collegiate Nursing Education (CCNE) in fall 2017. The plan of study totals 49 credits, or 51 credits with the Bridge Course, which can be accomplished in 21 months (full-time) or 33 months (part time). There are four required, 14-week clinical placement rotations, with (1) adult patients, (2) child-bearing and pediatric patients, (3) adults with complex conditions, and (4) in an integrated family practice experience. Students complete a total of 784 clinical contact hours over the four placements. All MSN program courses are delivered online, with students required to come to Los Angeles twice in their plan of study for in-person campus meetings called On-Campus Intensives (OCIs).

### Master of Public Health

USC's Master of Public Health (MPH) program is offered through the Department of Preventive Medicine in the Keck School of Medicine. It began enrolling online students in 2013, and is accredited by the Council on Education for Public Health (CEPH). The program ranks second nationally in research funding. The program has a clearly defined mission "to prepare graduates to lead and collaborate with others to promote public health, eliminate health disparities, and improve the welfare of diverse communities at the local, national, and global levels." The program is guided by values that are derived from the public health profession and are reflected in the program's goals and objectives. The rigorous curriculum and the faculty are the same for the MPH online and on-campus programs, with two-thirds of the online coursework developed and delivered by full-time MPH faculty. The program requires a minimum of 47

credits, which exceeds master's degree and CEPH minimum requirements, and can be completed in two, but no longer than five, years. A series of core (foundational) courses (27 units) is followed by coursework and electives specific to a distinct area concentration (20 units) and to include a practicum, done in the final stage of the program.

## **RECOMMENDATIONS**

After the site visit, the team of examiners submitted its *Report to the President of The University of North Carolina from the Team of Examiners to Review The University of Southern California's Proposed Programs to be Offered in North Carolina*.

In the report, the team of examiners included 25 recommendations and 4 suggestions addressing the degree programs. Suggestions, which are offered as best practices, do not indicate a lack of compliance with the *Rules and Standards*. A suggestion is written for the institution's benefit and does not need to be implemented. However, the team recommendations must be implemented by the institution. The recommendations addressed issues of program curricula and content, information to be provided in course syllabi, faculty credentials, field placement oversight, and information to be provided in the university's catalog/materials for North Carolina students.

The team of examiners ended its report by stating it will make its concluding recommendations to The University of North Carolina General Administration regarding the licensing of the proposed degree program after it has received and reviewed USC's response to the recommendations and suggestions contained in the report.

After receiving the team of examiners' report, USC responded to the recommendations and suggestions. After reviewing the institution's response, the team agreed that recommendations have been implemented to the satisfaction of the team of examiners to recommend the degree programs.

Dr. Kimberly van Noort, Vice President for Academic Programs, Faculty, and Research, agrees with the team's review and recommendations. Thus, General Administration recommends licensure of the proposed degree programs, to be offered by The University of Southern California.

A review of the degree programs will be performed within two calendar years of the initiation of the new degree program, by a team of examiners with expertise in the field, to ascertain the institution's compliance with the *Rules and Standards*, including the recommendations contained in the report.

## AGENDA ITEM

A-5. Theatre Articulation Agreement ..... Stephanie Bailey

**Situation:** UNC and North Carolina Community College System (NCCCS) institutions work to develop uniform articulation agreements in specific areas in order to streamline student transfer and success from NCCCS to UNC.

**Background:** UNC General Administration, in consultation with the North Carolina Theatre Programs in Higher Education, a joint alliance of theatre department chairs, directors, and faculty from NCCCS and UNC programs, requests the establishment of a new Uniform Articulation Agreement for associated theatre programs. Faculty from the applicable NCCCS and UNC system institutions developed and vetted the new articulation agreement, which is also endorsed by the joint Transfer Advisory Committee (TAC), and approved by the NCCCS and UNC Senior Vice Presidents and Chief Academic Officers. The new agreement is similar to, and in-line with, the fine arts articulation agreement approved by the Board in May 2017.

**Assessment:** We recommend approval of this new articulation agreement, which will assist NC community college students' matriculation to and timely completion of Bachelor of Arts degrees at UNC institutions.

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

**PROPOSAL FOR A UNIFORM ARTICULATION AGREEMENT**

**BETWEEN**

**THE UNIVERSITY OF NORTH CAROLINA**

**BACCALAUREATE OF ARTS PROGRAMS AND**

**NORTH CAROLINA COMMUNITY COLLEGE SYSTEM ASSOCIATE**

**IN FINE ARTS IN THEATRE ARTS PROGRAMS**

**Effective: Fall 2018**

Approved by the State Board of Community Colleges on XXXXXXXX

Approved by the UNC Board of Governors on XXXXXXXX



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## **Background**

Since 2013, North Carolina community college and university theatre faculty, department chairs, and administrators have been focused on forging productive, collaborative relationships founded on the common goal of best serving students pursuing theatre in North Carolina's public community colleges and universities. The implementation of the 2014 Comprehensive Articulation Agreement between the two systems presented motivation for theatre programs across North Carolina's institutions of public higher education to re-evaluate the needs of students, to improve curriculum, and to commit to improving inter-institutional collaboration and prioritizing student success. These efforts have resulted in several successful ventures, highlighted by: the establishment of the NC Community College AFA Association (NCCCAFAA); the creation of the annual NC Community College Fine Arts Conference (a statewide conference for both community college and university faculty that is in its fourth year in 2017); the inaugural joint meeting of public higher education theatre programs of September 2017, hosted by the UNC-Greensboro College of Visual and Performing Arts; and the creation of the North Carolina Theatre Programs in Higher Education (NCTPHE), a joint alliance of theatre department chairs, directors, and faculty from NC's community college and university programs.

The NCTPHE and the NCCCAFAA have worked together to develop improvements in the transfer process that include the following actions: the creation, submission, and implementation of community college AFA Theatre curriculum standard revision; the establishment of a community college theatre core that is closely aligned with a university foundations core; and the creation of AFA Theatre to BA Articulation Agreement.

The Associate in Fine Arts in Theatre to Bachelor of Arts Articulation Agreement is an agreement jointly created by the North Carolina Community College System (NCCCS) and the University of North Carolina (UNC) BA Theatre programs. The AFA Theatre to BA Articulation Agreement is focused on developing seamless transfer for students who begin theatre studies at a community college and then transfer to one of the UNC BA Theatre programs. Currently, eleven UNC institutions grant BA degrees with a focus on theatre. While the individual names of these eleven BA degrees may vary slightly between programs, for the sake of consistency and clarity we will refer to all four-year BA theatre degrees as "BA" within this document. The specific title of each degree will be listed in Appendix A, under Participating Programs.[RRR1]

## **Purpose and Rationale**

This document presents a uniform, statewide, academic progression agreement that will promote educational advancement opportunities for Associate in Fine Arts in Theatre graduates moving between North Carolina community colleges and the UNC constituent institutions in order to complete Bachelor of Arts degrees. It describes a progression degree plan that includes required general education and prerequisite courses that are acceptable to all state-funded Bachelor of Arts in Theatre programs. AFA in Theatre graduates will meet entrance requirements at all of the UNC institutions and will meet entrance requirements for application directly to the Bachelor of Arts programs. AFA in Theatre graduates must meet submission requirements and associated timelines as required by each BA program. This agreement does not constitute a guarantee that students graduating with an AFA in Theater will gain acceptance into any UNC BA program. Each student must follow the admissions process, and meet stated requirements, of the specific receiving four-year institution.

This proposal supports the mission of the North Carolina State Board of Community Colleges and the UNC *Higher Expectations* strategic plan's stated goals of "Access, Affordability, and Efficiency" and "Economic and Community Engagement." It moves these objectives forward by creating a more seamless and rational transfer process for community college Associate in Fine Arts in Theatre students.

## **Policies**

The AFA Theatre to BA Articulation Agreement is made between the State Board of the North Carolina Community College System and The University of North Carolina Board of Governors. It applies to all North Carolina community colleges that offer the Associate in Fine Arts in Theatre program and to those UNC constituent institutions that operate Bachelor of Arts programs (see Appendix A for participating programs). The AFA Theatre to BA Articulation Agreement applies to all community college students who enter the Associate in Fine Arts in Theatre degree program after the effective date of this agreement and who successfully complete the AFA in Theatre degree.

### **AFA in Theatre to BA Transfer Committee**

Authority to interpret and make changes in the AFA Theatre to BA Articulation Agreement rests with the AFA to BA Transfer Committee. The committee is an eight-member co-chaired committee appointed by the presidents of the NCCCS and UNC. Questions concerning the AFA Theatre to BA Articulation Agreement should be directed to the appropriate system's chief academic officer (CAO) with an explanation of the institutional policy that may (or appear to) be in conflict with AFA Theatre to BA Articulation Agreement. The CAO will forward unresolved questions to the committee for resolution. Each system will appoint one ex-officio non-voting member of the committee. For further details, see Appendix B.

### **Transfer Credit Appeal**

If an AFA Theatre to BA Articulation Agreement student perceives that the terms of the AFA Theatre to BA Articulation Agreement have not been honored, the student may follow the AFA Theatre to BA Articulation Agreement Transfer Credit Appeal Process as outlined in Appendix C.

## **Regulations**

### **Transfer of Credits**

The AFA Theatre to BA Articulation Agreement establishes the procedures governing the transfer of credits for students who graduate from North Carolina Community College AFA in Theatre programs and apply to BA Theatre programs at UNC institutions. The Agreement does not address admission to a specific institution or BA program within an institution.

#### **1. Eligibility**

To be eligible for the transfer of credits under the agreement, an applicant must be either currently enrolled or enter a community college AFA in Theatre program on or after the effective date of this agreement and must earn an AFA in Theatre degree in a North Carolina Community College with a GPA of at least 2.0 and a grade of C or better in all transfer courses.

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

## **2. Procedures governing transfer of Associate in Fine Arts in Theatre into Bachelor of Arts**

a. The agreement enables students who have graduated from a NCCCS institution with an AFA in Theatre to complete a common list of courses that meet the entrance requirements at all of the BA in Theatre programs at UNC institutions. However, because theatre program admissions are competitive, no student is guaranteed admission to a UNC theatre program. In addition to meeting entrance requirements, transfer students may also be required to submit evidence of their creative work, depending on the requirements for each institution.

b. A student who completes an AFA in Theatre with a GPA of at least 2.0 and a grade of C or better in the Agreement courses listed in Appendix E will have fulfilled the BA program entry requirements, and all courses in the Universal General Education Transfer Component will transfer with course equivalency to fulfill General Education requirements for the BA.

c. These students will receive at least 60 semester hours of academic credit upon admission to a UNC institution.

## **3. Certification of the Associate of Fine Arts in Theatre degree completion**

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

## **4. Transfer of Courses not originated at North Carolina community colleges**

Transfer courses that do not originate in a North Carolina Community College or UNC institution may be used under the agreement with the following stipulations:

a. Courses must be completed at a regionally accredited institution of higher education;

b. Courses must meet general education requirements; **and**

c. Courses may total no more than 14 hours of general education course credit

d. If the courses are used to complete the AFA Theatre degree, the courses will transfer as a part of the degree.

## **5. Transfer of Advanced Placement (AP) course credit**

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

## **Impact of the agreement on other articulation agreements**

This agreement takes precedence over bilateral articulation agreements established between constituent institutions of UNC and the NCCCS but does not necessarily preclude such agreements. Institution-to-institution articulation agreements that fall within the parameters of the agreement and enhance transferability of students from NCCCS to UNC institutions are acceptable. Institutional agreements conflicting with the agreement are invalid.

## **Appendix A**

### **Participating Programs NCCCS Associate in Fine Arts in Theatre Programs**

As of July 1, 2017

#### **NCCCS Institutions with Associate in Fine Arts in Theatre (A10800) degrees**

Blue Ridge Community College  
Cape Fear Community College  
Catawba Valley Community College  
Central Piedmont Community College  
Coastal Carolina Community College  
Fayetteville Technical Community College  
Forsyth Technical Community College  
Guilford Technical Community College  
The College of the Albemarle  
Western Piedmont Community College

#### **UNC Institutions with BA Programs with Degree Titles [RRR2]**

Appalachian State University: Bachelor of Arts in Theatre Generalist  
East Carolina University: Bachelor of Arts in Theater Arts  
Fayetteville State University: Bachelor of Arts in Theatre  
North Carolina Central University: Bachelor of Arts in Theatre  
UNC Asheville: Bachelor of Arts in Drama  
UNC-Chapel Hill: Bachelor of Arts in Dramatic Art  
UNC Charlotte: Bachelor of Arts in Theatre  
UNC Greensboro: Bachelor of Arts in Drama  
UNC Pembroke: Bachelor of Arts in Theater Arts  
UNC Wilmington: Bachelor of Arts in Theatre  
Western Carolina University: Bachelor of Arts in Stage and Screen

**Although, not encompassed within this agreement at the time of its approval and effectiveness, the following NC institutions award BFA Theatre degrees:**

East Carolina University  
North Carolina A&T State University  
UNC Greensboro  
UNC School of the Arts  
Western Carolina University

Students with AFA degrees who desire to obtain a BFA Theatre degree, should contact the specific institution listed above to ascertain the transferability of their community college credits along with specific admissions and transfer requirements.

## **Appendix B**

### **AFA Theatre to BA Articulation Agreement Transfer Committee Procedures and Membership**

Articulation[RRR3] between the NCCCS and UNC is a dynamic process. To ensure the currency of the agreement, occasional modifications may be necessary. The Agreement Transfer Committee (ATC) [RRR4] will receive requests for modification only upon the recommendation of the chief academic officer of either UNC or the NCCCS. Because the modification process involves faculty and administrative review, this process may require up to 12 months for final action. Decisions made by the ATC will be consistent with all pertinent accreditation standards.

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

The committee shall have co-chairs, representing the NCCCS and UNC institutions. Co-chairs shall be elected by the membership and shall serve staggered terms.

#### **NCCCS Members:**

Four representatives including:

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

#### **UNC Members:**

Four representatives including:

- One representative from The University of North Carolina (Non-Voting), usually the Director for Community College Partnerships, unless otherwise directed by the UNC Senior Vice President for Academic Affairs.
- Three representatives from the UNC constituent BA institutions. These three members will be nominated by their peers and appointed by UNC's CAO. Self-nomination with endorsement by peers is permitted.

## Appendix C

### **AFA Theatre to BA Articulation Agreement Transfer Credit Appeal Procedure**

#### **Guiding Principle**

If a NCCCS student believes the terms of the agreement have not been honored by a UNC institution to which the student has been admitted, the student may invoke the Agreement Transfer Credit Appeal Procedure.

#### **Steps in Filing an Appeal Step #1:**

- **By the last day of classes of the first semester for which admission is offered**, the student must submit an AFA Theatre to BA Articulation Agreement Transfer Credit Appeal Form along with any supporting documentation to the director of admissions or other campus designee at the UNC institution to which the student has been admitted. Students first enrolling at the senior institution in a summer session must submit their appeal by the end of the subsequent fall semester.
- **The student must specify on the appeal form the specific language that is in contention. Appeals that lack this information will not be considered.**
- The director of admission, or other institutional designee, will review the appeal and respond in writing (email or letter) to the student within 15 business days.

#### **Step #2:**

- If the student is not satisfied with the decision of the director of admission (or institutional designee), the student may appeal on the same form to the chief academic officer of the specific institution within 15 business days of written notice of the director/designee's decision.
- The CAO will review the appeal and respond in writing (email or letter) to the student within 15 business days of receiving the student's appeal.

#### **Step #3**

- If the student is not satisfied with the decision of the institution's CAO, the student may appeal to the AFA to BA Transfer Committee appeals subcommittee, composed of the co-chairs, a representative from UNC, and a representative from the NCCCS. The student must submit the appeal to the subcommittee within 15 business days of the receipt of the CAO's decision.
- The appeal to the AFA to BA Transfer Committee appeals subcommittee should be sent to:

UNC-GA AFA to BA Transfer Committee  
AFATA to BFA AA Appeal  
PO Box 2688, Chapel Hill, NC 27515

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



## AFA Theatre to BA Articulation Agreement Transfer Credit Appeal Form

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

- The completed form and any supporting documentation must be submitted to the UNC institution's director of admission by the last day of classes of the first semester for which admission is offered or by the end of the subsequent fall semester for students enrolling in the summer.
- You must specify the nature of the appeal and cite the specific AFA Theatre to BA Articulation Agreement language that is in contention. Appeals that do not include this information cannot be considered.

Last Name: \_\_\_\_\_ First: \_\_\_\_\_ MI: \_\_\_\_\_ (Please print or type)

Address: \_\_\_\_\_  
(Number and Street) (City) (State) (Zip)

Telephone: \_\_\_\_\_ Email: \_\_\_\_\_  
(Area code/Number)

Community College from which AFA Theatre was earned: \_\_\_\_\_

UNC institution offering admission: \_\_\_\_\_ beginning (semester/yr) \_\_\_\_\_

**Section 2: Basis for your appeal:** On a separate, attached document, specify the nature of the appeal and cite the specific AFA Theatre to BA Articulation Agreement language that is in contention. Attach AFA Theatre to BA Articulation Agreement supporting documents.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **Appendix D**

### **Associate in Fine Arts in Theatre (A10800) Curriculum Standard**

(Effective Term: Fall 2018)

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

#### **UNIVERSAL GENERAL EDUCATION TRANSFER COMPONENT**

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

##### **English Composition (6 SHC)**

*The following two English composition courses are required.*

ENG 111	Writing and Inquiry	(3 SHC)
ENG 112	Writing/Research in the Disciplines	(3 SHC)

##### **Communications and Humanities/Fine Arts (9 SHC)**

*Select three courses from at least two different disciplines.*

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

##### **Social/Behavioral Sciences (9 SHC)**

*Select three courses from at least two different disciplines.*

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

##### **Math (3-4 SHC)**

*Select one course from the following:*

MAT 143	Quantitative Literacy	(3 SHC)
MAT 152	Statistical Methods I	(4 SHC)
MAT 171	Pre-calculus Algebra	(4 SHC)
MAT 271	Calculus I	(4 SHC)

**Natural Sciences (4 SHC)**

*Select 4 SHC from the following:*

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

**OTHER REQUIRED HOURS (16 SHC)****THEATRE (15 SHC)**

DRA 211	Theatre History I	(3 SHC)
DRA 212	Theatre History II	(3 SHC)

*Choose one track.*

**Acting Track**

DRA 130	Acting I	(3 SHC)
DRA 135	Acting for the Camera I	(3 SHC)
DRA 170	Play Production I	(3 SHC)

**Technical Track**

DRA 140	Stagecraft I	(3 SHC)
DRA 141	Stagecraft II	(3 SHC)
DRA 170	Play Production I	(3 SHC)

**Academic Transition (1 SHC)**

*The following course is required:*

ACA 122	College Transfer Success	(1 SHC)
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*An additional 12-14 SHC of courses should be selected from the courses classified as pre-major, elective, general education, or UGETC within the Comprehensive Articulation Agreement. Students should select these courses based on their intended major and transfer university.*

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

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