

**Request for Authorization to Establish
Joint Master of Public Health (MPH)
CIP 51.2201
University of North Carolina at Chapel Hill**

I. Program Highlights

- The University of North Carolina at Chapel Hill (UNC-Chapel Hill) and the University of North Carolina at Asheville (UNCA) propose the establishment of a Joint Master of Public Health (MPH).
- The purpose of the UNC-Chapel Hill and UNCA joint MPH degree program is to prepare health professionals and recent graduates from UNCA and neighboring schools and universities in the Western North Carolina (WNC) region who wish to build their public health skills and expertise.
- The proposed Joint MPH addresses a clear need for and demonstrated interest in additional public health workforce in WNC, a region of the state that has public health workforce deficits.
- The proposed program is modeled on a successful cooperative UNC-Chapel Hill MPH pilot program in based in Asheville.

II. Academic Program Planning Criteria (Section 400.1 of the UNC Policy Manual)

1. **Existing Programs (Number, Location, Mode of Delivery).** In addition to the in person, online and hybrid delivery modes of the UNC-Chapel Hill MPH and the cooperative pilot MPH in Asheville, existing UNC System institutions with similar programs include East Carolina University, UNC Charlotte, and UNC Greensboro. The Charlotte and Greensboro programs are delivered in person. The East Carolina University MPH is primarily delivered in person with some online coursework. Western Carolina University offers a similar Master of Health Science which is delivered in person.
2. **Relation to Campus Distinctiveness and Mission.** UNC-Chapel Hill and UNCA have well aligned the proposed program with their respective institutional missions, the University of North Carolina System Strategic Plan *Higher Expectations*, and the statewide initiative myFutureNC. The UNCA focus on academic rigor and critical thinking combined with the UNC-Chapel Hill Gillings School of Public Health aim of eliminating health inequities across North Carolina create a distinctive partnership designed to produce public health leaders to health threats and problems in the western region.
3. **Student Demand.** The primary audience for the proposed program is individuals who have a professional identity, at least two years of health-related experience, a goal of expanding their knowledge and skills in public health, and who prefer to remain living and working in WNC while earning their degree. Strong external demand is supported by a 2021 American Schools and Programs of Public Health (ASPPH) report showing that enrollment in the MPH degree has increased by 26 percent. A secondary audience for the Joint MPH program is recent graduates. A 2018 Future Graduates Survey (n=570) conducted by UNCA indicated 19.1 percent of respondents were somewhat or extremely likely to pursue an MPH offered by UNCA.
4. **Potential for Unnecessary Duplication.** Currently, only one MPH is offered by a UNC System school in the Asheville area. It has served as a successful pilot for the proposed place-based Joint MPH degree and will be phased out when the proposed program is established.
5. **Employment Opportunities for Graduates.** Nationally and within North Carolina employment opportunities for public health professionals are growing quickly. Health educators and medical and community service managers, common positions held by MPH-prepared individuals, held 118,100 jobs in 2016, according to the U.S. Bureau of Labor Statistics (BLS). BLS projects

employment of health educators and community health workers to grow faster than the average for all occupations. Projected growth from 2016-2026, jobs are expected to grow 16 percent.

6. **Faculty Quality and Number.** The proposed program will benefit from locally based UNCA and UNC-Chapel Hill Gillings School of Public Health faculty as well as Gillings faculty based in Chapel Hill who will participate remotely or through site-visits. As the proposed program grows, it anticipates the addition of one faculty for UNCA and two faculty from UNC-Chapel Hill to further enhance instructional quality and research expertise.
7. **Availability of Campus Resources (library, space, etc.).** A unique feature of the proposed program is that it will be an off-campus program for both campuses as it will be delivered at the UNC Health Science Campus at Mountain Area Health Education Center (MAHEC). While based at MAHEC, students will still have access to academic support services comparable to services provided to on-campus students, including an assigned local faculty member for mentoring. Students will have full access to the UNC Chapel Hill Library system through UNC-Chapel Hill Gillings and the MAHEC library service. MAHEC has designated a staff librarian to support faculty and students in the Joint/Cooperative MPH program. Anticipated program growth with eventually require a facilities renovation at the cost of \$50,000.
8. **Relevant Lower-level and Cognate Programs.** The proposed program will rely upon the interdisciplinary teaching sourced from faculty at UNC-Chapel Hill Gillings and UNCA. We anticipate that faculty will chiefly come from a wide range of departments at each institution depending on need and availability. At UNCA, departments might include Health and Wellness, Sociology, Anthropology, Math/Statistics, Chemistry, and Environmental Science. UNC-Chapel Hill Gillings faculty will be drawn from seven departments and one program.
9. **Impact on Access and Affordability.** UNC-Chapel Hill and UNCA are not requesting changes to the approved graduate tuition and fees established for the MPH program at UNC-Chapel Hill. Students in the proposed Joint MPH program will pay UNC-Chapel Hill MPH tuition which includes a tuition differential but no special fees. The proposed program tuition for North Carolina residents is significantly lower than national peer MPH programs. Tuition and fees for 2021-22 academic year for a full-time (9+ credit hour) graduate student are as follows:

Full-Time 2021-22 Graduate Tuition and Fees per Year (In Dollars)

Category	Resident	Non-Resident
Tuition	10,918.08	28,453.14
Tuition Differential	7,500.06	7,500.06
Mandatory Fees (Athletics, Student Activities, Health Services, Educational & Technology, Campus Security, Debt Service, ASG)	--	--
Special Fees	--	--
Application Fee	95.00	95.00

10. **Expected Quality.** The proposed UNC-Chapel Hill and UNCA joint MPH will meet the Council on Education for Public Health standard of 42 credit hours and be delivered in person and online. The proposed joint MPH provides a unique opportunity for a place-based public health education curriculum tailored to WNC by the UNC-Chapel Hill Gillings School of Global Public Health in

partnership with UNCA and in collaboration with the local community through MAHEC. In August, the Council on Education for Public Health formally moved to approve the UNCA and UNC-Chapel Hill's joint request to begin the accreditation process for the proposed MPH. A Gillings' MPH Steering Committee and the joint/cooperative degree leadership team plan to meet regularly to review processes and progress following a continuous quality improvement process.

- 11. Feasibility of Collaborative Program.** The proposed program is conceptualized as an inter-institutional collaboration, involving UNC-Chapel Hill Gillings School of Global Public Health, offering the best public health training in the country; UNC Asheville, offering high-impact teaching and learning grounded in the liberal arts and sciences, including health and wellness at the undergraduate level; and MAHEC, providing state-of-the-art real-world training for health professionals.

- 12. Other Considerations.** None.

III. Summary of Review Process

- 1. Campus Review Process and Feedback.** The proposal was reviewed by UNC-Chapel Hill and UNCA's faculty, graduate council, graduate school, CFO, provost, and chancellor. Approval and support were provided at all levels.
- 2. UNC System Office Review Process and Feedback.** Throughout the review process, UNC-Chapel Hill and UNCA provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support the statements made.

IV. Recommendation

It is recommended that the Board of Governors approve the University of North Carolina at Chapel Hill and the University of North Carolina at Asheville's request to establish a joint Master of Public Health (51.2201) effective fall 2021.

**Request for Authorization to Establish
Master of Arts (MA) in Africana Studies
CIP 05.0201
University of North Carolina at Chapel Hill**

I. Program Highlights

- The University of North Carolina at Chapel Hill (UNC-Chapel Hill) proposes the establishment of a Master of Arts (MA) in Africana Studies.
- UNC-Chapel Hill would be the only university or college in North Carolina to offer a MA degree in African, African American, and/or Diaspora (Africana) Studies.
- The proposed program would not require a tuition differential or special fees.
- Employment demand for graduates with the proposed degree are projected to increase over the next decade.

II. Academic Program Planning Criteria (Section 400.1 of the UNC Policy Manual)

1. **Existing Programs (Number, Location, Mode of Delivery).** No MA in Africana Studies is offered within the UNC System. UNC Charlotte offers a graduate certificate. UNC System institutions with similar undergraduate programs include minors, concentrations, or baccalaureate programs at Appalachian State, UNC Asheville, UNC Charlotte, East Carolina University, Elizabeth City State University, N.C. A&T State University, North Carolina Central University, North Carolina State University, UNC-Chapel Hill, UNC Wilmington, UNC Greensboro, and Winston-Salem State University.
2. **Relation to Campus Distinctiveness and Mission.** The UNC-Chapel Hill proposed MA program advances state priorities identified by the myFutureNC initiative and addresses core strategic initiatives of the Carolina Next: Innovations for Public Good plan including building community, preparing students for success by providing a student-centered experience, pursuing discovery through creative collaboration, educating global citizens and strengthening global impact, addressing community priorities for North Carolina and beyond, and inspiring a culture of listening, respect, and civil discussion for the betterment of our campus community, North Carolina and the world.
3. **Student Demand.** During 2019, at least 77 undergraduate students completed BA degrees in African, African American, and/or Diaspora Studies at UNC System schools. These programs are prospective feeder schools in addition to eight private North Carolina colleges or universities which offer similar undergraduate programs.
4. **Potential for Unnecessary Duplication.** Programmatic duplication would not be an issue for the proposed MA program because no such degree programs currently exist in North Carolina. The establishment of the proposed degree would fill a significant gap in the academic training capacities of UNC-Chapel Hill, higher-education institutions in North Carolina, and colleges and universities throughout the southern United States.
5. **Employment Opportunities for Graduates.** A survey of academic jobs advertised in the fields of African, African American, and Diaspora (Africana) Studies between July 2016 and February 2017, employers sought to fill over 148 tenure-track positions and at least 22 non-tenure-track administrative and teaching positions in these areas. More recently, an April 2021 market analysis of MA/PhD programs in Africana Studies conducted by the UNC-Chapel Hill Digital and Lifelong Learning Office predicted a “higher-than-average growth projected (7.5 percent) in representative occupations for Africana Studies graduates over the next decade,” with “postsecondary teachers

(8.5 percent growth) projected as the sampling occupations with higher-than-average occupational growth.”

6. **Faculty Quality and Number.** The UNC-Chapel Hill faculty involved in the proposed program are currently serving students in existing the Department of African, African American and Diaspora Studies (AAAD) as well as other major and minor programs within the College of Arts and Science. UNC-Chapel Hill will leverage existing faculty expertise with AAAD whose scholarly range equips them well to handle the creation of a graduate program without a significant increase in faculty workloads. The proposed graduate program will require support for a Director of Graduate Studies.
7. **Availability of Campus Resources (library, space, etc.).** The abundance of libraries, archives, museums, and other resources available at UNC-Chapel Hill are sufficient to support the needs of the proposed MA program and its prospective students. No additional resources are needed beyond those already available.
8. **Relevant Lower-level and Cognate Programs.** The enhanced reputational stature that the proposed MA and simultaneously proposed PhD program will bring to UNC-Chapel Hill have the potential to create a statewide and national draw extending beyond the existing pipeline of UNC undergraduates enrolled in AAAD and other students currently enrolled in UNC-Chapel Hill social science and humanities programs. Twelve UNC System schools have undergraduate programs that also offer majors, minors, or certificates in some aspect of African, African American, and/or Diaspora Studies.
9. **Impact on Access and Affordability.** UNC-Chapel Hill is not requesting changes to the approved graduate tuition and fees for the proposed program. The proposed MA in Africana Studies program does not include a tuition differential or special fees.
Tuition and fees for 2021-22 academic year for a full-time (9+ credit hour) graduate student are as follows:

Full-Time 2021-22 Graduate Tuition and Fees per Year (In Dollars)

Category	Resident	Non-Resident
Tuition	10,552	28,844
Tuition Differential	--	--
Mandatory Fees (Athletics, Student Activities, Health Services, Educational & Technology, Campus Security, Debt Service, ASG)	1,010.82	1,010.82
Special Fees	--	--
Application Fee	95.00	95.00

10. **Expected Quality.** The proposed MA program includes 30 credit hours and includes thematic and geographic concentrations. Two new required courses will provide the proposed MA program students with core knowledge of scholarly literature and methodologies and engage students in a non-thesis master's substitute course in year two. Students will choose among three geographic areas of specialization.
11. **Feasibility of Collaborative Program.** The MA in Africana Studies program will enable new collaboration in the public humanities, social sciences, and global and area studies within the

College of Arts and Sciences, UNC-Chapel Hill professional schools, and across other UNC System schools.

12. Other Considerations. None.

III. Summary of Review Process

- 1. Campus Review Process and Feedback.** The proposal was reviewed by UNC-Chapel Hill faculty, graduate council, graduate school, CFO, provost, and chancellor. Approval and support were provided at all levels.
- 2. 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 the statements made.

IV. Recommendation

It is recommended that the Board of Governors approve the University of North Carolina at Chapel Hill request to establish the Master of Arts in Africana Studies (05.0201) effective fall 2021.

**Request for Authorization to Establish
Doctor of Philosophy (Ph.D.) in Africana Studies
CIP 05.0201
University of North Carolina at Chapel Hill**

I. Program Highlights

- The University of North Carolina at Chapel Hill (UNC-Chapel Hill) propose the establishment of a Doctor of Philosophy (Ph.D.) in Africana Studies.
- UNC-Chapel Hill would be the only university or college in North Carolina offers an Ph.D. degree in African, African American, and/or Diaspora (Africana) Studies. Currently, no Research I university in the U.S. Southeast offers a Ph.D. in these areas.
- The proposed program would not require a tuition differential or special fees.
- Employment demand for graduates with the proposed degree are projected to increase over the next decade.

II. Academic Program Planning Criteria (Section 400.1 of the UNC Policy Manual)

1. **Existing Programs (Number, Location, Mode of Delivery).** No MA in Africana Studies is offered within the UNC System. UNC-Charlotte offers a graduate certificate. UNC System institutions with similar undergraduate programs include minors, concentrations, or baccalaureate programs at Appalachian State, UNC Asheville, UNC Charlotte, East Carolina University, Elizabeth City State University, N.C. A&T State University, North Carolina Central University, North Carolina State University, UNC-Chapel Hill, UNC Wilmington, UNC Greensboro, and Winston-Salem State University.
2. **Relation to Campus Distinctiveness and Mission.** The UNC-Chapel Hill proposed Ph.D. program advances state priorities identified by the myFutureNC initiative and addresses core strategic initiatives of the Carolina Next: Innovations for Public Good plan including building community, preparing students for success by providing a student-centered experience, pursuing discovery through creative collaboration, educating global citizens and strengthening global impact, addressing community priorities for North Carolina and beyond, and inspiring a culture of listening, respect, and civil discussion for the betterment of our campus community, North Carolina and the world.
3. **Student Demand.** During 2019, at least 77 undergraduate students completed BA degrees in African, African American, and/or Diaspora Studies at UNC System schools. These programs are prospective feeder schools in addition to eight private North Carolina colleges or universities which offer similar undergraduate programs.
4. **Potential for Unnecessary Duplication.** Programmatic duplication would not be an issue for the proposed program because no Ph.D. programs in Africana Studies currently exist in North Carolina. The establishment of the proposed degree would fill a significant gap in the academic training capacities of UNC-Chapel Hill, higher-education institutions in North Carolina, and colleges and universities throughout the southern United States.
5. **Employment Opportunities for Graduates.** A survey of academic jobs advertised in the fields of African, African American, and Diaspora (Africana) Studies between July 2016 and February 2017, employers sought to fill over 148 tenure-track positions and at least 22 non-tenure-track administrative and teaching positions in these areas. More recently, an April 2021 market analysis of MA/Ph.D. programs in Africana Studies conducted by the UNC Chapel Hill Digital and Lifelong Learning Office predicted a “higher-than-average growth projected (7.5 percent) in representative

occupations for Africana Studies graduates over the next decade,” with “postsecondary teachers (8.5 percent growth) projected as the sampling occupations with higher-than-average occupational growth.”

6. **Faculty Quality and Number.** The UNC-Chapel Hill faculty involved in the proposed program are currently serving students in existing the Department of African, African American and Diaspora Studies (AAAD) as well as other major and minor programs within the College of Arts and Science. Five new required courses will provide core knowledge while allowing students to choose among three geographic areas of specialization. UNC-Chapel Hill will leverage existing faculty expertise with AAAD whose scholarly range equips them well to handle the creation of a graduate program without a significant increase in faculty workloads. The proposed graduate program will require support for a director of Graduate Studies.
7. **Availability of Campus Resources (library, space, etc.).** As a R-1 institution, UNC-Chapel Hill has the appropriate campus resources, including libraries, archives, museums, and other resources to support the research needs of the proposed Ph.D. program and its prospective students. As the proposed program expands to meet enrollment targets, a need for graduate student office space for teaching assistants is anticipated.
8. **Relevant Lower-level and Cognate Programs.** The proposed program will build on a simultaneously proposed MA in Africana Studies degree which will be completed as part of the Ph.D. program. Relevant lower-level programs include an undergraduate major and minor in AAAD and other UNC-Chapel Hill humanities and social science programs. Additionally, 12 UNC System schools have undergraduate programs that offer majors, minors, or certificates in some aspect of African, African American, and/or Diaspora Studies that are potential feeders to this proposed program.
9. **Impact on Access and Affordability.** UNC-Chapel Hill is not requesting changes to the approved graduate tuition and fees. The proposed program does not include a tuition differential or special fees. Tuition and fees for 2021-22 academic year for a full-time (9+ credit hour) graduate student are as follows:

Full-Time 2021-22 Graduate Tuition and Fees per Year (In Dollars)

Category	Resident	Non-Resident
Tuition	10,552	28,844
Tuition Differential	--	--
Mandatory Fees (Athletics, Student Activities, Health Services, Educational & Technology, Campus Security, Debt Service, ASG)	1,010.82	1,010.82
Special Fees	--	--
Application Fee	95.00	95.00

10. **Expected Quality.** The proposed Ph.D. program includes 42 credit hours and includes a required 30-credit hour proposed MA in Africana Studies. Core curriculum drawn from thematic and geographic concentrations. Three new required doctoral courses constitute a research seminar, dissertation planning and research credits building on the core knowledge of scholarly literature

and methodologies students will acquire in the proposed MA program. Students will choose among three geographic areas of specializations.

11. Feasibility of Collaborative Program. The Ph.D. in Africana Studies program will enable new collaboration in the public humanities, social sciences, and global and area studies within the College of Arts and Sciences, UNC-Chapel Hill professional schools, and across other UNC System schools.

12. Other Considerations. None.

III. Summary of Review Process

- 1. Campus Review Process and Feedback.** The proposal was reviewed by UNC-Chapel Hill faculty, graduate council, graduate school, CFO, provost, and chancellor. Approval and support were provided at all levels.
- 2. 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 the statements made
- 3.**

IV. Recommendation

It is recommended that the Board of Governors approve the University of North Carolina at Chapel Hill request to establish the Doctor of Philosophy in Africana Studies (05.0201) effective fall 2021.

**Request for Authorization to Establish
Bachelor of Science (BS) in Professional Studies
CIP 30.0000
University of North Carolina at Charlotte**

I. Program Highlights

- The University of North Carolina at Charlotte proposes the establishment of a Bachelor of Science (BS) in Professional Studies.
- UNC Charlotte has over a decade of focused, specific experience serving students who left the university before earning a degree. Through their award-winning “49er Finish” program, UNC Charlotte proposes this undergraduate degree built specifically for the working adult who has completed at least 75 credit hours of course work but stopped out before finishing a degree.
- The proposed major in Professional Studies is intentionally designed to allow transfer and returning students to build on past educational and professional experiences and work with professional staff to grow knowledge and skills needed to secure employment.
- The program is fully online, is veteran friendly, and includes credit by review.
- Students complete a plan of study that includes a core of applied professional skills, an exploration of human social relationships and institutions, two concentrations, and culminates in a capstone project with a corporate or industry partner.
- This high-quality academic degree-completion program is structured to provide working adult students an opportunity to develop and demonstrate in-demand skills enabling them to maintain employment, move up the ladder in a current job, and position themselves for continued growth in earnings and employment opportunities.
- Further, with this degree-completion program, businesses are more apt to retain employees seeking career growth since a new credential may provide the criteria for promotion within an organization or company in contrast to looking outside the organization.
- A student can expect to complete the degree in one-two years if attending full time, or two-three years if attending part time.
- No new faculty lines or courses will be required for the program, as the academic content is already being taught at UNC Charlotte.

II. Academic Program Planning Criteria (Section 400.1 of the UNC Policy Manual)

1. **Existing Programs (Number, Location, Mode of Delivery).** Currently East Carolina University offers a baccalaureate program in CIP 30.0000 (Multi-/Interdisciplinary Studies, General). The University of North Carolina at Greensboro offers the Bachelor of Science in Integrated Professional Studies in CIP 30.9999 (Multi-Interdisciplinary Studies, Other). No other baccalaureate programs in the University of North Carolina System are focused on professional studies.
2. **Relation to Campus Distinctiveness and Mission.** UNC Charlotte has a mission to provide high quality educational programs that serve the needs of North Carolina citizens, with a particular focus on the greater Charlotte region, including nontraditional students. UNC Charlotte has been a pioneer in degree completion with its innovative 49er Finish program. The proposed Professional Studies degree expands these opportunities by creating an academic major specifically designed to complement the professional skills and experiences that “part-way

home” students have garnered during their time in the workforce. The Professional Studies degree will be open to students with 75 or more earned hours. Expanding the credit hour eligibility requirements makes the proposed degree an option for over 1,200 stopped-out UNC Charlotte students who are not currently eligible for 49er Finish.

Program Format

All required elements of the curriculum will be offered online and can be pursued part-time. Online delivery will maximize opportunities for students to complete their degree while working and/or taking care of other high-priority responsibilities. The Professional Studies curriculum allows students to tailor a plan of study to their professional goals by drawing on past work experience and academic accomplishments. Students are expected to earn the degree in one to two years even while working part-time or two to three years if working full-time.

Degree Requirements

This degree-completion program is open to students who have stopped-out after completing at least 75 credit hours from an accredited institution. Credit for prior learning is determined using the following assessment tools:

- College-Level Examination Program (CLEP)
- DANTES Subject Standardized Tests (DSST)
- Credit-by-examination

Veteran and military members’ training and course work are reviewed for credit. Based on the branch of service, type and content of the training, course credit counting toward the degree can be awarded.

Degree Program Content

The student begins by meeting with an advisor and a transcript evaluation to determine which credits a student has and where they can be applied to meet degree requirements. The program builds in competencies to support student work across organizations and in teams. Students select two technical skills tracks from the following: project management, human resource management, or information technology. These tracks provide a path for better paying and in-demand jobs. With core courses offered in the Sociology of Organizations, and Occupations and Work, the Professional Studies program complements a solid academic foundation with workplace-focused and much-needed skills in communication, management, and leadership. Students learn how to problem-solve in teams and across organizations. The capstone course allows students to apply what they have learned by working with the Career Center and an industry partner for on-the-job experience.

3. **Student Demand.** UNC Charlotte anticipates solid student demand for this degree completion program. The key benefit for students for initiating this program is to expand the degree completion pathway for part way home students and others with some college but no degree. With a focus significant number of individuals with some college, but no degree. Approximately 112,000 North Carolina residents fit into this category with ten percent of those classified as “potential completers”. Potential completers were found more likely than other former students to re-enroll and finish college.

Research conducted for MyFutureNC determined that 67 percent of the jobs in our state demand a postsecondary credential or degree. The target audience for the new degree includes:

- Over 10,000 “Part-Way Home” students who earned at least 75 credit hours from UNC institutions as identified by the UNC System’s “Part-Way Home” initiative in 2017.
 - Over a million learners in North Carolina have some college but no degree, according to the National Student Clearinghouse reports. Fewer than half of North Carolinians ages 25-44 currently hold a postsecondary degree or high-quality credential.
4. **Potential for Unnecessary Duplication.** The proposed program is designed as a path to the baccalaureate for individuals with some college, but no degree. As such, it will serve as a complement to other similar programs in the UNC System, in support of current Strategic Plan goals surround degree completion.
 5. **Employment Opportunities for Graduates.** This degree is designed for people already in the workforce who need to complete an undergraduate degree. The regional perspective for preparation of residents to fill the roles of the future shows that the educational attainment of the residents in the 10 counties in the Charlotte metro area is approximately 25 percent for some college and no degree, and 11 percent of the population has earned an associate degree. Employers in the Charlotte region benefit by having a local workforce ready to fill projected job vacancies and have additional depth of training in the workforce.
 6. **Faculty Quality and Number.** Courses will be taught by faculty in the participating colleges. The hiring department determines the qualifications for the faculty assignment to the courses included in the concentrations that comprise the degree. Core courses will be delivered by faculty in the Department of Sociology, with support provided by staff in the Teaching and Learning Connection and the Career Center. All core course instructors meet accreditation requirements for undergraduate instruction, have a minimum credential of a master’s degree, and significant professional experience in career services and teaching adult learners. All program faculty are expected to respond to industry trends and demand for knowledge and skills. The non-tenure track faculty will be primarily responsible for teaching the professional skills core and for assisting with design, administration, and assessment of the capstone course. If UNC Charlotte achieves their enrollment objectives, one non-tenure-track faculty member and one EHRA non-faculty position will be needed in the second year.
 7. **Availability of Campus Resources (library, space, etc.)** J. Murrey Atkins Library currently has 791,855 books, over 1 million electronic books, 218,759 journals, and 460 databases in its collection. Many of the resources are interdisciplinary which would support the research needs for the new Professional Studies program. The library is currently undergoing a major renovation project that will increase study spaces for students on several floors of the library. The library is also building two new EZ-Video studios, where students can both practice and record presentations. UNC Charlotte students are also able to request items from other institutional libraries through Interlibrary Loan at no cost to the student.
 8. **Relevant Lower-level and Cognate Programs.** The delivery of a multidisciplinary program draws heavily on courses that are part of other degree programs at UNC Charlotte. The nine credit hour concentrations are delivered in partnership with academic units in more than one college. Careful planning and consultation with incoming students will result in annual requests from affiliated departments to ensure capacity for students in the Professional Studies program.

- 9. Impact on Access and Affordability.** One of the motivating factors in the new degree design is to provide an interdisciplinary pathway for students to meet the required breadth of more than one discipline and to efficiently apply earned credit toward graduation. Graduating students more quickly means that students are accumulating less debt and are able to enter or to move up in the workforce for higher earning potential. The proposed Professional Studies degree is designed to meet the needs nontraditional students who are often working part or full time. The proposed Professional Studies degree will be offered in an online format, which is designed to allow for students to continue in their current jobs while enrolling part-time or full-time.

UNC Charlotte is not requesting any program-specific fees for this program. Tuition and fees for the 2021-22 full-time (12+ credit hour) rates are as follows:

Full-Time 2021-22 Undergraduate Tuition and Fees per Year (In Dollars)

Category	Resident	Non-Resident
Tuition	3,812.00	17,246.00
Tuition Differential	--	--
Mandatory Fees (Athletics, Student Activities, Health Services, Educational & Technology, Campus Security, Debt Service, ASG)	3,185.00	3,185.00
Special Fees	--	--

- 10. Expected Quality.** The Bachelor of Science in Professional Studies consists of courses drawn from multiple departments and colleges. The core courses are delivered by faculty in the Department of Sociology in the College of Liberal Arts and Sciences and staff in the Teaching and Learning Connection, in partnership with the University Career Center. Concentrations in the degree are drawn from courses in the academic colleges and delivered by approved faculty in the specific disciplines. Staff in the Teaching and Learning connection work across the colleges to arrange courses offerings for the courses in the concentrations.
- 11. Feasibility of Collaborative Program.** The proposed program is designed for working adults, and therefore complements the efforts of other UNC System institutions in the goal of expanding access and increasing degree completion for adult learners.
- 12. Other Considerations.** None.

III. Summary of Review Processes

- 1. Campus Review Process and Feedback.** The proposal was reviewed by UNC Charlotte's faculty, undergraduate council, dean, CFO, provost, and chancellor. Approval and support were provided at all levels.
- 2. UNC System Office Review Process and Feedback.** Throughout the review process, UNC Charlotte provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support the statements made.

IV. Recommendation

It is recommended that the Board of Governors approve the University of North Carolina at Charlotte's request to establish the Bachelor of Science (BS) in Professional Studies (CIP 30.0000) effective summer 2022.

Request for Authorization to Establish
Doctor of Philosophy (Ph.D.) in Applied Coastal and Ocean Sciences

CIP 30.3201

University of North Carolina Wilmington

I. Program Highlights

- The University of North Carolina at Wilmington (UNCW) proposes the establishment of a Doctor of Philosophy (Ph.D.) in Applied Coastal and Ocean Sciences.
- The purpose for the proposed doctoral program is to provide in-depth training in coastal and ocean science research methods, as well as additional training in translational skills, business foundations, and application development.
- Graduates of the proposed program would be well qualified for the academic job market and well suited for employment in the private sector, in the policy sector, and starting their own businesses.
- The proposed Applied Coastal and Ocean Sciences Ph.D. program is highly interdisciplinary and requires no new faculty to support its initial implementation.

II. Academic Program Planning Criteria (Section 400.1 of the UNC Policy Manual)

1. **Existing Programs (Number, Location, Mode of Delivery).** There are no existing Ph.D. programs with the CIP 30.3201. UNC System institutions offer a variety of similar Ph.D. programs focused on aspects of Marine Sciences. UNCW offers a Ph.D. in Marine Biology (CIP Code 26.1302). East Carolina University offers a Ph.D. program in Integrated Coastal Sciences (CIP Code 30.9999). North Carolina State University offers a program in Marine, Earth, and Atmospheric Sciences (CIP Code 40.9999) and the University of North Carolina at Chapel Hill offers a program in Marine Sciences (CIP Code 40.0607).
2. **Relation to Campus Distinctiveness and Mission.** The ACOS Ph.D. program will be supported by an extensive research infrastructure at UNCW that leverages the campus' coastal location.
3. **Student Demand.** UNCW's Ph.D. in Marine Biology program typically receives 10-15 applications per year and accepts two-three students per year from this pool.
4. **Potential for Unnecessary Duplication. The proposed Ph.D. program in Applied Coastal and Ocean Sciences**
5. **Employment Opportunities for Graduates.** A market analysis prepared by Hanover Research, Inc. described national trends indicating a growing market for doctoral degrees in marine-related fields. The labor market for marine science and related occupations from the Bureau of Labor Statistics (BLS) forecasts above-average growth for marine science professions (11.2 percent) compared to the average growth rate across all occupations (7.4 percent) from 2016 to 2026. Regional labor projections indicate average growth for marine science occupations to increase by 11.1 percent from 2014 to 2024.
6. **Faculty Quality and Number.** The proposed Ph.D. program will benefit from a wider pool of faculty than the existing Ph.D. program in Marine Biology. Faculty will be drawn from across several colleges due to the interdisciplinary nature of the proposed program. More than 60 fulltime UNCW faculty expressed an interest in teaching in the proposed program. Multiple

current searches have the potential to enhance the proposed Ph.D. program. The proposed program is anticipated minimal impact on faculty course load and public service activity while increasing scholarly productivity.

7. **Availability of Campus Resources (library, space, etc.).** No additional library resources will be needed, as UNCW has adequate journals and other literature, and electronic access to materials needed for their existing programs. Students in the Proposed program will benefit from access to the Center for Marine Science which includes a 75,000 ft² main building with an attached 16,000 ft² Operations Wing and is home to 44 faculty laboratories.
8. **Relevant Lower-level and Cognate Programs.** Six graduate programs and nearly a dozen undergraduate programs would provide lower-level support for the proposed Ph.D. program.
9. **Impact on Access and Affordability.** No changes to the approved graduate tuition and fees are requested. No tuition differential or program specific fees are requested. Tuition and fees for 2021-22 academic year for a full-time (9+ credit hour) graduate student are as follows:

Full-Time 2021-22 Graduate Tuition and Fees per Year (In Dollars)

Category	Resident	Non-Resident
Tuition	\$4,720	\$18,548
Tuition Differential	--	--
Mandatory Fees (Athletics, Student Activities, Health Services, Educational & Technology, Campus Security, Debt Service, ASG)	\$2,795	\$2,795
Special Fees	--	--
Application Fee	\$75	\$75

10. **Expected Quality.** The proposed Ph.D. requires at total of 60 credits post-baccalaureate including 40 credits post master's degree. In addition to a dissertation and elective coursework, some distinct features of the proposed Ph.D. in Applied Coastal and Ocean Sciences are that at least one chapter of the dissertation will present results of a research inventory and triage process using a Technology Readiness Level framework and all students will be required to take a three-credit course called "Innovation and Entrepreneurial Thinking in the Sciences." Additionally, each student will present a portion of their dissertation in the form of a three-minute pitch as one might provide to funding agencies, potential investors, or policy makers.
11. **Feasibility of Collaborative Program.** North Carolina institutions of higher education with interests in the marine sciences have a long history of collaboration at the faculty and programmatic levels. UNCW faculty routinely collaborate with colleagues at each of the North Carolina institutions with marine science programs (UNC-Chapel Hill, NC State, East Carolina University, and Duke University). Those efforts include collaborative research grants, joint supervision of student projects and service on student advisory committees, and joint teaching of classes.
12. **Other Considerations.** None.

III. Summary of Review Process

1. **Campus Review Process and Feedback.** The proposal was reviewed by UNCW faculty, graduate council, graduate school, CFO, provost, and chancellor. Approval and support were provided at all levels.
2. **UNC System Office Review Process and Feedback.** Throughout the review process, UNCW provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support the statements made.

IV. Recommendation

It is recommended that the Board of Governors approve the University of North Carolina at Wilmington's request to establish the Doctor of Philosophy in Applied Coastal and Ocean Sciences (30.3201) effective fall 2021.

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

**North Carolina Central University – Bachelor of Science (BS) in Computer Science
and Business – (CIP 11.0199)**

Overview: The Bachelor of Science in Computer Science and Business (11.0199) at North Carolina Central University will be discontinued effective spring 2022. The request to permanently discontinue the degree program was approved by the head of the program, appropriate institutional committees, and provost.

The deactivation of the Computer Science and Business (CSB) degree program will allow the Computer Information Systems Department to focus on the newly created Bachelor of Science in Information Technology. Students within four years of completing the CSB program will be given the option to transfer to the BS in Information Technology program, or to stay in the CSB program. No faculty are affected by this change. There is no reallocation or reduction of cost resulting from the discontinuation of the Computer Science and Business program.

Recommendation: It is recommended that the Board of Governors approve North Carolina Central University's request to discontinue the Bachelor of Science in Computer Science and Business (11.0199) effective spring 2022.

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

**The University of North Carolina at Greensboro – Bachelor of Arts (BA) in Sociology,
Secondary Education – (CIP 13.1317)**

Overview: The Bachelor of Arts in Sociology, Secondary Education (13.1317) at The University of North Carolina at Greensboro will be discontinued and consolidated into the Bachelor of Arts, Sociology (45.1101) effective fall 2022. The request to permanently discontinue the degree program was approved by the head of the program, appropriate institutional committees, and provost.

The program is being discontinued because the sociology concentration in secondary education is no longer classified as a separate program with a unique CIP code. Following consolidation into the BA in Sociology, the courses and structure of the program will not change. There will be no interruption of advancement toward licensure for the students. All required courses will continue to be available, and licensure will continue through the School of Education.

Recommendation: It is recommended that the Board of Governors approve The University of North Carolina at Greensboro's request to discontinue the Bachelor of Arts in Sociology Secondary Education (13.1317) and consolidate the program into the Bachelor of Arts, Sociology (45.1101) effective fall 2022.

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

The University of North Carolina at Greensboro – Bachelor of Arts (BA) in Psychology,
Secondary Education – (CIP 13.1317)

Overview: The Bachelor of Arts in Psychology, Secondary Education (13.1317) at The University of North Carolina at Greensboro will be discontinued and consolidated into the Bachelor of Arts Psychology (42.0101) effective fall 2022. The request to permanently discontinue the degree program was approved by the head of the program, appropriate institutional committees, and provost.

The program is being discontinued because the psychology concentration in secondary education is no longer classified as a separate program with a unique CIP code. Following consolidation into the BA in Psychology, the courses and structure of the program will not change. There will be no interruption of advancement toward licensure for students. All required courses will continue to be available, and licensure will continue through the School of Education.

Recommendation: It is recommended that the Board of Governors approve The University of North Carolina at Greensboro's request to discontinue the Bachelor of Arts in Psychology, Secondary Education (13.1317) and consolidate the program into the Bachelor of Arts in Psychology (42.0101) effective fall 2022.