

**COMPREHENSIVE ARTICULATION AGREEMENT
BETWEEN
THE UNIVERSITY OF NORTH CAROLINA
AND
THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM**

**Approved by the Board of Governors of The University of North Carolina and
the State Board of the North Carolina Community College System**

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This document contains the articulation agreement in sections I-IV. Supporting documentation is provided in the appendices.

I. ORIGINATING LEGISLATION OVERVIEW

The Comprehensive Articulation Agreement fulfills the provisions of House Bill 739 and Senate Bill 1161 (1995 Session of the General Assembly). The original legislation is provided in Appendix A. Section 1 of HB 739 instructed the Board of Governors of The University of North Carolina and the State Board of Community Colleges to develop a plan for the transfer of credits between the institutions of the North Carolina Community College System and between them and the constituent institutions of The University of North Carolina. Section 3 of HB 739 instructed the State Board of Community Colleges to implement common course descriptions for all community college programs by June 1, 1997. Section 1 of SB 1161 directed The University of North Carolina Board of Governors and the State Board of Community Colleges to develop a plan that ensures accurate and accessible academic counseling for students considering transfer between community colleges and between community colleges and the constituent institutions of The University of North Carolina. Section 2 of SB 1161 required the two Boards to establish a timetable for the development of guidelines and transfer agreements for program majors, professional specialization, and associate in applied science degrees. Section 3 of SB 1161 directed the State Board of Community Colleges to review its policies and rules and make any changes that are necessary to implement the plan for the transfer of credits.

II. ASSUMPTIONS AND INTENT

The Comprehensive Articulation Agreement between The University of North Carolina and the North Carolina Community College System rests upon several assumptions common to successful statewide comprehensive articulation agreements. The primary assumption is that institutions recognize the professional integrity of other public post-secondary institutions that are regionally accredited for college transfer programs. All courses designated as approved for college transfer under this agreement will be taught by faculty who meet Southern Association of Colleges and Schools (SACS) Commission on Colleges credential requirements. A secondary assumption is that sufficient commonality exists in the lower-division general education requirements currently offered among all universities to develop a common general education component at the community colleges for the purpose of transfer.

The general education transfer core is similar to each institution's lower-division general education requirements but is not identical in that specific courses may differ. The underlying concept is that competencies and understandings developed by general education programs as a whole are more important than individual courses; therefore, the block transfer of a core is important. The general education requirements of the receiving institutions remain in effect for all students not participating in this comprehensive articulation agreement; any upper-division general education requirements and graduation requirements remain unaffected by this agreement. Institution-wide, lower-division general education requirements serve as the starting point for determining specific general education courses in each baccalaureate major. The specific lower-level courses required for each major are the subject of the pre-majors developed by joint discipline committees. The purpose and history are provided in Appendix B.

III. POLICIES

The Comprehensive Articulation Agreement (CAA) applies to all fifty-eight North Carolina community colleges and all sixteen constituent institutions of The University of North Carolina. The CAA is applicable to all North Carolina community college students who have completed the 44-hour general education core or graduated with an A.A. or A.S. degree and transfer to a constituent institution of The University of North Carolina. The regulations for implementation of the CAA were originally approved by the Board of Governors and the State Board of Community Colleges. The Transfer Advisory Committee (TAC) oversees refinements of the regulations and minor changes. Significant changes will be brought to the Board of Governors and the State Board of Community Colleges for review at the discretion of the respective Presidents of The University of North Carolina and the North Carolina Community College System. The TAC Procedures are provided in Appendix C.

Since the CAA was first established, the state of North Carolina has encouraged high school students to maximize their time by taking college coursework under initiatives including, but not limited to: Huskins courses; Dual Enrollment; Learn and Earn high schools; and Learn and Earn Online. The CAA policies extend to high school students taking college coursework through the NC Community College System and/or the constituent universities of the University of North Carolina.

A. Transfer Advisory Committee (TAC)

Authority to interpret the CAA policy rests with the TAC. The TAC is an eight-member committee appointed by the Presidents of the North Carolina Community College System and The University of North Carolina. Questions concerning the CAA policy interpretations should be directed to the appropriate system's chief academic officer with an explanation of the institutional policy that may (appear to) be in conflict with CAA policy. The chief academic officer will forward unresolved questions to the TAC for interpretation.

Questions about the transferability of the course work under the CAA or any proposed changes to the policies, the general education core, or pre-majors must be addressed by the TAC. Changes to curriculum standards for the associate in arts, associate in science, and the associate in fine arts degree programs require the approval of the governing boards of both systems.

B. Transfer Assured Admissions Policy (TAAP)

The CAA addresses the admission of community college graduates to UNC institutions and the transfer of credits between institutions within the North Carolina Community College System and institutions within The University of North Carolina.

The CAA assures admission to one of the 16 UNC institutions with the following stipulations:

- Admission is not assured to a specific campus or specific program or major.
- Students must have graduated from a North Carolina community college with an associate in arts or associate in science degree.
- Students must meet all requirements of the CAA.
- Students must have an overall GPA of at least 2.0 on a 4.0 scale, as calculated by the college from which they graduated, and a grade of "C" or better in

all CAA courses.

- Students must be academically eligible for re-admission to the last institution attended.
- Students must meet judicial requirements of the institution to which they apply.
- Students must meet all application requirements at the receiving institution including the submission of all required documentation by stated deadlines.

If a student is denied admission to a UNC institution, then he or she will receive a letter from that institution directing the student to the College Foundation of North Carolina (CFNC) website. At the CFNC website (CFNC.org), the student will be presented with the conditions of the TAAP (specified above), and if these conditions are met, the student will be given information regarding space availability and contacts within the UNC system. The student should contact those institutions to get specific information about admissions and available majors.

If the previous steps do not result in admission to a UNC institution, then the student should contact the CFNC Resource Center at 1-866-866-CFNC.

C. CAA Grievance Policy

If a transfer student perceives that the terms of the CAA have not been honored, he or she may follow the CAA Grievance Procedure as outlined in Appendix E.

IV. REGULATIONS

A. Transfer of Credits

The CAA establishes the procedures governing the transfer of credits for students who transfer from a North Carolina Community College to a constituent institution of The University of North Carolina. The CAA does not address admission to a specific institution or to a specific major within an institution.

1. Eligibility

To be eligible for the transfer of credits under the CAA, the student must graduate from the community college with an Associate in Arts (AA) or Associate in Science (AS) degree or have completed the 44-hour general education core as defined below and have an overall Grade Point Average (GPA) of at least 2.0 on a 4.0 scale and a grade of "C" or better in all CAA courses.

2. Definition of the 44-hour General Education Core

The associate in arts and associate in science degree programs in the North Carolina Community College System require a total of 64-65 semester hours credit for graduation (see Appendix F). Within the overall total, the community college system and the university have developed a general education core component. This curriculum reflects the distribution of discipline areas commonly included in institution-wide, lower-division general education requirements for the baccalaureate degree.

The general education core includes study in the areas of English composition, humanities and fine arts, natural sciences and mathematics, and social and behavioral sciences. Within the core, community colleges must include opportunities for the achievement of competence in reading, writing,

oral communication, fundamental mathematical skills, and basic computer use. Students must meet the receiving university's foreign language and/or health and physical education requirements, if applicable, prior to or after transfer to the senior institution. The semester hours credit (SHC) distribution of the general education core is as follows:

English Composition (6 SHC)

Two English composition courses are required.

Humanities/Fine Arts (9-12 SHC)

Four courses (AA) or three courses (AS) must be selected from at least three of the following discipline areas: art, dance, drama, foreign languages, interdisciplinary humanities, literature, music, philosophy, and religion. At least one course must be a literature course. (3 SHC in Speech/Communication may be substituted for 3 SHC in Humanities/Fine Arts. Speech/Communication may not substitute for the literature requirement.)

Social/Behavioral Sciences (9-12 SHC)

Four courses (AA) or three courses (AS) must be selected from at least three of the following discipline areas: anthropology, economics, geography, history, political science, psychology, and sociology. At least one course must be a history course.

Natural Sciences/Mathematics (14-20 SHC)

Natural Sciences (8 SHC): At least two courses, including accompanying laboratory work, must be selected from among the biological and physical science disciplines. (A minimum two-course sequence from general biology, general chemistry, or general physics is required for the AS.)

Mathematics (6 SHC): At least one introductory mathematics course (college algebra, trigonometry, calculus, etc.) must be selected; the other unit may be selected from among other quantitative subjects, such as computer science and statistics for the AA. The AS requires one course at the precalculus algebra level or above; the other course(s) must be higher level mathematics or may be selected from among other quantitative subjects such as computer science and statistics.

The specific number and distribution of courses used to fulfill the requirement in each of these areas will be identified by each community college as meeting its own general education requirements. The courses will be drawn from those courses designated in the North Carolina Community College Combined Course Library as being appropriate as part of a general education core. This will preserve the autonomy of each community college to develop its own general education program, including those aspects that make its program unique. Students are directed to the pre-majors for specifics regarding courses and distribution (see Appendix F).

The general education core component, if completed successfully by a student with a grade of "C" or better in each course, shall be portable and transferable as a block across the North Carolina Community College System and from that system to UNC institutions, whether or not the transferring student has earned the associate degree. Under special circumstances, a university may choose to accept additional credit hours.

3. Procedures for the Transfer of Credits

Transfer of associate in arts and associate in science degree programs in the community college system

- a. The CAA enables North Carolina community college graduates of two-year associate in arts and associate in science degree programs who are admitted to constituent institutions of The University of North Carolina to transfer with junior status.
- b. Universities cannot place requirements on students transferring under the CAA that are not required of their native students.
- c. Transfer students will be considered to have satisfied the UNC Minimum Course Requirements (MCR) in effect at the time of their graduation from high school if they have:
 - 1) received the associate in arts, the associate in science, the associate in fine arts, the baccalaureate or any higher degree, or
 - 2) completed the 44-hour general education core, or
 - 3) completed at least six (6) semester hours in degree-credit in each of the following subjects: English, mathematics, the natural sciences, and social/behavioral sciences, and (for students who graduate from high school in 2003-04 and beyond) a second language.
- d. Community college students who have completed the general education core will be considered to have fulfilled the institution-wide, lower-division general education requirements of the receiving institution.
- e. Community college graduates of these programs who have earned 64 semester hours in approved transfer courses with a grade of “C” or better and an overall GPA of at least 2.0 on a 4.0 scale will receive at least 64 semester hours of academic credit upon admission to a university.
- f. Requirements for admission to some major programs may require additional pre-specialty courses beyond the pre-major taken at the community college. Students entering such programs may need more than two academic years of course work to complete the baccalaureate degree, depending on requirements of the program.
- g. All courses approved for transfer in the CAA are designated as fulfilling general education, pre-major or elective requirements (see Appendix H). While general education and pre-major courses may also be used as electives, elective courses may not be used to fulfill general education requirements.
- h. CAA courses taken beyond the 64 SHC of credit in which the student received less than a “C” will not negate the provisions of the CAA.

B. Procedures for the Transfer of Credit for Special Populations

1. Transfer of general education core courses for non-graduates

Upon admission to another public two-year institution or to a public university, students who have completed the general education core with the proper distribution of hours, but who have not completed the associate degree, will be considered to have fulfilled the institution-wide, lower-division general education requirements of the receiving institution. To be eligible for inclusion in this policy, a student must have an overall GPA of at least 2.0 on a 4.0 scale at the time of transfer and a grade of

"C" or better in all core courses. Upon transfer at the sophomore level, a non-graduate who has completed the general education core should be advised at the university to take pre-major or cognate courses based on his or her chosen major.

Certification of completion of the general education core for non-graduates is the responsibility of the community college at which the core is completed. The transcripts of students who transfer before completing the general education core will be evaluated on a course-by-course basis by the receiving university. The transferring student who has not completed the core must meet the receiving institution's general education requirements.

2. Transfer of pre-majors or professional specialty courses

Beyond the general education core, a program of study leading to the associate degree contains courses related to a student's major or program emphasis. Joint academic discipline committees developed system-wide guidelines for community college curricula that will prepare students for intended majors or professional specializations at the baccalaureate level. Statewide pre-majors for AA and AS degree programs have been developed for specific major fields (see Appendix G). If a pre-major requires or recommends 64-65 SHC, then it becomes incumbent upon the community college to make appropriate adjustments in its local graduation requirements.

3. Transfer of Associate in Fine Arts degree course credits

Upon admission to another public two-year institution or to a public university, a community college student who was enrolled in an associate in fine arts degree program and who satisfactorily completed the courses with a grade of "C" or better in all courses that are designated for college transfer will receive credit for those courses. The receiving institution will determine whether the course will count as general education, major, or elective credit. Because the AFA curriculum standard includes only 28 SHC for general education (see Appendix G), AFA students who transfer must meet the general education requirements of the receiving institution.

4. Transfer of Associate in Applied Science degree course credits

Upon admission to another public two-year institution or to a public university, a community college student who was enrolled in an associate in applied science (AAS) degree program and who satisfactorily completed the courses with a grade of "C" or better in all courses that are designated for college transfer will receive credit for those courses.

Articulation of associate in applied science degree programs will be handled on a bilateral articulation agreement basis rather than on a statewide basis. Under bilateral agreements, individual universities and one or more community colleges may join in a collaborative effort to facilitate the transfer of students from AAS degree programs to baccalaureate degree programs.

The TAC will maintain a current inventory of bilateral articulation agreements for AAS degree programs. These agreements will serve as models to encourage the development of new articulation agreements among institutions.

5. Transfer of courses on a course-by-course basis

Upon admission to another public two-year institution or to a public university, a community college student who was enrolled in a community college course and who satisfactorily completed the course with a grade of "C" or better in the courses that are designated for college transfer will receive credit for those courses. The receiving institution will determine whether the course will count as general education, major, or elective credit.

6. Transfer of courses not originated at North Carolina community colleges

Transfer credit for courses that originate at a UNC institution or independent college or university that is part of the CAA is acceptable as part of a student's successfully completed general education core or associate in arts or associate in science program under the CAA.

Transfer courses that do not originate at a NC community college may be used under the CAA with the following stipulations:

- a. Courses must be from a regionally accredited (e.g., SACS) institution of higher education; and
- b. Courses must meet general education requirements; and
- c. Courses may total no more than 14 semester hours of credit of the general education core.
- d. For courses not originating at a NC community college, if the courses are used to complete the AA or AS or the 44-hour general education core, the courses will be taken as a complete package. Otherwise, if 14 hours or less are presented without completion of the core of AA or AS, then the receiving institution will consider the courses on a course-by-course basis.

Advanced Placement (AP) course credits, awarded for a score of three or higher, are acceptable as part of a student's successfully completed general education core under the CAA. Credit for two successive courses can only be awarded with a score of five. Only one course of credit (MAT 271 for four credit hours) may be awarded for the AP Calculus AB exam with a score of three, four, or five; two courses of credit (MAT 271 and 272 for eight credit hours) may be awarded for the AP Calculus BC exam with a score of three, four or five. Students who receive AP course credit at a community college but do not complete the general education core will have AP credit awarded on the basis of the receiving institution's AP policy. Transferred-in courses from institutions other than North Carolina community colleges are not a part of this agreement.

All College Level Examination Program (CLEP) credit will be evaluated on the basis of the receiving institution's policy.

C. Impact of the CAA on articulation agreements in effect prior to Fall 1997

Effective Fall 1997, the CAA took precedence over bilateral articulation agreements established between constituent institutions of The University of North Carolina and the North Carolina Community College System but did not necessarily preclude such agreements. Institution-to-institution articulation agreements that fall within the parameters of the CAA and enhance transferability of students from community colleges to senior institutions are encouraged. Institutional articulation agreements conflicting with the CAA are not permitted.

V. APPENDICES

Appendix A

Originating Legislation

HB 739 and SB 1161

GENERAL ASSEMBLY OF NORTH CAROLINA
1995 SESSION
RATIFIED BILL

CHAPTER 287
HOUSE BILL 739

AN ACT TO SIMPLIFY THE TRANSFER OF CREDIT BETWEEN NORTH CAROLINA INSTITUTIONS OF HIGHER EDUCATION.

Section 1. The Board of Governors of The University of North Carolina and the State Board of Community Colleges shall develop a plan for the transfer of credits between the institutions of the North Carolina Community College System and between the institutions of the North Carolina Community College System and the constituent institutions of The University of North Carolina. The Board of Governors and the State Board of Community Colleges shall make a preliminary report to the Joint Legislative Oversight Committee on Education prior to March 1, 1996. The preliminary report shall include a timetable for the implementation of the plan for the transfer of credits.

Sec. 2. It is the intent of the General Assembly to review the plan developed by the Board of Governors and the State Board of Community Colleges pursuant to Section 1 of this act and to adopt a plan prior to July 1, 1996, for the transfer of credits between the institutions of the North Carolina Community College System and between the institutions of the North Carolina Community College System and the constituent institutions of The University of North Carolina.

Sec. 3. The State Board of Community Colleges shall implement a common course numbering system, to include common course descriptions, for all community college programs by June 1, 1997. A progress report on the development of the common course numbering system shall be made to the Joint Legislative Oversight Committee on Education by March 1, 1996.

Sec. 4. This act is effective upon ratification.

In the General Assembly read three times and ratified this the 19th day of June, 1995.

Dennis A. Wicker
President of the Senate

Harold J. Brubaker
Speaker of the House of Representatives

GENERAL ASSEMBLY OF NORTH CAROLINA
1995 SESSION
RATIFIED BILL

CHAPTER 625
SENATE BILL 1161

AN ACT TO IMPLEMENT THE RECOMMENDATION OF THE JOINT LEGISLATIVE EDUCATION
OVERSIGHT COMMITTEE TO IMPLEMENT AND MONITOR THE PLAN FOR THE TRANSFER OF
CREDITS BETWEEN NORTH CAROLINA INSTITUTIONS OF HIGHER EDUCATION.

Whereas, it is in the public interest that the North Carolina institutions of higher education have a uniform procedure for the transfer of credits from one community college to another community college and from the community colleges to the constituent institutions of The University of North Carolina; and

Whereas, the Board of Governors of The University of North Carolina and the State Board of Community Colleges have developed a plan for the transfer of credits between the North Carolina institutions of higher education; and

Whereas, the General Assembly continues to be interested in the progress being made towards increasing the number of credits that will transfer and improving the quality of academic advising available to students regarding the transfer of credits; Now, therefore,

Section 1. The Board of Governors of The University of North Carolina and the State Board of Community Colleges shall develop a plan to provide students with accurate and understandable information regarding the transfer of credits between community colleges and between community colleges and the constituent institutions of The University of North Carolina. The plan shall include provisions to increase the adequacy and availability of academic counseling for students who are considering a college transfer program. The Board of Governors and the State Board of Community Colleges shall report on the implementation of this plan to the General Assembly and the Joint Legislative Education Oversight Committee by January 15, 1997.

Sec. 2. The Board of Governors and the State Board of Community Colleges shall establish a timetable for the development of guidelines and transfer agreements for program majors, professional specializations, and associate in applied science degrees. The Board of Governors and the State Board of Community Colleges shall submit the timetable and report on its implementation to the General Assembly and the Joint Legislative Education Oversight Committee by January 15, 1997.

Sec. 3. The State Board of Community Colleges shall review its policies and rules and make any changes in them that are necessary to implement the plan for the transfer of credits, including policies and rules regarding the common course numbering system, Combined Course Library, reengineering initiative, and the system wide conversion to a semester-based academic year. The necessary changes shall be made in order to ensure full implementation by September 1, 1997.

Sec. 4. This act is effective upon ratification.

In the General Assembly read three times and ratified this the 21st day of June, 1996.

Dennis A. Wicker
President of the Senate

Harold J. Brubaker
Speaker of the House of Representatives

Appendix B

Purpose and History

I. Purpose

The CAA was developed jointly by faculty and administrators of the North Carolina Community College System and The University of North Carolina based on the proposed transfer plan approved by both governing boards in February 1996.

The provisions of the originating legislation are consistent with the strategic directions adopted by The University of North Carolina Board of Governors, the first of which is to "expand access to higher education for both traditional and non-traditional students through...uniform policies for the transfer of credit from community colleges to constituent institutions...development of electronic information systems on transfer policies, off-campus instruction, and distance education...[and] increased collaboration with other education sectors..." Similarly, the State Board of Community Colleges has established the education continuum as one of seven critical success factors used to measure the performance of programs consistent with the workforce development mission of the North Carolina Community College System. College-level academic courses and programs have been a part of the mission and programming of the North Carolina Community College System from its inception in 1963.

The Board of Governors and the State Board of Community Colleges are committed to further simplifying the transfer of credits for students and thus facilitating their educational progress as they pursue associate or baccalaureate degrees within and among public post-secondary institutions in North Carolina.

II. History

The two Boards approved a "Proposed Plan to Further Simplify and Facilitate Transfer of Credit Between Institutions" at their meetings in February 1996. This plan was submitted as a preliminary report to the Joint Legislative Education Oversight Committee in March 1996. Since that time, significant steps have been taken toward implementation of the transfer plan. At their April 1996 meetings, the Boards appointed their respective sector representatives to the Transfer Advisory Committee to direct, coordinate, and monitor the implementation of the proposed transfer plan. The Transfer Advisory Committee membership is listed in Appendix D.

Basic to the work of the Transfer Advisory Committee in refining transfer policies and implementing the transfer plan has been the re-engineering project accomplished by the North Carolina Community College System, especially common course names, numbers, credits, and descriptions. The Community College Combined Course Library includes approximately 3,800 semester-credit courses written for the associate degree, diploma, and certificate programs offered in the system. Colleges select courses from the Combined Course Library to design all curriculum programs.

Of approximately 700 arts and sciences courses within the Combined Course Library, the faculty and administrators of the community colleges recommended approximately 170 courses as appropriate for the general education transfer core. The Transfer Advisory Committee then convened a meeting on May 28, 1996, at which six University of North Carolina faculty in each of ten general education discipline areas met with six of their professional counterparts from the community colleges. Through

a very useful and collegial dialog, these committees were able to reach consensus on which community college courses in each discipline were acceptable for transfer to University of North Carolina institutions as a part of the general education core. This list of courses was distributed to all University of North Carolina and community college institutions for their review and comments. Considering the recommendations of the general education discipline committees and the comments from the campuses, the Transfer Advisory Committee established the list of courses that constitutes the general education transfer core. This general education core, if completed successfully by a community college student, is portable and transferable as a block across the community college system and to all University of North Carolina institutions.

With the establishment of the general education core as a foundation, joint academic disciplinary committees were appointed to draw up guidelines for community college curricula that will prepare students for intended majors at University of North Carolina institutions. Each committee consisted of representatives from each UNC institution offering such major programs and eight to ten representatives from community colleges. The Transfer Advisory Committee distributed the pre-majors recommended by the faculty committees to all University of North Carolina and community college institutions for their review and comments. Considering the faculty committee recommendations and the campus comments, the Transfer Advisory Committee established pre-majors which have significant numbers of transfers from the community colleges to the University of North Carolina institutions.

The special circumstances surrounding transfer agreements for associate in applied science programs, which are not designed for transfer, require bilateral rather than statewide articulation. Special circumstances include the different accreditation criteria for faculty in transfer and non-transfer programs, the different general education requirements for transfer and non-transfer programs, and the workforce preparedness mission of the technical/community college AAS programs.

A major element in the proposed transfer plan adopted by the two boards in February 1996 is the transfer information system. Simultaneously with the work being done on the general education and professional specialization (major) components of the transfer curriculum, the joint committee on the transfer information system laid out a plan, approved by the Boards of The University of North Carolina and the North Carolina Community College System, "to provide students with accurate and understandable information regarding the transfer of credits...[and] to increase the adequacy and availability of academic counseling for students who are considering a college transfer program." In addition to the printed publications currently being distributed to students, transfer counselors, admissions directors, and others, an electronic information network provides (1) electronic access to the articulation database which will include current transfer policies, guidelines, and on-line catalogs for public post-secondary institutions; (2) computerized common application forms, which can be completed and transmitted electronically along with transcripts and other education records; and (3) an electronic mail network for transfer counselors and prospective transfer students. Access to the e-mail network is available in the transfer counselors' offices and other selected sites on campuses.

The final element of the transfer information system is the Transfer Student Academic Performance Report. This report, recently refined with suggestions from community college administrators, is sent annually to each community college and to the State Board of Community Colleges. These data permit the rational analysis of transfer issues and are beneficial to students and to educational and governmental decision-makers. This performance report provides the important assessment component necessary for evaluating and improving the transfer process.

Appendix C

Transfer Advisory Committee Procedures

Because articulation between the North Carolina Community College System and The University of North Carolina is a dynamic process, occasional modifications to the CAA may be necessary. These modifications may include the addition, deletion, and modification of courses on the transfer list, addition and revision of pre-majors, and changes in course designation from general education core to electives. The TAC will receive requests for modification only upon the recommendation of the chief academic officer of the NCCCS or UNC. Additions, deletions, and modifications may be subject to faculty review under the direction of the TAC. Because the modification process involves faculty and administrative review, this process may require up to 12 months for final action.

Course work detailed under the CAA general education core or under approved pre-majors will be accepted as agreed upon. Questions arising over the use of electives in meeting institution-specific graduation requirements may be appealed to the chief academic officer of the receiving institution.

Procedure to Recommend Revision to the Transfer Course List

Occasional revisions to the list of community college courses approved for transfer are necessary. Consequently, the following procedures will be used to recommend that specific revisions be made to the CAA.

Revised Status of Course

Pre-Major/Elective Course Status to General Education Core Course Status

Courses already identified on the list of approved transfer courses as pre-major/electives will be recommended as general education core courses following this procedure:

1. The Chief Academic Officer (CAO) of any subscribing institution submits a written request for a change in course status to the CAO of the respective system. The request should include the rationale for the revised status.
2. The system CAO then submits the request for action to the Transfer Advisory Committee (TAC) thirty days prior to the TAC meeting.
3. The TAC reviews the request. Any member of the TAC may request that a course be referred to the Faculty Review Committee. For all courses that are approved unanimously, the committee records their action and rationale of action.
4. The North Carolina Community College System Office will distribute notification of action taken to the requesting college or to the entire North Carolina Community College System, if applicable. The UNC General Administration will distribute notice of actions as appropriate to its campuses.

Addition/Deletion of Courses on Transfer List

Because of accrediting issues and/or substantial impact of college transfer programs system-wide, courses in the Combined Course Library that are not on the transfer list will be recommended for inclusion or courses that are on the transfer list and that will be recommended for deletion will use the following process:

1. The CAO of any subscribing institution submits a written request to the CAO of the respective system for the addition of a course to the transfer list either as a pre-major/elective or as a general education core course or the removal of a course from the list.
2. The NCCCS Office acts on a community college request by soliciting a response from all community colleges approved to offer the course, and a two-thirds favorable response is required for the change to be pursued. The CAO at UNC may seek input from its respective campuses as he/she deems appropriate.
3. The system CAO then submits the request for action to the TAC thirty days prior to the TAC meeting.
4. The TAC reviews the request. Any member of the TAC may request that a course be referred to the Faculty Review Committee. For all courses that are approved unanimously, the committee records their action and rationale of action.
5. The NCCCS Office will distribute notification of action taken to the requesting college or to the entire North Carolina Community College System, if applicable. The UNC General Administration will distribute notice of actions as appropriate to its campuses.

Addition of a new course from the Combined Course Library (CCL) to the Transfer Course List

Colleges often respond to their community needs by proposing the addition of new courses from the CCL. When these proposed courses are intended to be used in Associate in Arts (AA), Associate in Science (AS) or Associate in Fine Arts (AFA) programs, the following process should be used:

1. The CAO of a community college submits a written request to the Senior Vice President of Academic and Student Services for the addition of a new course to the CCL. This request should also indicate that the proposed course should be considered for addition to the Transfer Course List.
2. The NCCCS Office staff prepares the request of the addition of the CCL course for the review by the Curriculum Review Committee (CRC).
3. The CRC will decide if the course is appropriate as an addition for the CCL.
4. If the CRC's action is favorable, the Senior Vice President of Academic and Student Services will submit the request for action to the TAC thirty days prior to the TAC meeting.

5. The TAC reviews the request. Any member of the TAC may request that a course be referred to the Faculty Review Committee. For all courses that are approved unanimously, the committee records their action and rationale of action.
6. If the CRC approves the addition of the new course to the CCL but the TAC does not approve the addition of the course to the Transfer Course List, then the course will be designated for AAS use only or removed from the CCL depending on the intent of the initial request.
7. The North Carolina Community College System Office will distribute notification of action(s) taken to the requesting college or to the entire North Carolina Community College System, if applicable.

The Faculty Review Process

Any member of the TAC may request that a course under consideration be forwarded to the Faculty Review Committee. The Faculty Review Committee will be asked to review the course and the proposed action.

1. The Faculty Review Committee will consist of the following representatives:
 - a. 3 UNC faculty members
 - b. 3 NCCCS faculty members
2. Representation across all the general education core areas including, but not limited to: English; humanities/fine arts; natural sciences and mathematics; and social/behavioral sciences.
3. Appointments to the committee will be for three years but may be renewed.
4. The Faculty Review Committee will receive a request to review a course(s) from the assigned representative(s) of the TAC within one week of the TAC meeting where the request was made.
5. Faculty will be asked to forward their comments, suggestions, and recommendations to one faculty representative from each sector. These three faculty members will then forward a composite report and recommendation to the assigned representative(s) of the TAC prior to the next scheduled TAC meeting.

The assigned representative(s) of the TAC will report the results of the Faculty Review Committee at the next TAC scheduled meeting for action.

Approval of the requested action will require a majority of the TAC members.

Appendix D

Transfer Advisory Committee

NCCCS Members

Dennis King, *Appointed 1996, Co-chair*

Vice President for Student Services

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Elizabeth Spragins, *Appointed 2008*

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Johnnie R. Simpson, *Appointed 2001*

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Richard E. Swanson, *Appointed 2003*

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UNC Members

Kathi M. Baucom, *Appointed 2006, Co-chair*

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Lou Riggans, *Appointed 2009*

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Staff

Appendix E

Comprehensive Articulation Agreement (CAA) Grievance Procedure

A student may file a grievance within the first six weeks of the beginning of the term for which admission was offered at the college or university. The student may terminate the grievance procedure at any point.

Step 1: Student obtains a CAA Student Grievance Form from the admissions office of the college or university to which he/she was admitted. From the date the form is received, the student will receive a reply within 45 days.

Step 2: On the form, the student will specify the nature of the complaint, citing specific language of the CAA which is in contention, and will submit the form with any relevant supporting documents to his/her transfer counselor or advisor at the community college. This individual will route the form to the community college's designated grievance official (CCDGO) for signature and comments. Depending on the structure at the community college, this will likely be either the chief student affairs officer or chief academic affairs officer. The CCDGO will complete the appropriate section with signature and comments and forward the form along with any relevant supporting documents back to the director of admissions at the college or university (copy to the Chief Academic Affairs Officer at the university).

Step 3: Upon receipt of the form, the director of admissions will conduct a thorough investigation to include contacting the student and the CCDGO.

Step 4: The director will forward the form with a consensus interpretation and recommendation for action to the Associate Vice President for Academic and Student Affairs of The UNC (AVP-UNC).

Step 5: After a discussion with the director of admissions, the CCDGO and/or the student, the AVP-UNC will propose a final decision to the TAC co-chairs. If the chairs concur with the recommendation, the matter is resolved, and the AVP-UNC will inform all interested parties. If the TAC chairs do not concur, the matter will be referred to the full TAC for action.

Step 6: On at least an annual basis, the AVP-UNC will present a report to the TAC on the number and nature of these grievances, discussions, and the decisions. If the CAA needs to be modified to reflect any actions taken, the TAC will do so in a timely fashion.

Appendix F

Associate in Arts and Associate in Science Curriculum Standards and Pre-Majors

Associate in Arts (A10100)		Associate in Science (A10400)	
A 10 10 X	Anthropology	A 10 40 A	Biology and Biology Education
A 10 10 A	Art Education	A 10 40 B	Chemistry and Chemistry Education
A 10 10 B	Business Administration, Accounting, Economics, Finance and Marketing	A 10 40 D	Engineering
A 10 10 C	Business Education and Marketing Education	A 10 40 E	Mathematics
A 10 10 O	Communication/Communication Studies	A 10 40 F	Mathematics Education
A 10 10 T	Computer Science		
A 10 10 D	Criminal Justice		
A 10 10 R	Elementary Education		
A 10 10 E	English		
A 10 10 F	English Education		
A 10 10 G	Health Education		
A 10 10 Y	Geography		
A 10 10 H	History		
A 10 10 V	Information Systems		
A 10 10 U	Liberal Studies		
A 10 10 W	Mass Communication/Journalism		
A 10 11 A	Middle Grades		
A 10 10 I	Nursing		
A 10 10 J	Physical Education		
A 10 10 K	Political Science		
A 10 10 L	Psychology		
A 10 10 M	Social Science Secondary Education		
A 10 10 Q	Social Work		
A 10 10 N	Sociology		
A 10 10 Z	Special Education		

The AA and AS standards can be located at:

http://www.northcarolina.edu/content.php/assessment/reports/student_info/caa.htm

Appendix G

Associate in Fine Arts Curriculum Standards and Pre-Majors

Associate in Fine Arts (A10200)

A 10 20 A	Art
A 10 20 C	Drama
A 10 20 D	Music and Music Education

The AFA standards can be located at:

http://www.northcarolina.edu/content.php/assessment/reports/student_info/caa.htm

Appendix H

Transfer Course List

The Transfer Course List can be located at:

http://www.northcarolina.edu/content.php/assessment/reports/student_info/caa.htm