THE
UNIVERSITY OF
NORTH CAROLINA
SYSTEM

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

December 12, 2019 at 12:00pm
University of North Carolina System Office
Center for School Leadership Development, Board Room
Chapel Hill, North Carolina

AGENDA

OPEN SESSION

    A-1.   Approval of the Open and Closed Minutes of November 14, 2019 ....Anna Nelson

    A-2.   UNC System Degree Program Establishments – FSU, NCCU, UNC-CH, UNCG, WCU...........David English

    A-3.   UNC System Degree Program Consolidation and Discontinuation – WSSU ....David English

    A-4.   Adjourn

DRAFT MINUTES

November 14, 2019 at 10:30 a.m
Elizabeth City State University
K.E. White Graduate Center, Room 124
Elizabeth City, North Carolina

This meeting of the Committee on Educational Planning, Policies, and Programs was presided over by Chair Anna Nelson. The following committee members were in attendance: Steven B. Long, N. Leo Daughtry, Mark Holton, and Adam Schmidt.

Chancellors participating were Johnson Akinleye, Nancy Cable, and Todd Roberts. Chair of the UNC Faculty Assembly David Green was also in attendance.

Staff members participating included Kimberly van Noort and David English from the UNC System Office.

OPEN SESSION

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

Chair Nelson called the meeting to order at 10:32 a.m. on Thursday, November 14, 2019.

Chair Nelson reminded all members of the committee of their duty under the State Government Ethics Act to avoid conflicts of interest and appearances of conflict of interest. She asked if there were any conflicts or appearances of conflict with respect to any matter coming before the committee. No members identified any conflicts at the time.

Chair Nelson called for a motion to approve the open and closed minutes of May 21, 2019.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the open minutes of September 19, 2019 as distributed.

Motion: N. Leo Daughtry
Motion carried

2. **Academic Affairs Update (Item A-2)**

Dr. van Noort provided the data on fall enrollment and prior-year student completions. An overview of the North Carolina Research Campus, located in Kannapolis, was presented.

3. Update on Minimum Admissions Requirements (MAR) Working Group (Item A-3)

The findings and next steps of the working group, convened in 2018, was reviewed regarding possible revisions to the Minimum Admissions Requirements (MAR) policy 700.1.1.

4. AHEC Annual Report on Primary Care Physicians (Item A-4)

The committee heard and discussed the annual report from the Area Health Education Centers due to the General Assembly. The report summarizes primary care outcomes at five years post-graduation for medical schools in the state of North Carolina.

5. Louisburg College Comprehensive Articulation Agreement (Item A-5)

Louisburg College requests to adopt the regulations within the Comprehensive Articulation Agreement (CAA) through proposing a parallel CAA. Louisburg College, a private two-year institution, has proposed a parallel CAA and agrees to honor the regulations enclosed within that policy/legislation (North Carolina General Statute 116-11(10c)).

Motion: Mark Holton
Motion carried

6. Other Business (Item A-6)

The annual Future Teachers of North Carolina Report, submitted to the Legislature in October, was reviewed and presented to the committee for informational purposes.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs move into closed session.

Motion: N. Leo Daughtry
Motion carried

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THE MEETING MOVED INTO CLOSED SESSION

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MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs return to open session.

Motion: Mark Holton
Motion carried

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THE MEETING RESUMED IN OPEN SESSION

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There being no further business, the meeting adjourned at 12:10 p.m.

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N. Leo Daughtry, Secretary

AGENDA ITEM

A-2.   UNC System Degree Program Establishment... David English

Situation:	Fayetteville State University requests the establishment of the following degree program:

—   Master of Science in Nursing: Patient Safety and Quality (CIP 51.1699)

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

—   Master of Education in Special Education, Assistive Technology (CIP 13.1009)

The University of North Carolina at Chapel Hill requests the establishment of the following degree program:

—   Master of Arts in Asian and Middle Eastern Studies (CIP 05.0103)

The University of North Carolina at Greensboro requests the establishment of the following degree program:

—   Master of Science in Sustainability and Environment (CIP 03.0103)

Western Carolina University requests the establishment of the following degree program:

—   Master of Science in Experiential and Outdoor Education (CIP 31.0601)

Background:	Per UNC 400.1, the constituent institutions and the UNC System Office review degree program offerings and bring requests to establish new programs with recommendations to the Board of Governors.
Assessment:	Establishment of the above-listed degree programs is recommended.
Action:	This item requires a vote by the committee, with a vote by the full Board of Governors through the consent agenda.

Request for Authorization to Establish a
Master of Science in Nursing: Patient Safety and Quality
(MS, CIP 51.1699) at
Fayetteville State University

I.   Program Highlights

- The objective of Fayetteville State University's proposed Master of Science in Nursing: Patient Safety and Quality degree program is to prepare nurses to function as patient safety and quality improvement experts within health care organizations at the systems level. The program will educate and develop nurses with the skills needed to lead efforts to assess, monitor, and improve healthcare outcomes; improve safety for both patients and staff; contribute to risk reduction, provide patient-centered care within an interdisciplinary team; and translate national quality expectations into daily operations.
- Medical error is estimated to be the cause of more than 160,000 – 250,000 deaths per year in the United States, making it the third leading cause of death (behind heart disease and cancer). Both public and private health care organizations have placed increased attention on improving patient safety and quality, with Medicare reimbursements now directly connected to these outcomes.
- The proposed degree program consists of 36 credit hours for full-time students. It will take graduates four semesters to complete the program.
- The proposed degree program would be administered online.
- Ten full-time students and five part-time students are projected in the first year. Twenty full-time students and 10 part-time students are projected by the fourth year.
- The FSU School of Nursing anticipates hiring one tenure-track faculty member by the fourth year to support program growth. The position will be supported by enrollment increases.
- No tuition differential will be sought to support the proposed degree program.
- The resources of FSU's library are adequate to support the proposed degree program.
- The facilities are adequate to support the proposed degree program.

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

1. **Existing Programs (Number, Location, Mode of Delivery).** Eight institutions in the UNC System offer the Master of Science in Nursing (MSN), Appalachian State University, East Carolina University, the University of North Carolina at Charlotte, the University of North Carolina at Greensboro, the University of North Carolina at Pembroke, the University of North Carolina Wilmington, the University of North Carolina at Chapel Hill, and Winston-Salem State University. All but two of the programs offer delivery options on campus and/or online, with the exception of UNC Pembroke and UNC Wilmington, which only provide on campus instruction.

2. **Relation to Campus Distinctiveness and Mission.** The proposed degree program would support the mission of FSU of "providing students with the highest quality learning experiences that will produce global citizens and leaders as change agents for shaping the future of the State." It would also be consistent with the University of North Carolina System's mission to provide instruction for individuals to discover, create, transmit and apply knowledge to address the needs of individuals and society. The preparation of professionals specializing in patient safety can reduce medical injury and improve the quality of healthcare in North Carolina.

3. **Demand (local, regional, state).** Numerous studies have demonstrated that there is significant and sustained student demand for nursing education. For example, the University of North Carolina at Charlotte (UNCC) conducted a state-wide study of program interest for individuals included in the nursing registry. There were 3,300 respondents with a bachelor's degree in the survey, and 974 of them expressed interest in pursuing a master's degree in Patient Safety and Healthcare Quality. Similar programs are offered at Johns Hopkins University, University of Alabama at Birmingham, and The George Washington University.

4. **Potential for Unnecessary Duplication.** Eight institutions in the UNC System offer the Master of Science in Nursing (MSN): Appalachian State University, East Carolina University, the University of North Carolina at Charlotte, the University of North Carolina at Greensboro, the University of North Carolina at Pembroke, the University of North Carolina Wilmington, the University of North Carolina at Chapel Hill, and Winston-Salem State University.

   There are MSN programs in the UNC system that include a course on quality and safety as part of the curricula in Nursing Leadership and Clinical Nurse Leader concentrations. These concentrations are distinctly different from the proposed program in focus. The concentrations mentioned in other UNC system schools focus on nursing leadership skills development and unit level change practices, while the proposed degree program would focus on a systems level approach to enhancing patient safety and quality delivery of care. The proposed program will prepare nurses to function as patient safety and quality improvement experts within health care organization at the systems level.

5. *Employment Opportunities for Graduates.* Graduates of the proposed MSN in Patient Safety and Quality will enter a favorable job market. Data was reviewed for MSN programs focusing on nursing administration and leadership, which is the program track most similar to Patient Safety and Quality. NC TOWER shows that in North Carolina, the average salary for a nurse with an advanced degree in this area is between $67,895 - $92,838. For nurses working in the health care inpatient setting, the median annual income is $91,207. Of these graduates, 89% were employed within one year of graduation. Letters of support were provided from numerous local health care entities, including Cape Fear Valley Health, Scotland Health Care System, Southeastern Health, and the Womack Army Medical Center.

6. **Faculty Quality and Number.** The FSU School of Nursing has been approved to hire two faculty members, effective fall 2020. During the first year of the program, the current tenured and tenure track faculty and the fall 2020 hires will be adequate to absorb the teaching responsibilities for the proposed degree program. The School of Nursing currently has 10 additional non-tenure track faculty and 10 part-time adjuncts. Course responsibilities will be shifted to allow graduate faculty to teach the master's level courses. The School of Nursing anticipates the hiring of an additional faculty member by the fourth year to support program growth. The faculty line will be supported by enrollment increases. Additional need for faculty will be evaluated after the fourth year.

7. **Availability of Campus Resources (library, space, etc.)** FSU's Charles Chesnutt Library maintains appropriate resources and staff to support the proposed program. The Chesnutt Library currently has 448,268 volumes, 341 print periodical subscriptions and access to 46,732 electronic periodicals through the databases, 442 databases and nearly one million microfiche. Library

resources and services are available to all faculty and staff members and enrolled students, onsite or via remote access. Professional assistance is also available throughout the library. There are currently eight librarians and twelve support staff to meet the informational and research needs of the university nursing community. There are two nursing liaison librarians and a librarian for instruction and distance education students. There is a LibGuide at http://libguides.uncfsu.edu/nursing. This subject guide is updated and maintained by the librarians to include relevant nursing material starting points that include print and electronic journals and books, reference materials, texts, handbooks, guides, media, web sites, test preparation materials and other related information specific to nursing. Interlibrary Loan, Cooperative Agreements, and other libraries outside the educational institution are also available to FSU students.

The facilities and equipment within the School of Nursing and FSU campus are adequate for support of the proposed program. The School of Nursing is housed on all three floors of the Southeastern North Carolina Nursing Education and Research Center (SNERC). The SNERC is a 37,458 square foot building, which is environmentally sustainable. The building houses eleven classrooms, six of which are "smart classrooms." The third floor of the facility is dedicated to a computer laboratory, simulation laboratory, classrooms, and faculty offices. The proposed degree program will share facilities and equipment with the pre-licensure Bachelor of Science in Nursing (BSN), and Registered Nurse-BSN programs. The proposed degree program will be offered online, and all practicum experiences will be delivered through face to face, video conferencing, or digital clinical excursions.

8. **Relevant Lower-level and Cognate Programs.** There are no other subject-matter fields at FSU that are necessary to support the proposed program.

9. **Impact on Access and Affordability.** No tuition differential will be sought to support the proposed degree program. The proposed degree program should be sustainable on current resources, including the fall 2020 hires for the two years. However, after the second year, as the program meets its target enrollments, enrollment growth funds will be needed to support the additional faculty member and future growth requirements.

Distance education tuition and fees for fall 2019 and spring 2020 are as follows:

Full-Time Graduate Tuition and Fees per Semester (In Dollars)

Category	Resident	Non-Resident
Tuition	1,517.00	6,399.00
Mandatory Fees (Education & Technology, Campus Security, ASG)	207.00	207.00
Application Fee	50.00	50.00

10. **Expected Quality.** The School of Nursing will conduct a first-year evaluation to coincide with the self-study and external CCNE evaluation site visit. Following the initial evaluation, annual evaluations will continue by collecting data on the following metrics: student performance in

class, capstone practicum evaluation, student retention rate, comprehensive certification exam pass rate, student graduation rate, and job/graduate school placement when applicable. At the end of year three, the School of Nursing will conduct an external review of the proposed degree program on the same metrics.

The undergraduate BSN program at FSU is currently accredited by the Commission of Collegiate Nursing Education (CCNE). The School of Nursing will seek accreditation for the proposed degree program through CCNE.

11. **Feasibility of Collaborative Program.** Opportunities for collaboration were discussed with UNCC, WSSU, area hospitals, and Fort Bragg regarding development of pathways for FSU MSN students to obtain a Doctor of Nursing Practice (DNP) degree. In addition, elective courses in quality and safety and nursing education may be available to students enrolled in collaborating UNC system schools.

12. **Other Considerations.** None.

III.   Summary of Review Processes

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

UNC System Office Review Process and Feedback. Throughout the review process, FSU provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support its statements. Reviewers evaluated the proposal and requests for information were provided by the institution.

IV.   Recommendation

It is recommended that the Board of Governors approve FSU's request to establish a Master of Science in Nursing: Patient Safety and Quality degree program (CIP 51.1699) to enroll students starting fall 2020.

Request for Authorization to Establish a
Master of Education in Special Education, Assistive Technology for Individuals with Visual Impairment
(MED, CIP 13.1009) at
North Carolina Central University

I.   Program Highlights

- The objective of North Carolina Central University's (NCCU) proposed degree program would be to prepare professionals to work with individuals with visual impairments as a Certified Assistive Technology Instructional Specialist for People with Visual Impairments (CATIS). This certification is conferred by the Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP).
- NCCU currently offers the only Visual Impairment Training Program (VITP) in the State of North Carolina. The proposed stand-alone degree program would build upon the strength and expertise that NCCU has developed in their existing concentrations and certifications.
- The proposed degree program would require 43 credit hours of coursework, a comprehensive exam, and a field experience or internship.
- The proposed degree program would be administered online, with courses offered through a combination of synchronous and asynchronous experiences allowing students to continue working during the school year.
- Six full-time students are projected in the first year. 12 full-time students are projected in the fourth year.
- No new faculty hires are needed unless enrollment expands beyond the capacity of shared resources, exceeding 15-30 students. In that event, adjunct faculty would be used to teach new courses until enrollment supports an additional faculty member.
- No tuition differential will be sought to support the proposed degree program.
- The resources of NCCU's James E. Shepard Library are adequate to support the proposed degree program.
- The facilities are adequate to support the proposed degree program.

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

1. **Existing Programs (Number, Location, Mode of Delivery).** North Carolina Central University, North Carolina State University, the University of North Carolina at Charlotte, and the University of North Carolina at Greensboro offer the Master of Education in Special Education degree program. However, there are no other institutions in the UNC System that offer the Master of Education in Special Education with a specialization in assistive technology for individuals with visual impairment. The other programs focus on child development (UNC Charlotte), academically gifted (UNC Charlotte), and general curriculum (NC State, UNC Greensboro). One program, at NC Central University, focuses on teaching individuals with visual impairments, including blindness.

    The program at NC State University is offered on campus. The programs at NC Central University and UNC Charlotte are offered on campus and online. The program at UNC Greensboro is offered on campus and administers an off-site location.

2. **Relation to Campus Distinctiveness and Mission.** The proposed degree program would support the University's mission to continue a "strong tradition of teaching, research, and service" that "prepares students to become global leaders and practitioners who transform communities." It would also align with the chancellor's strategic priorities, which include expanding NCCU's portfolio of academic offerings and expanding partnerships with K-12, private industry, and nonprofit organizations. This new degree program will meet the needs of K-12 providers and nonprofit entities by producing skilled instructors who have the expertise to work with students with visual impairments.

3. **Demand (local, regional, state).** As a newly developing area of study, student demand metrics are preliminary. If approved, NCCU would be only the fourth institutional nationally to offer the degree. NCCU has also operated the only Visual Impairment Training Program in the State of North Carolina, which was developed in 1997 in response to requests from The University of North Carolina System and the North Carolina General Assembly. There are currently 16 professionals in queue for the next NCCU Visual Impairment Training Program, and half of those individuals have expressed interest in the proposed degree. The proposed program is also supported by the Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP), which oversees certification for the field (Certified Assistive Technology Instructional Specialist for People with Visual Impairments).

4. **Potential for Unnecessary Duplication.** No other institutions in the UNC System offer the Master of Science in Special Education with a specialization in assistive technology for individuals with visual impairment. East Carolina University has a certificate in assistive technology as a medical professions program that is not involved in teacher recruitment or placement. The distinction between the proposed degree program and existing programs in the UNC System is that it would prepare assistive technologists to provide support to teachers in the schools, as opposed to directly teaching students in the schools.

    It is anticipated that the discipline of assistive technology may be designated as a "related service" when the Individuals with Disabilities Education Act is reauthorized. As a distinct discipline, it may require its own degree, in addition to the existing certifications in the field. Furthermore, the Academy for Certification of Vision Rehabilitation has created a new certification category for assistive technology. However, students must have a graduate degree to obtain the certification.

5. *Employment Opportunities for Graduates.* NCWorks.gov identified 18 positions in the state related to assistive technology, including jobs in education and health care. A 2019 search of Indeed.com revealed more than 50 positions related to assistive technology statewide. North Carolina employs 110 active teachers of students with visual impairments, more than half with provisional or "add-on" licensure. These numbers reflect a student-to-teacher ratio of 17:1. The recommended ratio of 8:1 takes into account the significant impact of meeting the needs of students who read braille versus those who can access print materials and the demands of itinerant services. It is estimated that the state will need between 150-200 professionals trained to provide assistive technology services. In addition, the Veterans Administration has established the certification from the proposed degree program as the requirement for employees in the blindness rehabilitation centers in the area of technology.

6. **Faculty Quality and Number.** No new faculty hires are needed unless enrollment expands beyond the capacity of shared resources, exceeding 15-30 students. In that event, adjunct faculty would be used to teach new courses until enrollment supports an additional faculty member.

7. **Availability of Campus Resources (library, space, etc.)** NCCU's James E. Shepard Library maintains adequate resources and staff to support the proposed degree program. The current library holdings are appropriate to meet the instructional and research needs of students and faculty, with resources to support inquiry across areas in both visual impairments, adaptive technology and educational technology.

   Given that the proposed degree program will be administered online, distance education resources will be highly relevant. NCCU uses the Blackboard Learning Management System as the distance education technology to develop and deliver online course content. As a Quality Matters (QM) campus, the standards set forth by the QM Program are used to guide the online course development process and course delivery.

   Faculty members are actively engaged in the Quality Matters initiative and collaborate with the Office of E-Learning to improve course design and delivery. These collaborations also include the Student Accessibility Services to ensure that best practices in Universal Design meets the needs of all students.

   NCCU's School of Education has adequate facilities for the inclusion of this program. The Visual Impairment Training Program (VITP) recently moved into an underutilized space and renovated it as a resource and assistive technology Lab. The adjoining computer lab, which is also underutilized, has historically been used by the VITP. In addition, the H. M. Michaux, Jr. School of Education building is a 109,000 square-foot, state-of-the-art facility with full wireless capability, a teleconference classroom, technology enhanced classrooms, a 350-seat smart auditorium, a speech and hearing clinic, and communications and technology laboratories.

8. **Relevant Lower-level and Cognate Programs.** There are no specific lower-level or cognate programs that support the domain of assistive technology in rehabilitation and special education. As a new area, most existing professionals come from an education, rehabilitation, or counseling background.

9. **Impact on Access and Affordability.** No tuition differential will be sought to support the proposed degree program.

   Distance education tuition and fees per semester for fall 2019 and spring 2020 are as follows:

   Full-Time Graduate Tuition and Fees (In Dollars)

Category	Resident	Non-Resident
Tuition	2,091.00	7,806.00
Mandatory Fees (Education & Technology, Campus Security, ASG)	230.00	230.00
Application Fee	50.00	50.00

Expected Quality. The success of the proposed degree program will be measured with metrics including enrollment, proficiency in student learning outcomes, graduation rates, job placement, and employer and alumni surveys. In addition, the criteria for certification involves a comprehensive list of knowledge and clinical competencies to evaluate student proficiency.

10. **Feasibility of Collaborative Program.** Currently, there are limited offerings in the state with regard to assistive technology which prevent opportunities for collaboration.

11. **Other Considerations.** None.

III.   Summary of Review Processes

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

UNC System Office Review Process and Feedback. Throughout the review process, NCCU provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support its statements. Reviewers evaluated the proposal and requests for information were provided by the institution.

IV.   Recommendation

It is recommended that the Board of Governors approve NCCU's request to establish a Master of Education in Special Education, Assistive Technology for Individuals with Visual Impairment degree program (CIP 13.1009) to enroll students starting fall 2020.

Request for Authorization to Establish a
Master of Arts in Asian and Middle Eastern Studies
(MA, CIP 05.0103) at
The University of North Carolina at Chapel Hill

I.   Program Highlights

- The University of North Carolina at Chapel Hill's proposed Master of Arts in Asian and Middle Eastern Studies degree program would prepare students to engage intelligently and ethically with the social, environmental, and political challenges facing Asia, the Middle East and their transnational communities. This degree provides students with deep cultural knowledge of Asia and the Middle East while training them in the intellectual flexibility necessary to grasp and work with complex and fluctuating issues as they arise. Graduates would be competitive for positions at think tanks, global financial institutions, and international organizations.
- The proposed degree program consists of 30 hours of graduate study. At least 18 credit hours must be from courses offered within the UNC-Chapel Hill Department of Asian Studies. Students must complete a written comprehensive exam and a master's thesis.
- The proposed degree program would be administered on campus.
- Eight full-time students are projected in the first year. Twelve full-time students are projected by the fourth year.
- No new faculty hires are requested.
- No tuition differential will be sought to support the proposed degree program.
- The library's resources are adequate to support the proposed degree program.
- The facilities are adequate to support the proposed degree program.

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

1. **Existing Programs (Number, Location, Mode of Delivery).** No other UNC System institution offers the proposed Master of Arts degree in Asian and Middle Eastern studies combined. The only comparable degree currently available in North Carolina is the Critical Asian Humanities M.A. track offered at Duke University. That degree focuses on contemporary East Asia, while the proposed degree program would also include the Middle East and South Asia, have more historical depth and linguistic breadth, and offer unique specializations such as digital humanities.

2. **Relation to Campus Distinctiveness and Mission.** The proposed degree program would support UNC-Chapel Hill's mission to solve the world's greatest problems by developing students' linguistic and cultural expertise in regions of the world that include 75% of the world's population and that present the world's greatest geopolitical opportunities and challenges. It would be consistent with North Carolina's blueprint for global engagement and with UNC-Chapel Hill's new "Global Guarantee" by providing innovative course offerings and enhancing opportunities for students to engage deeply with global issues. The proposed degree program would also contribute to the University's mission by providing its nationally ranked scholars in AMES with opportunities to mentor graduate students, thereby strengthening retention of top faculty.

The proposed degree program would align with the UNC System's mission by contributing to the discovery, creation, transmission, and application of knowledge to address the needs of individuals and society as it relates to global engagement.

3. **Demand (local, regional, state).** UNC-Chapel Hill has a history of strong student enrollment in the undergraduate Asian Studies major. Currently only Duke University, the University of Virginia, and Florida State University are the only institutions in the Southeastern United States to offer master's degrees in the proposed area of study. An analysis of application data from similar institutions reveals a potential unserved market of students. Duke typically receives 60-65 applications and denies 42-45 of those individuals. The University of Texas at Austin, the University of Arizona, and the University of Michigan all report similar acceptance rates of roughly 30%. Given the academic and faculty profile of UNC-Chapel Hill, it is anticipated that sufficient student demand exists for the program.

4. **Potential for Unnecessary Duplication.** No other institutions in the UNC System offer the proposed Master of Arts degree in Asian and Middle Eastern studies combined. UNC-Chapel Hill has existing partnerships and collaborations with Duke University, which offers a similar but distinct degree focused more narrowly on contemporary East Asia.

5. **Employment Opportunities for Graduates.** AMES is an evolving field that is responsive to the job market and student interest, as well as to new developments in humanities scholarship. Data from NCWorks.gov identified over 100 positions in North Carolina requiring or desiring expertise in AMES languages in sectors such as teaching, technology, healthcare, finance, business, management, engineering, IT, childcare, and law. The U.S. Bureau of Labor Statistics (BLS) identifies North Carolina as an excellent workplace for deploying language and cultural proficiency. In May 2017, there were 1,640 interpreters and translators employed in the state, with a mean income of $60,710, and 1,060 foreign language and literature teachers, with a mean wage of $66,810. The BLS predicts strong national growth in these fields, with an anticipated increase of 12,100 jobs in translation and interpretation (a 17.7% increase) and of 4,100 jobs in foreign language and literature teaching (an 11.9% increase) from 2016 to 2026.

6. **Faculty Quality and Number.** The responsibilities of teaching, advising, and administration for the proposed degree program can be absorbed with the current number of faculty. Funding will be requested for two graduate students through teaching assistantships, a course release and stipend of $3,000/year for the director of graduate studies/director of graduate admissions, as well as modest funds for advertising, office supplies, printing, etc. This would allow the institution to maintain its undergraduate credit hour offerings and support the proposed degree program without adding new faculty lines.

7. **Availability of Campus Resources (library, space, etc.)** UNC-Chapel Hill's holdings in Davis Library and the Media Resources Center in Wilson Undergraduate Library include the East Asian collection, Chinese collection, and the Korean collection. An additional Japanese collection, established in partnership with Duke University, is limited to support undergraduate instruction. The library's South Asian holdings in English and selected vernacular languages (i.e., Hindi, Tamil, Sanskrit) are among the largest in the southeast United States. In addition to the extensive collections for Middle East studies in English and Western languages, in 2011 UNC-Chapel Hill began systematically expanding its collections for this part of the world to build core current and

retrospective holdings in Arabic, Hebrew, Persian. UNC-Chapel Hill also has begun to expand its vernacular collections to include resources beyond print books and journals.

The facilities are adequate for support of the proposed program. It would be administered in the New West building, which houses two classrooms, a small seminar room with seating for nineteen, and a larger classroom that seats fifty. The Department of Asian Studies has priority scheduling rights for these classrooms as well as for a third room in another building that seats thirty-two students. All three classrooms are equipped with multimedia equipment.

8. **Relevant Lower-level and Cognate Programs.** While no other specific subject-matter fields are indispensable to the proposed degree program, it would be enriched by the broad offerings related to Asia and the Middle East from other departments. It is anticipated that students will enroll in courses from other UNC-Chapel Hill departments and academic centers, including Anthropology, Art, Cultural Studies, Global Studies, History, Religious Studies, and Jewish Studies. Improvement or expansion of other subject-matter fields are not necessary to support the proposed degree program.

9. **Impact on Access and Affordability.** No tuition differential will be sought to support the proposed degree program.

Tuition and fees for fall 2019 and spring 2020 are as follows:

Full-Time Graduate Tuition and Fees Per Semester (In Dollars)

Category	Resident	Non-Resident
Tuition	5,276.00	14,139.00
Mandatory Fees (Student Activities, Athletics, Health Services, Debt Service, Campus Safety, Education & Technology, ASG)	855.00	855.00
Application Fee	95.00	95.00

10. **Expected Quality.** The success of the program will be judged by evaluating enrollment, the success of the instruction, graduation rate, the satisfaction of graduates, and their success in job and PhD program placement.

11. **Feasibility of Collaborative Program.** Significant collaboration already occurs between Duke and UNC-Chapel Hill faculty in the fields of Asian and Middle East Studies. Duke and UNC-Chapel Hill share a title VI grant from the Department of Asian Studies and a joint graduate certificate in Middle East studies is administered by Duke's Asian & Middle East Studies Department and UNC-Chapel Hill's Department of Religious Studies, in coordination with the Duke University Middle East Studies Center (DUMESC) and the Center for Middle East and Islamic Studies. Also, Duke and UNC-Chapel Hill use online technology to share Persian and Turkish instruction.

Additionally, each year Duke and UNC-Chapel Hill graduate students in the field of Middle East and Islamic studies hold an annual conference, rotating each year between campuses. The Duke-UNC-Chapel Hill Consortium for Middle East Studies also holds an annual conference, which includes faculty from both campuses, and its location rotates between Duke and UNC-Chapel Hill. These collaborations will continue and may facilitate the recruitment and training of graduate students in the proposed degree program.

Students have access to AMES courses from Duke University and other UNC departments, including Anthropology, Art, English and Comparative Literature, Geography, Global Studies, History, Music, Peace, War, and Defense, Religious Studies, and Sociology.

12. **Other Considerations.** None.

III.   **Summary of Review Processes**

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

UNC System Office Review Process and Feedback. Throughout the review process, UNC-Chapel Hill provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support its statements. Reviewers evaluated the proposal and requests for information were provided by the institution.

IV.   **Recommendation**

It is recommended that the Board of Governors approve UNC-Chapel Hill's request to establish a Master of Arts in Asian and Middle Eastern Studies degree program (CIP 05.0103) to enroll students starting fall 2021.

Request for Authorization to Establish a
Master of Science in Sustainability and Environment
(MS, CIP 03.0103) at
The University of North Carolina at Greensboro

I.   Program Highlights

- The University of North Carolina at Greensboro's proposed Master of Science in Sustainability and Environment degree program would prepare graduates for careers in corporations or universities that are integrating sustainability and environmentally efficient approaches into their core functions. Career options may include sustainable manufacturing, green products and services, renewable or green energy, and environmental conservation/energy efficiency.
- The proposed degree program would require 36 credit hours, including either a thesis or a capstone activity and at least 9 semester hours of approved interdisciplinary coursework.
- The proposed degree program would be administered online.
- Ten full-time students and five part-time students are projected in the first year. Forty full-time students and 30 part-time students are projected by the fourth year.
- Three faculty hires will be requested to support the proposed degree program. The positions are incorporated into the budget, with hiring staggered over three years, assuming enrollment growth meets projected targets.
- One additional administrative staff member and four graduate assistantships would be requested to support the proposed degree program.
- The distance education services and facilities are adequate to support the proposed degree program.

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

1. **Existing Programs (Number, Location, Mode of Delivery).** Two institutions in the UNC System, North Carolina State University and the University of North Carolina Wilmington, offer the proposed degree program, both administered on campus. Two private institutions, Duke University and Wake Forest University, offer a similar degree program. The program at Duke University is administered on campus and online, while the program at Wake Forest University is only available on campus.

2. **Relation to Campus Distinctiveness and Mission.**   The proposed degree program would contribute to the overall mission of UNC Greensboro, supporting its stated goals to be "a source of innovation and leadership meeting social, economic, and environmental challenges in the Piedmont Triad, North Carolina, and beyond." The level of attention given to individual students in master's programs at UNC Greensboro is consistent with another element of the mission, to be "a learner-centered, accessible, and inclusive community fostering intellectual inquiry to prepare students for meaningful lives and engaged citizenship."

3. **Demand (local, regional, state).** The proposed degree program would build upon a successful set of undergraduate programs at UNC Greensboro. Enrollment in the existing bachelor's program increased from 41 majors to 125 majors between 2014 and 2018; the number of minors increased from 23 to 35. Many of these students have expressed an interest in pursuing additional study in

the field at the graduate level. Additionally, the National Council for Science and the Environment (NCSE) has noted that the number of degree granting units in interdisciplinary environment, sustainability, and energy increased 40% between 2012 and 2016, with high levels of growth in sustainability, environmental science, and environmental studies. It is anticipated that the UNC Greensboro program, as proposed, would capitalize on this increased national student demand, and meet their enrollment projections.

4. **Potential for Unnecessary Duplication.** Two institutions in the UNC System, NC State University and UNC Wilmington, offer the proposed degree program, both administered on campus, although NC State may soon move the program online. The proposed degree program at UNC Greensboro would be offered online.

   The proposed degree program at UNC Greensboro would feature a general and qualitative approach, which differs from the curricula of the existing programs. NC State University's program is specific and quantitative and UNC Wilmington's program is science/research oriented.

5. **Employment Opportunities for Graduates.** According to the Education Advisory Board (EAB), national demand for master's-level sustainability professionals increased 11 percent between the first half of 2017 and the first half of 2018, rising from 7,493 to 8,303 job postings. Regional demand for master's-level sustainability professionals increased from 742 to 851 job postings during the same period, a 14 percent gain. Eduventures, a company that provides research and advisory services for institutions of higher education, stated that occupations for environmental and sustainability study are projected to grow by 9.8%, slightly faster or around the average of all occupations (7 percent). When focusing on the region surrounding UNC Greensboro, however, projected growth for relevant occupations is 10.5%. Statewide, the expected growth is 11.3 percent.

6. **Faculty Quality and Number.** Three faculty hires will be requested to support the proposed degree program. The positions are incorporated into the budget, with hiring staggered over three years, assuming enrollment growth meets projected targets.

7. **Availability of Campus Resources (library, space, etc.)** The University Libraries of UNC Greensboro provide adequate resources and staff to support the proposed degree program. The Libraries' assistance includes targeted financial allocations to the Environment and Sustainability Program (EVS), totaling $9,079 in books, ebooks, and instructional DVDs since FY2015. As of FY2019, the annual allocation of $2,000 has been merged with previous Geography funding within the new Department of Geography, Environment, and Sustainability (GES). The University Libraries' support also includes liaison librarians.

   The proposed degree program would be offered online, so physical facilities, while adequate, would not be as important as digital resources. The distance education technology provided at UNC Greensboro is appropriate to support the nature and objectives of the proposed degree program. The institution uses Canvas as its learning management system (LMS) to provide content and facilitate group discussion, group work, and interaction among students and instructors. Many resources are available to faculty, including online and face-to-face training, course development guides, and instructional technology experts to support instructors' needs.

Relevant Lower-level and Cognate Programs. Four primary undergraduate subjects may serve as relevant lower-level or cognate programs. There are four bachelor's degrees within UNC Greensboro's Environment and Sustainability Program. They include the BA in Geography, the BA and BS in Biology, and the BS in Sustainable Tourism and Hospitality. Graduates from each program would be prepared for a master's program in sustainability and environment.

8. **Impact on Access and Affordability.** UNC Greensboro is requesting an additional $3,600 per student to support the proposed degree program. The fees would cover expenses, including graduate assistantships, membership in the Council of Environmental Deans and Directors (CEDD), membership in the National Council for Science and Environment, and staff salary.

Distance education tuition and fees for fall 2019 and spring 2020 are as follows:

Full-Time Graduate Tuition and Fees Per Semester (In Dollars)

Category	Resident	Non-Resident
Tuition	2,303.00	8,355.00
Mandatory Fees (Education & Technology, Campus Security, ASG)	246.00	246.00
Application Fee	65.00	65.00

9. **Expected Quality.** All academic programs at UNC Greensboro perform an annual assessment of student learning outcomes. The Office of Assessment has standardized rubrics for this purpose. Enrollment, graduation, and job placement are carefully tracked and reported in the annual program review. In addition, UNC Greensboro will seek feedback from employers and alumni.

10. **Feasibility of Collaborative Program.** Opportunities for collaboration were identified with NC State University, UNC Wilmington, and other programs at UNC Greensboro. NC State may offer elective courses that provide relevant science skills. There are also opportunities for students at UNC Greensboro and UNC Wilmington to benefit from each institution's online or face-to-face courses, including the creation of a dual course offered by both universities. In addition, UNC Wilmington offers 5-week courses for 1 credit that may be helpful to students.

11. **Other Considerations.** None.

III. Summary of Review Processes

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

UNC System Office Review Process and Feedback. Throughout the review process, UNC Greensboro provided relevant information pertaining to program requirements and resources.

The institution submitted appropriate documentation and research to support its statements. Reviewers evaluated the proposal and requests for information were provided by the institution.

IV.   Recommendation

It is recommended that the Board of Governors approve UNC Greensboro's request to establish a Master of Science in Sustainability and Environment degree program (CIP 03.0103) to enroll students starting fall 2020.

Request for Authorization to Establish a
Master of Science in Experiential and Outdoor Education
(MS, CIP 31.0601) at
Western Carolina University

I.   Program Highlights

- Western Carolina University's (WCU) proposed Master of Science in Experiential and Outdoor Education would prepare professionals for career advancement in expeditionary Learning schools, charter schools, independent schools with an experiential education program, community colleges, residential and day camps, environmental education programs, therapeutic experiential agencies and camps, university outdoor programs, and wilderness leadership programs.
- The proposed degree program would require 36 credits, including 27 required credits from courses within the program nine elective credits may come from within the program, other WCU graduate programs, or up to 6 credits in graduate coursework outside of WCU in related fields.
- The proposed degree program would be administered through a residential hybrid delivery mode, using on campus and online instruction. Students could take a maximum of 60% of courses online if they choose to fulfill their 9 elective credits using online courses.
- Fifteen full-time students are projected in the first year and forty full-time students are projected in the fourth year.
- Two new faculty hires are requested to support instruction in the proposed degree program. In addition, WCU is requesting 4 graduate assistant positions.
- No tuition differential will be sought to support the proposed degree program.
- The resources of WCU's Hunter Library are adequate to support the proposed degree program.
- The facilities are adequate to support the proposed degree program.

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

1. **Existing Programs (Number, Location, Mode of Delivery).**   There are no public or private institutions of higher education in North Carolina that offer an experiential education and/or outdoor education master's degree.

2. **Relation to Campus Distinctiveness and Mission.** The proposed degree program would support the WCU mission to create "learning opportunities that incorporate teaching, research, service, and engagement through on-campus, off-campus, on-line and international experiences." The proposed degree program would combine opportunities for students to engage in experiential education pedagogy coursework, research and service as they combine in-class, online, distance and/or international learning experiences in a unique package of courses. The proposed degree program would also support the UNC System mission to "discover, create, transmit, and apply knowledge to address the needs of individuals and society."

3. **Demand (local, regional, state).** The proposed master's degree builds upon geographic strengths of WCU as a hub for outdoor activities. The primary audience for this degree is current WCU undergraduate students, as well as students from the region served by other institutions of higher education. Undergraduate enrollment at WCU doubled between 2013 and 2018, increasing from

32 to 74 students. Given the lack of advanced training in experiential and outdoor education in North Carolina, many of these students choose to leave the state. WCU currently has a partnership program and articulation agreement in place with Southwestern Community College (SCC), and their president has provided a strong letter of support for the proposed program.

4. **Potential for Unnecessary Duplication.** There are no public or private institutions of higher education in North Carolina that offer an experiential education and/or outdoor education master's degree. In addition, there are no UNC System institutions in the western part of the state offering a related master's degree. The proposed degree program fulfills a growing need in training experiential and outdoor education professionals.

5. **Employment Opportunities for Graduates.** According to the Bureau of Economic Analysis (BEA), the economic power of the outdoor recreation industry comprises 2 percent ($373.7 billion) of the entire 2016 U.S. Gross Domestic Product. The report also stipulates that the outdoor industry is growing by 3.8 percent, faster than the 2.8 percent rate for the overall economy. The Bureau of Labor Statistics reports that occupations related to experiential and outdoor education (such as recreation and fitness study teachers, fitness and wellness coordinators, and training and development specialists or managers) are growing at a rate of 10% to 14%, with salaries in North Carolina ranging from $57,620 to $119,660 (for managers

6. **Faculty Quality and Number.** Two new faculty hires are requested to support instruction in the proposed degree program. WCU's College of Education and Allied Professions requested support for the first faculty hire in the previous year. They will request support for the second faculty hire in the 2019/2020 budget request process. In addition, WCU is requesting 4 graduate assistant positions.

7. **Availability of Campus Resources (library, space, etc.)** WCU's Hunter Library's current print and electronic collections are capable of supporting the proposed degree program. The present holdings include monographs, academic journals, streaming and physical media, and maps that address important topics for this proposed program. Relevant collection topics match those of the proposed program curriculum including experiential learning and outdoor education as well as the following subtopics: outdoor leadership, wilderness education, group facilitation, philosophy and ethics, research methods, diversity and social justice, as well as technology and trends in the field. Core journal holdings include the *Journal of Outdoor Recreation, Education and Leadership* (JOREL), *Journal of Adventure Education and Outdoor Learning*, and the *Journal of Experiential Education*. Research library liaisons to WCU's Park and Recreation Management Program and the College of Education and Allied Professions have built solid collections and online research guides that can support graduate students in the proposed degree program.

The proposed degree program would be housed primarily in two academic buildings (Reid Gymnasium and Killian Education and Psychology Building) on the WCU campus that provide ample space for faculty offices, graduate student workspaces, laboratory/activity space, and specialized equipment. Additionally, students could take advantage of one or more courses offered at the Biltmore Park campus. The hybrid, weekend course meeting schedule can help alleviate concerns with classrooms already at capacity on the Cullowhee and Biltmore Park campuses by holding courses only on Fridays and Saturdays (except for the one-week Foundations course in August).

WCU's IT office, the College of Education and Allied Professions IT office, and Coulter Faculty Commons provide excellent technical support services for face-to-face and online graduate programs. WCU's Coulter Faculty Commons provides Blackboard support and additional support for distance and online education is provided through the office of Distance Education (in Educational Outreach).

8. **Relevant Lower-level and Cognate Programs.** WCU has graduate programs in counseling (see attachment 6 for letter of support), social work, and education and undergraduate programs in parks and recreation management, education, health and physical education, recreational therapy, environmental science, and hospitality and tourism and natural resource management. While none of these programs are essential for the implementation for the proposed EOE program, all are valuable. No improvements or expansions are needed.

9. **Impact on Access and Affordability.** No tuition differential will be sought to support the proposed degree program.

   Tuition and fees for fall 2019 and spring 2020 are as follows:

   Full-Time Graduate Tuition and Fees (In Dollars)

Category	Resident	Non-Resident
Tuition	2,218.00	7,421.00
Mandatory Fees (Student Activities, Athletics, Health Services, Debt Service, Campus Safety, Education & Technology, ASG)	1,413.00	1,413.00
Application Fee	65.00	65.00

10. **Expected Quality.** The success of the proposed degree program will be measured by enrollment, student learning outcomes, retention rates, graduation rates, job placement, and employer and alumni surveys.

    Currently all academic programs in the College of Education and Allied Professions participate in a college-wide strategic planning day in the fall and an assessment day in the spring. These two meetings are designed to assist programs in setting strategic goals related to assessment and ensuring that all academic programs are complying in the university-wide Continuous Improvement Report submissions required by the institution's accrediting body, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

11. **Feasibility of Collaborative Program.** Faculty at WCU have relationships with faculty at numerous UNC System institutions. Inter-university research collaborations could lead WCU students to complete a PhD at NC State University. WCU hopes to collaborate with UNC System institutions to provide online electives in experiential and outdoor education to their parks, recreation, and tourism masters students.

12. Other Considerations. None.

III.   **Summary of Review Processes**

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

UNC System Office Review Process and Feedback. Throughout the review process, WCU provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support its statements. Reviewers evaluated the proposal and requests for information were provided by the institution.

IV.   **Recommendation**

It is recommended that the Board of Governors approve WCU's request to establish a Master of Science in Experiential and Outdoor Education degree program (CIP 31.0601) to enroll students starting fall 2020.

AGENDA ITEM

A-3.   UNC System Degree Program Discontinuation and Consolidation .... David English

Situation:	Winston-Salem State University requests discontinuation and consolidation of the following degree program:
	— Bachelor of Arts in Public Administration (CIP 44.0401)
Background:	Per UNC 400.1, the constituent institutions and the UNC System Office review degree program offerings and bring periodic discontinuation and/or consolidation recommendations to the Board of Governors.
Assessment:	Discontinuation and/or consolidation of the above-listed degree program is recommended.
Action:	This item requires a vote by the committee, with a vote by the full Board of Governors through the consent agenda.

Request for Authorization to <u>Discontinue and Consolidate</u>
Academic Degree Program

<u>Winston-Salem State University – BA in Public Administration</u> – (CIP 44.0401)

The Bachelor of Arts in Public Administration Program will be discontinued due to low enrollment. The program will be consolidated into the Bachelor of Arts in Political Science (CIP 45.1001). Students previously in the major were advised to replace it with the Bachelor of Arts in Political Science with a concentration in Public Administration and Public Policy.

No faculty or staff members will be impacted by the discontinuation of the program.