

October 31, 2017 at 10:00 a.m.
University of North Carolina General Administration
Spangler Center, Board Room / Teleconference
Chapel Hill, North Carolina

AGENDA

- A-1. [Approval of the Minutes of September 7, 2017](#)Anna Nelson
- A-2. [UNC Degree Program Establishments](#)Kimberly van Noort
- A-3. [UNC Degree Program Discontinuations and/or Consolidations](#).....Kimberly van Noort
- A-4. [Comprehensive Articulation Agreement Report \(CAA\)](#)..... Stephanie Bailey
- A-5. [Early College High School Graduates/UNC Admission Policy Report \(ECHS\)](#)Bethany Meighen
- A-6. Adjourn

DRAFT MINUTES

September 7, 2017

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

This meeting of the Committee on Educational Planning, Policies, and Programs was presided over by Chair Anna Nelson. The following committee members, constituting a quorum, were also present or on the call: Darrell Allison, Robert Bryan, Thomas Goolsby, Tyler Hardin, James Holmes, Joe Knott and Marty Kotis.

Chancellors participating were Johnson Akinleye, Sheri Everts, and Frank Gilliam. Gabriel Lugo, the UNC Faculty Assembly Chair, was also in attendance.

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

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

The Chair called the meeting to order at 3:00 p.m. on Thursday, September 7, 2017, and called for a motion to approve the open session minutes of August 1, 2017.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the open session minutes of August 1, 2017, as distributed.

Motion: Darrell Allison

Motion carried

2. Report on Part-Way Homes Initiatives (Item A-2)

Marty Kotis, Board of Governors member, opened the agenda item with topic remarks, which were followed by Samantha McAuliffe-Raynor, Director for Special Projects & Strategic Assessments. Samantha provided a presentation outlining the draft report on Part-Way Home Initiatives. The presentation detailed information on national and UNC efforts. A summary of system-wide and institution-specific data, marketing research analysis, along with information on several pilots and initiatives being undertaken at UNC-GA and several institutions were presented.

Ron Mitchelson, Provost and Senior Vice President for Academic Affairs at East Carolina University, also provided a presentation on the topic to the committee.

This item was for discussion only.

3. UNC Degree Program Establishment (Item A-3)

The Committee on Educational Planning, Policies, and Programs reviewed and discussed degree program establishment for the following:

UNC Charlotte requests establishment of the following degree program:

- Master of Science in Architecture (CIP 04.0902)

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the above request to establish degree program and recommend approval to the full Board of Governors for a vote through the consent agenda.

Motion: Robert Bryan

Motion carried

4. Licensure Program Approvals (Item A-4)

The Committee on Educational Planning, Policies, and Programs reviewed and discussed licensure approvals for the following:

- South College
- Western Governors University
- Johnson & Wales University
- Harrison College

Question was proposed by Marty Kotis of the possibilities for the President's Office to be able to approve the licensure items and not come before the Ed Planning Committee for a vote.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the above licensure applications as presented and recommend it to the full Board of Governors for a vote through the consent agenda.

Motion: Marty Kotis

Motion carried

5. Annual Report on Committee Activity: July 2016 – June 2017 (Item A-5)

Junius Gonzales, Senior Vice President for Academic Affairs, provided a summary of agenda items presented before the Ed Planning Committee for the fiscal year July 1, 2016 to June 30, 2017.

6. NCCU Bachelor of Science in Nursing Improvement Plan (Item A-6)

Junius Gonzales presented to the committee details regarding strategies, implementation and accomplishments by North Carolina Central University to advance their Department of Nursing Program.

Chancellor Johnson Akinleye also provided details to those actions in which NCCU administration has put in place.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the NCCU Bachelor of Science in Nursing Improvement Plan as presented and recommend it to the full Board of Governors for a vote through the consent agenda.

Motion: Darryl Allison

Motion carried

7. Report Deregulation – Updates to the UNC Policy Manual (Item A-7)

Kimberly van Noort, Vice President for Academic Programs, Faculty and Research, brought before the committee proposed revisions to several guidelines and regulations. The changes will eliminate or streamline reporting requirements consistent with the Board policy.

This item was for Information only.

There being no further business, the meeting adjourned at 4:14 p.m.

Darrell T. Allison, Secretary

AGENDA ITEM

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

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

- Master of Science in Athletic Training (CIP 51.0913)

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

- Master of Science in Athletic Training (CIP 51.0913)

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

- Master of Science in Athletic Training (CIP 51.0913)

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

- Master of Science in Athletic Training (CIP 51.0913)

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

- Master of Science in Athletic Training (CIP 51.0913)
- Bachelor of Science in Integrated Health Sciences (CIP 51.0000)

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

- Master of Science in International Business (CIP 52.1101)

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

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

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

**Request for Authorization to Establish a
Master of Science in Athletic Training
(M.S., CIP 51.0913) at
Appalachian State University**

I. Program Highlights

- The MS Athletic Training program will develop evidence-based healthcare professionals with the ability to think critically and reflectively in a changing healthcare system. Students who complete this program will be engaged members of the healthcare team and community, and aid their patients in the prevention, assessment, and treatment of injuries and illnesses.
- Coursework in the program will prepare students to meet core competencies for healthcare professionals set forth by the Institutes of Medicine and the Accreditation Council for Graduate Medical Education.
- This is an on-campus program.
- This degree program is comprised of 66 SCH of didactic and clinical education over two academic years. Clinical education will include at least two immersive clinical experiences. Students will be enrolled for six full-time terms, yet will have opportunities to participate in internships during the summer of the second year.
- 15-20 full-time students are projected in the first year, while 45-50 full-time students are projected by the fourth year.
- Appalachian State University will direct existing resources to the teach-out of the BS Athletic Training degree program and the implementation of the new MS Athletic Training degree program. No new faculty, library resources, or facilities and equipment will be needed. However, additional administrative staff and new Master's program graduate student assistantships will be needed.

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

1. **Existing Programs (Number, Location, Mode of Delivery).** Three institutions in North Carolina currently offer the MS in Athletic Training (The University of North Carolina at Greensboro, High Point University, and Lenoir-Rhyne University).

There are five UNC institutions (Appalachian State University, University of North Carolina at Charlotte, University of North Carolina at Pembroke, University of North Carolina Wilmington, and Western Carolina University) requesting to plan an on-campus Athletic Training Professional Master's Program. They are positioned to meet the needs and demands of their respective regions, the state of North Carolina, and surrounding states, without unnecessary duplication. The requests extend from a change in Commission on Accreditation of Athletic Training Education (CAATE) policies that require students to graduate from a Master's program to be eligible to sit for the Board of Certification (BoC) Exam. Successful completion of the BoC is required for Athletic Trainer Certification, which makes graduates eligible for licensure by the North Carolina Board of Athletic Trainer Examiners.

2. **Relation to Campus Distinctiveness and Mission.** The proposed MS Athletic Training degree program supports the mission of Appalachian State by transforming students into graduates who are lifelong learners and engaged, productive citizens. It would support the University's goal to

increase graduate student presence and provide a “destination program” in the discipline. It would support the ASU Beaver College of Health Sciences’ mission by providing an innovative, collaborative, and challenging healthcare program that produces high-quality graduates, and transforms the health and quality of life for the communities served.

3. **Demand (local, regional, state).** Societal demand for Athletic Trainers is substantial and growing. During the 2013-2014 academic year, 7.8 million student-athletes participated in sports. Athletic Trainers are identified in state laws as key healthcare providers in the recognition, evaluation, and treatment of injuries, including concussions, which occur during sports participation. Having appropriate medical coverage in the middle school and high school setting is essential to prevent injuries and sudden death among student-athletes. A recent study on athletic training availability in North Carolina public high schools found that only 62 percent of the 394 public high schools have full-time Athletic Trainers. Some North Carolina counties currently have no Athletic Trainers serving their high schools. As the state works to expand athletic training services to all high schools, graduates from Athletic Training Professional Master’s programs will be prepared to fill those positions.
4. **Potential for Unnecessary Duplication.** Twenty-one institutions offer Athletic Training Professional Programs in North Carolina; three programs offer a Master’s degree and eighteen programs offer a bachelor’s degree. Athletic Training Program Directors were contacted and asked to provide these data from their respective CAATE Annual Report; these data provided were self-reported. Five programs did not provide data. Overall, the total number of Athletic Training Professional Programs in North Carolina and the United States is expected to decrease as a result of the CAATE decision to require a Master’s degree. Furthermore, each UNC Institution planning for the degree change is proposing to offer distinct areas of interest in their Athletic Training Professional Master’s Programs. Therefore, the establishment of these programs would not create unnecessary duplication.
5. **Employment Opportunities for Graduates.** Labor market information indicates strong projections for athletic training employment. The NC Works data projects a 1.8 percent annual percentage growth between 2012 and 2022. The Bureau of Labor and Statistics projects a 21 percent growth between 2014 and 2024. A 2011 article in the *New York Times* listed Athletic Trainers as one of the top ten fastest growing occupations, projecting 6,000 new jobs by 2018. In 2014, Business Insider identified Athletic Training as number five on their list of *The 20 College Majors That Lead To The Most Satisfying Careers*.
6. **Faculty Quality and Number.** No new faculty positions are needed.
7. **Availability of Campus Resources (library, space, etc.).** The existing resources of the ASU Belk Library, including electronic resources, journals, books, and staff, are adequate to support the program. The proposed MS-AT degree program will primarily operate out of the newly constructed teaching and research facility for the Beaver College of Health Sciences (BCHS), a 203,000-square foot building slated to open in July 2018.
8. **Relevant Lower-level and Cognate Programs.** Disciplines in the College of Arts and Sciences (Psychology, Biology, Chemistry, Physics, and Interdisciplinary Studies) and in the Beaver College of Health Sciences (Exercise Science, Public Health, Communication Sciences and Disorders,

Nursing, Nutrition, Health Care Management, Social Work, and Wake Forest Physician Assistant Assistant) prepare students for careers in athletic training and other healthcare professions. Specifically, inter-professional opportunities with other graduate programs such as Exercise Science, Nursing, Nutrition, Speech Language Pathology, Social Work, Health Administration, and Psychology are valuable to the proposed MS-AT degree program as the College and the CAATE place growing emphasis on inter-professional education and practice. Currently, no foreseeable improvement or expansion of these disciplines are required to support the proposed MS-AT degree program.

- 9. Impact on Access and Affordability.** Appalachian State University will request a differential tuition of \$75 per credit hour for MS-AT program enrollees. For the 66 total credit hours required in the proposed MS-AT degree program, each student will pay \$4,950 in differential tuition. Revenues generated will be used for graduate assistantships, student scholarships, student program costs, capital outlay/equipment, program director and coordinator of clinical education stipends, accreditation maintenance, and other program costs.
- 10. Expected Quality.** Appalachian State University will implement an ongoing annual evaluation of the proposed MS Athletic Training Program using reviews and reports on applicants, admitted students, enrollment, student learning outcomes, clinical evaluations, retention, graduation and Board of Certification examination rates, graduate placement, and alumni surveys. The CAATE also requires programs to submit an annual report via their online system by the first of October. During the first year of the program, a self-study will be conducted to support accreditation reaffirmation efforts. Appalachian State University will also engage in a periodic comprehensive review of student learning outcomes.
- 11. Feasibility of Collaborative Program.** Although accreditation requirements can create challenges that limit the level of practical partnerships, the five universities identified in this document (Appalachian State University, UNC Charlotte, UNC Pembroke, UNC Wilmington, and Western Carolina University) have discussed opportunities for collaboration. UNC Online course exchange could be a possible avenue for online courses such as pharmacology, organization and administration, psychosocial issues and behavioral health, and nutritional concepts. Guest lecturing across programs in respective areas of expertise is another low-cost opportunity. Course sequencing could be developed appropriate to the respective institutions and faculty with content expertise could be scheduled to appear via distance learning technologies.
- 12. Other Considerations.** None.

III. Summary of Review Processes

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

UNC General Administration Review Process and Feedback. Throughout the review process, Appalachian State University provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support its statements. Reviewers evaluated the requests and did not require further responses.

IV. Recommendation

It is recommended that the Board of Governors approve Appalachian State University's request to establish a Master's of Science (M.S.) in Athletic Training Degree Program (CIP 51.0913) to enroll students starting Summer 2019.

**Request for Authorization to Establish a
Master of Science in Athletic Training
(M.S., CIP 51.0913) at
University of North Carolina at Charlotte**

I. Program Highlights

- The MS Athletic Training program will develop highly qualified, multi-skilled healthcare professionals who collaborate with physicians to provide preventative services, emergency care, clinical diagnosis, therapeutic intervention and rehabilitation of injuries and medical conditions.
- Coursework in the program will include clinical practicum rotations and research.
- This is an on-campus program.
- This degree program requires a minimum of 59 SCH of didactic and clinical education. All students will participate in clinical rotations, as required by the Commission on Accreditation of Athletic Training Education (CAATE).
- 20 full-time students are projected in the first year and 20 full-time students are projected by the fourth year.
- One additional tenure-track faculty member will be needed to teach the additional new seven courses being offered by the program. A Faculty Program Coordinator will also be needed.
- No differential tuition supplements or program-specific fees are requested.
- Current library holdings are adequate to initially support the MSAT program's instructional and research needs.
- No new facilities and equipment will be needed.

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

1. **Existing Programs (Number, Location, Mode of Delivery).** Three institutions in North Carolina currently offer the MS in Athletic Training (University of North Carolina at Greensboro, High Point University, and Lenoir-Rhyne University).

There are five UNC institutions (Appalachian State University, University of North Carolina at Charlotte, University of North Carolina at Pembroke, University of North Carolina at Wilmington, and Western Carolina University) requesting to plan an on-campus Athletic Training Professional Master's Program. They are positioned to meet the needs and demands of their respective regions, the state of North Carolina, and surrounding states, without unnecessary duplication. The requests extend from a change in Commission on Accreditation of Athletic Training Education (CAATE) policies that require students to graduate from a Master's program to be eligible to sit for the Board of Certification (BoC) Exam. Successful completion of the BoC is required for Athletic Trainer Certification, which makes graduates eligible for licensure by the North Carolina Board of Athletic Trainer Examiners.

2. **Relation to Campus Distinctiveness and Mission.** The current B.S. in athletic training program is engaged in community partnerships throughout the Charlotte region, which supports the University's and College's missions to be a community-engaged university. The B.S. in Athletic Training currently has students in clinical practicum rotations at 19 different sites, including local universities/colleges, high schools (both rural and urban), and clinical facilities. We would

continue to maintain and increase these clinical practicum sites when transitioning from a BSAT degree to an MSAT degree.

3. **Demand (local, regional, state).** Societal demand for Athletic Trainers is substantial and growing. During the 2013-2014 academic year, 7.8 million student-athletes participated in sports. Athletic Trainers are identified in state laws as key healthcare providers in the recognition, evaluation, and treatment of injuries, including concussions, which occur during sports participation. Having appropriate medical coverage in the middle school and high school setting is essential to prevent injuries and sudden death among student-athletes. A recent study on athletic training availability in North Carolina public high schools found that only 62 percent of the 394 public high schools have full-time Athletic Trainers. Some North Carolina counties currently have no Athletic Trainers serving their high schools. As the state works to expand athletic training services to all high schools, graduates from Athletic Training Professional Master's Programs will be prepared to fill those positions.
4. **Potential for Unnecessary Duplication.** Twenty-one institutions offer Athletic Training Professional Programs in North Carolina; three programs offer a master's degree and eighteen programs offer a bachelor's degree. Athletic Training Program Directors were contacted and asked to provide data from their respective CAATE Annual Report; these data provided were self-reported. Five programs did not provide data. Overall, the total number of Athletic Training Professional Programs in North Carolina and the United States is expected to decrease as a result of the CAATE decision to require a master's degree. Furthermore, each UNC Institution planning for the degree change is proposing to offer distinct areas of interest in their Athletic Training Professional Master's Programs. Therefore, the establishment of these programs would not create unnecessary duplication.
5. **Employment Opportunities for Graduates.** Labor market information indicates strong projections for athletic training employment. The NC Works data projects a 1.8 percent annual percentage growth between 2012 and 2022. The Bureau of Labor and Statistics projects a 21 percent growth between 2014 and 2024. A 2011 article in the *New York Times* listed Athletic Trainers as one of the top ten fastest growing occupations, projecting 6,000 new jobs by 2018. In 2014, Business Insider identified Athletic Training as number five on their list of *The 20 College Majors That Lead To The Most Satisfying Careers*.
6. **Faculty Quality and Number.** One additional tenure-track faculty member will be needed to teach the seven new courses being offered by the program. A Faculty Program Coordinator will also be needed.
7. **Availability of Campus Resources (library, space, etc.).** Current library holdings are adequate to initially support the MSAT program's instructional and research needs. Current funds for Kinesiology library purchases may be used to purchase books, eBooks, and other monographs relevant to the program. New journal subscriptions may be purchased after a multi-departmental review of current subscriptions. Gaps in the collection can be managed through interlibrary loan until the core collection is complete. The transition to the MSAT degree will be supported by the newly completed Belk Gymnasium renovations. The program already has its own dedicated classroom and laboratory space and thus should not require any additional space during the next decade.

8. **Relevant Lower-level and Cognate Programs.** Related lower-level programs include Exercise Science and Public Health. However, students can enter the MSAT with any bachelor's degree. We do not require students to have a specific degree, as long as they meet the pre-requisite course requirements.
9. **Impact on Access and Affordability.** No differential tuition supplements or program-specific fees are requested.
10. **Expected Quality.** Program success will include evaluations of student learning outcomes. In addition, measurement of program outcomes will include enrollments, three-year aggregate pass rate on Board of Certification (BoC) exam, graduation rate, programmatic attrition, and surveys of graduates and employers.
11. **Feasibility of Collaborative Program.** Although accreditation requirements can create challenges that limit the level of practical partnerships, the five universities identified in this document (Appalachian State University, UNC Charlotte, UNC Pembroke, UNC Wilmington, and Western Carolina University) have discussed opportunities for collaboration. UNC Online course exchange could be a possible avenue for online courses such as pharmacology, organization and administration, psychosocial issues and behavioral health, and nutritional concepts. Guest lecturing across programs in respective areas of expertise is another low-cost opportunity. Course sequencing could be developed appropriate to the respective institutions and faculty with content expertise could be scheduled to appear via distance learning technologies.
12. **Other Considerations.** None.

III. Summary of Review Processes

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

UNC General Administration Review Process and Feedback. Throughout the review process, UNC Charlotte provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support its statements. Reviewers evaluated the requests and did not require further responses.

IV. Recommendation

It is recommended that the Board of Governors approve UNC Charlotte's request to establish a Master's of Science (M.S.) in Athletic Training Degree Program (CIP 51.0913) to enroll students starting Summer 2019.

**Request for Authorization to Establish a
Master of Science in Athletic Training
(M.S., CIP 51.0913) at
University of North Carolina at Pembroke**

I. Program Highlights

- The MS Athletic Training program will prepare competent entry-level athletic trainers capable of addressing the healthcare needs of an active population in many different healthcare settings.
- The curriculum combines structured didactic and clinical courses to meet program and learning outcomes. Didactic courses will be offered in a face-to-face format with an occasional online/web-based class. Clinical courses facilitate the knowledge acquired in the didactic courses into skill acquisition and application in authentic, real-time patient care experiences across a variety of affiliate sites in multiple settings, such as universities/colleges, high schools, clinics/hospitals, and physician practices. Since this degree is a professional master's degree that will serve as the entry to the profession of athletic training, the core courses will address the knowledge, skills, and abilities required of entry-level athletic trainers.
- This is an on-campus program.
- This degree program is comprised of a minimum of 64 SCH of instruction and clinical experiences. In accordance with Commission on Accreditation of Athletic Training Education (CAATE) standards, the program will require that the coursework and clinical rotations span a period of at least two academic years.
- Six full-time students are projected in the first year, while 24 full-time students are projected by the fourth year.
- Since the program has been in existence at the undergraduate level, the necessary resources are available in the library and the facilities and equipment are currently sufficient to meet the competencies required by the educational standards and to meet the needs and expectations of our graduate's employers. No new faculty, library resources, facilities and equipment, or other program support will be needed.

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

1. **Existing Programs (Number, Location, Mode of Delivery).** Three institutions in North Carolina currently offer the MS in Athletic Training (University of North Carolina at Greensboro, High Point University, and Lenoir-Rhyne University).

There are five UNC institutions (Appalachian State University, University of North Carolina at Charlotte, University of North Carolina at Pembroke, University of North Carolina at Wilmington, and Western Carolina University) requesting to plan an on-campus Athletic Training Professional Master's Program. They are positioned to meet the needs and demands of their respective regions, the state of North Carolina, and surrounding states, without unnecessary duplication. The requests extend from a change in Commission on Accreditation of Athletic Training Education (CAATE) policies that require students to graduate from a Master's program to be eligible to sit for the Board of Certification (BoC) Exam. Successful completion of the BoC is required for Athletic Trainer Certification, which makes graduates eligible for licensure by the North Carolina Board of Athletic Trainer Examiners.

- 2. Relation to Campus Distinctiveness and Mission.** The mission of UNC Pembroke centers on changing the lives of the students, faculty and communities served through education. As a regional institution, UNC Pembroke strives to improve the communities in its service region. Access to healthcare is limited in rural areas and much of UNCP's service area is rural. According to a 2015 study of availability of licensed athletic trainers in North Carolina, three of the five counties that border Robeson County did not employ a single licensed athletic trainer (LAT) while the fourth county had an LAT at only 21-40 percent of its schools. This program supports the desire of the university to expand the healthcare programs offered on the campus to assist in addressing the health care needs of the underserved population in our service region.
- 3. Demand (local, regional, state).** Societal demand for Athletic Trainers is substantial and growing. During the 2013-2014 academic year, 7.8 million student-athletes participated in sports. Athletic Trainers are identified in state laws as key healthcare providers in the recognition, evaluation, and treatment of injuries, including concussions, which occur during sports participation. Having appropriate medical coverage in the middle school and high school setting is essential to prevent injuries and sudden death among student-athletes. A recent study on athletic training availability in North Carolina public high schools found that only 62 percent of the 394 public high schools have full-time Athletic Trainers. Some North Carolina counties currently have no Athletic Trainers serving their high schools. As the state works to expand athletic training services to all high schools, graduates from Athletic Training Professional Master's Programs will be prepared to fill those positions.
- 4. Potential for Unnecessary Duplication.** Twenty-one institutions offer Athletic Training Professional Programs in North Carolina; three programs offer a master's degree and eighteen programs offer a bachelor's degree. Athletic Training Program Directors were contacted and asked to provide data from their respective CAATE Annual Report; these data provided were self-reported. Five programs did not provide data. Overall, the total number of Athletic Training Professional Programs in North Carolina and the United States is expected to decrease as a result of the CAATE decision to require a master's degree. Furthermore, each UNC Institution planning for the degree change is proposing to offer distinct areas of interest in their Athletic Training Professional Master's Programs. Therefore, the establishment of these programs would not create unnecessary duplication.
- 5. Employment Opportunities for Graduates.** Labor market information indicates strong projections for athletic training employment. The NC Works data projects a 1.8 percent annual percentage growth between 2012 and 2022. The Bureau of Labor and Statistics projects a 21 percent growth between 2014 and 2024. A 2011 article in the *New York Times* listed Athletic Trainers as one of the top ten fastest growing occupations, projecting 6,000 new jobs by 2018. In 2014, Business Insider identified Athletic Training as number five on their list of *The 20 College Majors That Lead To The Most Satisfying Careers*.
- 6. Faculty Quality and Number.** The current three faculty members can sufficiently meet an increase in enrollment in the athletic training program cohorts. However, if the program grows significantly or if the CAATE standards change again, there could potentially be a need to hire additional faculty.

- 7. Availability of Campus Resources (library, space, etc.).** Since the program has been in existence at the undergraduate level, the necessary resources are available in the library and the facilities and equipment are currently sufficient to meet the competencies required by the educational standards and to meet the needs and expectations of the graduate's employers. The current facilities, IT, and library resources are sufficient to meet the needs of the program as documented by the CAATE Site Visit team in February 2016. The team felt that if the program were to grow significantly, additional classroom/lab space and resources would likely be needed. The current classroom/lab space can only accommodate 14 students, but the potential for locating larger spaces on campus exists.
- 8. Relevant Lower-level and Cognate Programs.** There are no lower level or cognate programs supporting the proposed MSAT. Per CAATE standards, the athletic training degree will only be allowed to be offered at the master's level (2022 is the last time students can be admitted to the undergraduate athletic training programs). The Department of Health and Human Performance is seeking university approval to create a Pre-Health Professions track within the current Exercise and Science degree program. This subject-matter degree track will satisfy the prerequisite requirements for the MSAT. The program is also establishing an Early Assurance Program that would guarantee admission to students at UNCP who meet the prerequisite requirements. Having the Pre-Health Professions track and the Early Assurance Program will allow the MSAT faculty to actively recruit students to enter UNCP as freshman with the intention of completing their undergraduate degree and the proposed MSAT degree.
- 9. Impact on Access and Affordability.** This is a relatively affordable degree program, given that UNC Pembroke has the lowest tuition of any of the UNC system campuses proposing to offer the MS in Athletic Training. A tuition differential of \$200 per semester is requested to purchase items needed for clinical rotations such as a uniform, individual athletic training kit, and diagnostic tools that need to be specific to the individual. Money left over will be spent on acquisition and maintenance of capital equipment.
- 10. Expected Quality.** The program currently has a comprehensive master assessment plan (accreditation requirement) that addresses all of the program outcomes and goals and uses data to drive program changes. Criteria have been determined to measure student acquisition of learning outcomes. In addition, metrics to evaluate program effectiveness will include enrollments, number of graduates, retention rates, graduate placement, first-time Board of Certification (BoC) exam pass rate, and overall BoC pass rate.
- 11. Feasibility of Collaborative Program.** Although accreditation requirements can create challenges that limit the level of practical partnerships, the five universities identified in this document (Appalachian State University, UNC Charlotte, UNC Pembroke, UNC Wilmington, and Western Carolina University) have discussed opportunities for collaboration. UNC Online course exchange could be a possible avenue for online courses such as pharmacology, organization and administration, psychosocial issues and behavioral health, and nutritional concepts. Guest lecturing across programs in respective areas of expertise is another low-cost opportunity. Course sequencing could be developed appropriate to the respective institutions and faculty with content expertise could be scheduled to appear via distance learning technologies.
- 12. Other Considerations.** None.

III. Summary of Review Processes

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

UNC General Administration Review Process and Feedback. Throughout the review process, UNC Pembroke provided relevant information pertaining to program requirements and resources. One area of concern noted in the review status section of the Request to Plan document was that the program is currently on probation. The May 2017 graduates all passed the BOC exam so the 3-year aggregate pass rate is now 100 percent. The revised 3-year aggregate rate will take effect in the fall and the program will be removed from probation by the Commission on Accreditation of Athletic Training Education (CAATE) in February 2018. The committee only meets once per year to determine the probation status changes.

In addition, UNC Pembroke noted a clarification regarding enrollment projections. They have a target size of 12 students in the cohort by the fourth year. The institution submitted appropriate documentation and research to support its statements. Reviewers evaluated the requests and did not require further responses.

IV. Recommendation

It is recommended that the Board of Governors approve UNC Pembroke's request to establish a Master's of Science (B.S.) in Athletic Training Degree Program (CIP 51.0913) to enroll students starting Summer 2020.

**Request for Authorization to Establish a
Master of Science in Athletic Training
(M.S., CIP 51.0913) at
University of North Carolina Wilmington**

I. Program Highlights

- The MS Athletic Training Program will prepare competent entry-level athletic trainers capable of addressing the healthcare needs of an active population in many different healthcare settings.
- This is an on-campus program.
- The UNCW MSAT program will require a total of 59 hours of graduate didactic and clinical coursework, and clinical practica, to be completed over 5 semesters (Summer, Fall/Spring, Fall/Spring). Each semester students will complete didactic and clinical coursework designed to instruct students in knowledge and skills required by the CAATE competencies, followed by a clinical practicum where students apply new and prior knowledge and skills in practice.
- 12 full-time students are projected in the first year, while 24 full-time students are projected by the fourth year.
- One new faculty member will be needed, based on enrollment projections.
- UNC Wilmington anticipates providing academic scholarships and student assistantships in order to increase its competitive advantage in student recruitment. Funding for these forms of support will come from the Graduate School and the College of Health and Human Services (CHHS) advancement initiatives.

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

1. **Existing Programs (Number, Location, Mode of Delivery).** Three institutions in North Carolina currently offer the MS in Athletic Training (University of North Carolina at Greensboro, High Point University, and Lenoir-Rhyne University).

There are five UNC institutions (Appalachian State University, University of North Carolina at Charlotte, University of North Carolina at Pembroke, University of North Carolina at Wilmington, and Western Carolina University) requesting to plan an on-campus Athletic Training Professional Master's Program. They are positioned to meet the needs and demands of their respective regions, the state of North Carolina, and surrounding states, without unnecessary duplication. The requests extend from a change in Commission on Accreditation of Athletic Training Education (CAATE) policies that require students to graduate from a Master's program to be eligible to sit for the Board of Certification (BoC) Exam. Successful completion of the BoC is required for Athletic Trainer Certification, which makes graduates eligible for licensure by the North Carolina Board of Athletic Trainer Examiners.

2. **Relation to Campus Distinctiveness and Mission.** The proposed MS in Athletic Training aligns with the UNC Wilmington mission and Strategic Plan by advancing academic programming and applied learning, while supporting a mutually beneficial relationship between the university and the community it serves. The missions of both the School of Health and Applied Human Sciences (SHAHS) and the College of Health and Human Services (CHHS) emphasize promotion of the health and well-being of all persons through preparation of essential healthcare professionals and engagement with our communities.

3. **Demand (local, regional, state).** Societal demand for Athletic Trainers is substantial and growing. During the 2013-2014 academic year, 7.8 million student-athletes participated in sports. Athletic Trainers are identified in state laws as key healthcare providers in the recognition, evaluation, and treatment of injuries, including concussions, which occur during sports participation. Having appropriate medical coverage in the middle school and high school setting is essential to prevent injuries and sudden death among student-athletes. A recent study on athletic training availability in North Carolina public high schools found that only 62 percent of the 394 public high schools have full-time Athletic Trainers. Some North Carolina counties currently have no Athletic Trainers serving their high schools. As the state works to expand athletic training services to all high schools, graduates from Athletic Training Professional Master's Programs will be prepared to fill those positions.
4. **Potential for Unnecessary Duplication.** Twenty-one institutions offer Athletic Training Professional Programs in North Carolina; three programs offer a master's degree and eighteen programs offer a bachelor's degree. Athletic Training Program Directors were contacted and asked to provide data from their respective CAATE Annual Report; these data provided were self-reported. Five programs did not provide data. Overall, the total number of Athletic Training Professional Programs in North Carolina and the United States is expected to decrease as a result of the CAATE decision to require a Master's degree. Furthermore, each UNC Institution planning for the degree change is proposing to offer distinct areas of interest in their Athletic Training Professional Master's Programs. Therefore, the establishment of these programs would not create unnecessary duplication.
5. **Employment Opportunities for Graduates.** Labor market information indicates strong projections for athletic training employment. The NC Works data projects a 1.8percent annual percentage growth between 2012 and 2022. The Bureau of Labor and Statistics projects a 21percent growth between 2014 and 2024. A 2011 article in the *New York Times* listed Athletic Trainers as one of the top ten fastest growing occupations, projecting 6,000 new jobs by 2018. In 2014, Business Insider identified Athletic Training as number five on their list of *The 20 College Majors That Lead To The Most Satisfying Careers*.
6. **Faculty Quality and Number.** One new faculty member will be needed, based on enrollment projections.
7. **Availability of Campus Resources (library, space, etc.).** The UNC Wilmington Randall Library is well positioned to support a MS degree in Athletic Training. It already supports an undergraduate degree in Athletic Training through a strong collection of electronic resources, including books, videos, journals, and databases. Areas for further eBook collection development include kinesiology, pharmacology, orthopedics and sports medicine. Current and future instructional facilities available to the program will sufficiently meet its requirements. UNC Wilmington is currently in the design phase of a new Allied Health Sciences building, projected for completion by 2020, concurrent with the MSAT implementation.
8. **Relevant Lower-level and Cognate Programs.** The majority of prerequisite undergraduate foundational courses, required for admission to the program, are offered in the School of Health and Human Sciences (Human Anatomy, Exercise Physiology, Kinesiology/Biomechanics, Nutrition, Medical Terminology) by the Exercise Science and Public Health programs. Physics, Chemistry and Statistics are offered in respective departments in the College of Art and Sciences and are readily

available to non-majors. These courses are offered by highly qualified faculty and require no improvements.

- 9. Impact on Access and Affordability.** Both a differential tuition (\$3,125 per FTE per year) and program specific fee (\$2,000 per FTE per year) will be requested. Revenues generated will support remuneration of clinical site preceptors and travel costs associated with faculty supervision of students at internship sites. Additional costs include maintenance contracts for program equipment, as well as repair and calibration of equipment.
- 10. Expected Quality.** Assessment of the MSAT program will follow a comprehensive continuous improvement process with annual analysis of program outcome and student learning outcome data and reporting as part of the UNCW institutional assessment system maintained in UNCW's online Taskstream Accountability Management System and also for CAATE-required annual reporting through CAATE's e-Accred online system. In addition, metrics to evaluate program effectiveness will include enrollments, graduate placement, first-time Board of Certification (BoC) exam pass rate, and surveys of alumni and employers.
- 11. Feasibility of Collaborative Program.** Although accreditation requirements can create challenges that limit the level of practical partnerships, the 5 universities identified in this document (Appalachian State University, UNC Charlotte, UNC Pembroke, UNC Wilmington, and Western Carolina University) have discussed opportunities for collaboration. UNC Online course exchange could be a possible avenue for online courses such as pharmacology, organization and administration, psychosocial issues and behavioral health, and nutritional concepts. Guest lecturing across programs in respective areas of expertise is another low-cost opportunity. Course sequencing could be developed appropriate to the respective institutions and faculty with content expertise could be scheduled to appear via distance learning technologies.
- 12. Other Considerations.** None.

III. Summary of Review Processes

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

UNC General Administration Review Process and Feedback. Throughout the review process, UNC Wilmington provided relevant information pertaining to program requirements and resources. The UNC General Administration reviewers requested clarity regarding projected enrollments. The institution submitted appropriate documentation and research to support its statements. Reviewers evaluated the requests and did not require further responses.

IV. Recommendation

It is recommended that the Board of Governors approve UNC Wilmington's request to establish a Master's of Science (B.S.) in Athletic Training Degree Program (CIP 51.0913) to enroll students starting Summer 2020.

**Request for Authorization to Establish a
Master of Science in Athletic Training
(M.S., CIP 51.0913) at
Western Carolina University**

I. Program Highlights

- The MS Athletic Training program will prepare competent entry-level athletic trainers capable of addressing the healthcare needs of an active population in many different healthcare settings.
- This is an on-campus program.
- This degree program consists of a 67-credit hour, residential graduate program designed for students pursuing employment as an Athletic Trainer. Students will complete a comprehensive curriculum consisting of 52 credit hours of didactic education and 15 credit hours of clinical/experiential learning. Course outcomes align with the Commission on Accreditation of Athletic Training Education (CAATE) accreditation standards and the Board of Certification (BoC) Practice Analysis.
- Eight full-time students are projected in the first year, while 40 full-time students are projected by the fourth year.
- Teaching responsibilities of the MSAT program will be fully absorbed by the current BS Athletic Training Faculty. Adjunct professors may be required during the phasing out of the BS Athletic Training Program and commencement of the MSAT program.
- A Program Director and Clinical Coordinator will be needed to implement the program.
- No new library resources or facilities and equipment will be needed.
- Two graduate assistantships for research will be needed.

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

1. **Existing Programs (Number, Location, Mode of Delivery).** Three institutions in North Carolina currently offer the MS in Athletic Training (University of North Carolina at Greensboro, High Point University, and Lenoir-Rhyne University).

There are five UNC institutions (Appalachian State University, University of North Carolina at Charlotte, University of North Carolina at Pembroke, University of North Carolina at Wilmington, and Western Carolina University) requesting to plan an on-campus Athletic Training Professional Master's Program. They are positioned to meet the needs and demands of their respective regions, the state of North Carolina, and surrounding states, without unnecessary duplication. The requests extend from a change in Commission on Accreditation of Athletic Training Education (CAATE) policies that require students to graduate from a Master's program to be eligible to sit for the Board of Certification (BoC) Exam. Successful completion of the BoC is required for Athletic Trainer Certification, which makes graduates eligible for licensure by the North Carolina Board of Athletic Trainer Examiners.

2. **Relation to Campus Distinctiveness and Mission.** The proposed MSAT degree program will fulfill the mission of Western Carolina University by enriching the lives of students and members of the surrounding community, region and state by enhancing economies and providing a graduate learning experience that utilizes teaching, research, service, and community engagement to train the next generation of athletic trainers.

3. **Demand (local, regional, state).** Societal demand for Athletic Trainers is substantial and growing. During the 2013-2014 academic year, 7.8 million student-athletes participated in sports. Athletic Trainers are identified in state laws as key healthcare providers in the recognition, evaluation, and treatment of injuries, including concussions, which occur during sports participation. Having appropriate medical coverage in the middle school and high school setting is essential to prevent injuries and sudden death among student-athletes. A recent study on athletic training availability in North Carolina public high schools found that only 62 percent of the 394 public high schools have full-time Athletic Trainers. Some North Carolina counties currently have no Athletic Trainers serving their high schools. As the state works to expand athletic training services to all high schools, graduates from Athletic Training Professional Master's Programs will be prepared to fill those positions.
4. **Potential for Unnecessary Duplication.** Twenty-one institutions offer Athletic Training Professional Programs in North Carolina; three programs offer a master's degree and eighteen programs offer a bachelor's degree. Athletic Training Program Directors were contacted and asked to provide data from their respective CAATE Annual Report; these data provided were self-reported. Five programs did not provide data. Overall, the total number of Athletic Training Professional Programs in North Carolina and the United States is expected to decrease as a result of the CAATE decision to require a master's degree. Furthermore, each UNC Institution planning for the degree change is proposing to offer distinct areas of interest in their Athletic Training Professional Master's Programs. Therefore, the establishment of these programs would not create unnecessary duplication.
5. **Employment Opportunities for Graduates.** Labor market information indicates strong projections for athletic training employment. The NC Works data projects a 1.8percent annual percentage growth between 2012 and 2022. The Bureau of Labor and Statistics projects a 21percent growth between 2014 and 2024. A 2011 article in the *New York Times* listed Athletic Trainers as one of the top ten fastest growing occupations, projecting 6,000 new jobs by 2018. In 2014, Business Insider identified Athletic Training as number five on their list of *The 20 College Majors That Lead To The Most Satisfying Careers*.
6. **Faculty Quality and Number.** Teaching responsibilities of the MSAT program will be fully absorbed by the current BS Athletic Training Faculty. The current BS program will be phased out as the MSAT program is phased in. The termination of the BS program to be replaced by a MSAT program is a professional / accreditation requirement. Within the first four years, it is not anticipated that the program will require additional full-time faculty. Adjunct professors may be required during the phasing out of the BS Athletic Training Program and commencement of the MSAT program.
7. **Availability of Campus Resources (library, space, etc.).** Western Carolina University's (WCU) Hunter Library offers extensive online, print, and human resources in support of the Athletic Training Program. At this time, no additional library support is needed for the Master of Science of Athletic Training Program. The program will be housed in the 160,000 ft. Health and Human Sciences Building (HHSB), which has twelve dedicated classroom spaces and twenty-one labs that are designed for both research and learning spaces.

8. **Relevant Lower-level and Cognate Programs.** No lower level or cognate programs are necessary for supporting the proposed degree program. The proposed program is a stand-alone master's degree and potential students can earn a bachelor's degree in any major from any university; potential students only need the prerequisites in order to apply. Western Carolina University is currently developing an Integrated Health Sciences degree to be offered at the baccalaureate level. This undergraduate degree will have the courses necessary to allow undergraduate students to complete the prerequisites necessary for application to the MSAT program.
9. **Impact on Access and Affordability.** An \$850/semester or \$1,700/year tuition differential is proposed. The revenues will support expenses related to necessary upgrades to a graduate program, including cadavers and dissecting equipment, therapeutic modalities, emergency care supplies, exam and clinical software, and annual maintenance of equipment.
10. **Expected Quality.** The faculty in the Athletic Training Program have established metrics for the graduate program based upon current undergraduate enrollment and success, including retention rates, completion rates, graduate placement, and surveys of alumni and employers.
11. **Feasibility of Collaborative Program.** Although accreditation requirements can create challenges that limit the level of practical partnerships, the five universities identified in this document (Appalachian State University, UNC Charlotte, UNC Pembroke, UNC Wilmington, and Western Carolina University) have discussed opportunities for collaboration. UNC Online course exchange could be a possible avenue for online courses such as pharmacology, organization and administration, psychosocial issues and behavioral health, and nutritional concepts. Guest lecturing across programs in respective areas of expertise is another low-cost opportunity. Course sequencing could be developed appropriate to the respective institutions and faculty with content expertise could be scheduled to appear via distance learning technologies.
12. **Other Considerations.** None.

III. Summary of Review Processes

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

UNC General Administration Review Process and Feedback. Throughout the review process, Western Carolina University provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support its statements. Reviewers evaluated the requests and did not require further responses.

IV. Recommendation

It is recommended that the Board of Governors approve Western Carolina University's request to establish a Master's of Science (B.S.) in Athletic Training Degree Program (CIP 51.0913) to enroll students starting Summer 2019.

**Request for Authorization to Establish a
Bachelor of Science in Integrated Health Sciences
(B.S., CIP 51.0000) at
Western Carolina University**

I. Program Highlights

- The Integrated Health Sciences (IHS) degree is a 120-credit hour, residential program designed for students who have a broad-based interest in the healthcare professions. The innovative and flexible program of study is intended to equally serve entry-level and transfer students, including those with associate's degrees wanting to earn a four-year bachelor's degree. IHS graduates will be prepared to fill a range of occupations that support healthy living in businesses, community organizations, and numerous support positions throughout the health care industry.
- This is an on-campus program.
- This program requires a minimum of 120 credit hours. Of this number, 64 credit hours will be devoted to the major (40 CH core plus 24 CH concentration). 42-44 credit hours will be comprised of General Education courses. 12-14 credit hours will consist of electives.
- Ninety full-time students are projected in the first year, while 260 full-time students are projected by the fourth year.
- Three new full-time faculty and 14 adjunct positions are required to support the proposed Integrated Health Sciences degree.
- No new library resources or facilities and equipment will be needed.

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

1. **Existing Programs (Number, Location, Mode of Delivery).** There is no other program in the UNC system with this type of interdisciplinary health degree using the 51.000 CIP code. Because this is an interdisciplinary degree, 26 public and private universities in the state offer related programs in one or more of the concentration areas of the IHS program.
2. **Relation to Campus Distinctiveness and Mission.** The proposed BS in Integrated Health Sciences degree program will fulfill the mission of Western Carolina University by enriching the lives and providing an undergraduate learning experience that utilizes teaching, research, service, and community engagement to train the next generation of culturally competent health professionals.
3. **Demand (local, regional, state).** Societal demand, as represented by data from the Mountain Area Workforce Development Board, NC Works, and the Bureau of Labor Statistics, appeared to favor disciplines related to Integrated Health Sciences. In addition, data from NC Tower suggested that employment and wages for graduates in similar disciplines were rising.
4. **Potential for Unnecessary Duplication.** While no UNC institution offers a program identical to the proposed BS in Integrated Health Sciences degree program, Appalachian State University, East Carolina University, North Carolina Central University, University of North Carolina at Asheville, University of North Carolina at Charlotte, University of North Carolina at Greensboro, University of North Carolina at Pembroke, and University of North Carolina at Wilmington offer programs that are similar to at least one of Western Carolina University's IHS degree concentration areas. Consultations were held with representatives from Appalachian State University, East Carolina,

UNC Asheville, and UNC Wilmington based on proximity to Western Carolina University or if they had an online degree offering. The program's interdisciplinary nature creates a natural overlap with some programs from other institutions. However, it serves the needs of the far-west region of the state. In addition, it will serve a segment of students already at Western Carolina University who would otherwise leave the institution. The program would offer these students a pathway towards high-demand jobs.

5. **Employment Opportunities for Graduates.** Labor market information from the Mountain Area Workforce Development Board, NC Works, and the Bureau of Labor Statistics suggest that projected job growth for nearly all health care jobs exceeds that of other occupations. Salaries are highly competitive with other jobs in the educated workforce.
6. **Faculty Quality and Number.** Three new full-time faculty and 14 adjunct positions are required to support the proposed Integrated Health Sciences degree. One faculty position will include an administrative component to manage the major program; this position will need to begin prior to the program start date to facilitate the development and implementation of the major. This position will teach two courses per semester for a total of four courses each academic year. Two additional full-time positions are needed to build the program faculty, one to be hired for the fall 2018 and the second for fall 2019.

Additional adjuncts will be required to teach the remaining sixteen course sections and cover the varied content expertise – in total, 34 additional course sections will be taught in the College of Health and Human Services.

7. **Availability of Campus Resources (library, space, etc.).** Western Carolina University's Hunter Library will offer extensive online, print, and human resources in support of an Integrated Health Sciences Program. The library provides 24/7 access to top resources serving all disciplines within the College of Health and Human Sciences.

The program will be housed in the 160,000 ft. Health and Human Sciences Building, which has twelve dedicated classroom spaces and twenty-one labs that are designed for both research and learning spaces. The Health Management concentration will be primarily taught by the College of Business. Business courses typically are conducted in the Forsyth building. Forsyth has 17 available classrooms with seating capacities ranging from 32 to 96. The pre-professional concentration will be primarily taught in the College of Arts and Science. Classes in the core (COMM 301, MATH 170, PAR 332, and SOC 456) are taught in classrooms throughout campus. The Health and Wellness concentration will be primarily taught in the College of Education and Allied Professions. Instructional space is adequate in Reid Gymnasium.

8. **Relevant Lower-level and Cognate Programs.** The Integrated Health Services (IHS) program is an inter-disciplinary degree that will be composed of a curriculum designed to meet the core competencies of the Institute of Medicine. The following schools/departments/programs contribute course(s) to the IHS program: The College of Health and Human Sciences, School of Health Science (common core curriculum), Environmental Health Program, Nutrition and Dietetics Program, Social Work Department, College of Arts and Sciences, Biology Department, Chemistry and Physics Department, Communications Department, English Department, Mathematics and Computer Science Department, Philosophy and Religion Program, Psychology Department,

Sociology Program, College of Business, School of Economic, Management, and Project Management, School of Accounting, Finance, Information Systems, and Business Law, School of Marketing, Entrepreneurship, Sport Management, and Hospitality, College of Education and Allied Professions, and the Health and Physical Education Program.

- 9. Impact on Access and Affordability.** No differential tuition supplements or program-specific fees will be requested. Western Carolina University will seek to invest enrollment increase funds to implement and sustain the program. We conservatively anticipate enrolling 260 students in the program by 2021 with an increase in 2,475 SCH within the College of Health and Human Services by that same year.
- 10. Expected Quality.** Western Carolina University has developed a comprehensive plan for assessing programs, which outlines the ways in which educational programs and other units intend to review their effectiveness and determine the extent to which their goals are being met. The IHS core curriculum has centered on five major goals with one additional goal for each concentration area. Each goal has a number of competencies (student learning outcomes). Course objectives are mapped against the competencies and goals, and each of the objectives will have a key artifact (graded assignment) that will be used to determine if the competency was met or not met. In addition to evaluating program/learning outcomes, the program director will track enrollments, graduation rates, and employment / graduate school attendance rates.
- 11. Feasibility of Collaborative Program.** Potential collaboration between Western Carolina University and UNC Asheville's Health and Wellness Promotion Program has been discussed by faculty from both institutions. Further conversations are planned as the program becomes more developed. Aside from the program at UNC Asheville, the potential for collaborations is likely to be limited to online teaching activities.
- 12. Other Considerations.** None.

III. Summary of Review Processes

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

UNC General Administration Review Process and Feedback. Throughout the review process, Western Carolina University provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support its statements. Reviewers evaluated the requests and did not require further responses.

IV. Recommendation

It is recommended that the Board of Governors approve Western Carolina University's request to establish a Bachelor's of Science (B.S.) in Integrated Health Services Degree Program (CIP 51.0000) to enroll students starting Fall 2018.

**Request for Authorization to Establish a
Master of Science in International Business
(M.S., CIP 52.1101) at
University of North Carolina at Greensboro**

I. Program Highlights

- The MS in International Business will develop professionals that can use a diverse set of business concepts and skills to become principled leaders and effective problem solvers in a global environment.
- This is an online program.
- This program requires a minimum of 30 credit hours.
- Ten full-time students and 10 part-time students are projected in the first year. 25 full-time students and 25 part-time students are projected by the fourth year.
- Two new full-time faculty and selective use of adjunct positions are required to support the proposed degree program.
- No new library resources or facilities and equipment will be needed.

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

1. **Existing Programs (Number, Location, Mode of Delivery).** There is no other program in the University of North Carolina system that uses the 52.1101 CIP code. Two private universities, Duke University and Gardner-Webb University, offer master's programs in International or Global Business, but they are distinct from the proposed program in their core courses.
2. **Relation to Campus Distinctiveness and Mission.** The University of North Carolina at Greensboro mission emphasizes collaboration and responsiveness, while the Bryan School of Business and Economics mission is built around the four areas of Innovation, Globalization, Sustainability, and Ethics. The MS in International Business Degree Program fits within the unit and institutional missions. It is designed to bring students together from around the world to work with businesses on pressing problems.
3. **Demand (local, regional, state).** According to Hanover Research, in North Carolina, projected job growth through 2024 for master's level business occupations of 15.4 percent exceeds the national average (8 percent) as well as the overall growth in statewide jobs (12.3 percent). Data from NC Works showed thousands of current job openings in the state related to Business/Trade/Commerce.
4. **Potential for Unnecessary Duplication.** There are currently not any other master's degree programs with the 52.1101 CIP code offered by institutions in the UNC system. There are two private universities, Duke University and Gardner-Webb University that offer master's programs in International or Global Business. However, the courses at both these competitor institutions are founded on a Master of Business Administration core, differentiating them from the proposed degree program.
5. **Employment Opportunities for Graduates.** Employment projections from Hanover Research, demonstrated rising demand for professionals in International Business/Trade/Commerce

between 2014 and 2024. Data from NC Works and the Bureau of Labor Statistics showed thousands of current job openings in the state and the nation for professionals in these disciplines.

6. **Faculty Quality and Number.** Based on projected enrollment and program structure, the program should require at most two full-time equivalent faculty members. The selective use of adjunct faculty is expected. One tenure track position was already granted to the Department of Management in 2017-2018 and will be used to alleviate part of the needs of the program. Tuition generated from online students outside the state (who are not included in the funding model) will be used to hire an additional full-time faculty member.
7. **Availability of Campus Resources (library, space, etc.).** The existing collection of library resources will be sufficient to support the instructional research needs of the program. The existing facilities (Bryan School of Business and Economics building, recording studio for video lectures, image capture from computers, etc.) have sufficient capacity to handle the new degree program.
8. **Relevant Lower-level and Cognate Programs.** The Bryan School of Business and Economics features several lower-level and cognate programs related to the proposed degree program. The School's undergraduate programs in Business Administration, Marketing, and International Business Studies, among others, can build student proficiency in related subject matter. They can also provide potential recruits for the proposed degree program.
9. **Impact on Access and Affordability.** The program is expected to request approval of a \$200 per credit hour tuition differential. The revenues will sustain and expand the office of External Affairs and Office of Graduate Programs to include the new program. The office coordinates activities focused on building relationships with firms and private industry for the benefit of graduate students. The office also provides career counseling, student professional development, permanent placement services, and coordinates internships.
10. **Expected Quality.** Program success will measure student performance in learning outcomes in accordance with the Association to Advance Collegiate Schools of Business (AACSB) requirements. In addition, program effectiveness will be measured using enrollments, the number of graduates, job placement, and feedback from students, alumni, and employers.
11. **Feasibility of Collaborative Program.** No opportunities for collaboration were identified, given that there are no other UNC institutions with a program using the 52.1101 CIP code.
12. **Other Considerations.** None.

III. Summary of Review Processes

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

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

institution submitted appropriate documentation and research to support its statements. Reviewers evaluated the requests and did not require further responses.

IV. Recommendation

It is recommended that the Board of Governors approve UNCG's request to establish a Master's of Science (M.S.) in International Business Degree Program (CIP 52.1101) to enroll students starting Fall 2018.

AGENDA ITEM

A-3. UNC Degree Program Discontinuations and/or ConsolidationsKimberly van Noort

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

- Bachelor of Arts in English Education (CIP 13.1305)
- Bachelor of Science in Mathematics Education (CIP 13.1311)

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

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

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

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

UNC Pembroke – BA in English Education – (CIP 13.1305)

The BA in English Education is being discontinued because it is a low-productivity program. Since UNCP still needs to offer a licensure option to students, the university has created an English Education concentration. The BA in English Education will be eliminated and English Education will become a concentration within the BA in English. Seventeen students are enrolled in the current BA in English Education Degree Program: two freshmen; four sophomores; seven juniors; and four seniors. Students enrolled in the current BA in English Education Degree Program have been informed of impending changes in writing. They will experience no financial impact. Though affected students have been made aware of the consolidation in writing and through discussion with their advisors, a formal meeting was held with students on the first week of classes in August to discuss the discontinuation of the BA in English Education and its consolidation with the BA in English. Time to degree completion should not change. Students will have the option to switch to the English Education concentration within the BA in English (CIP 23.0101). No faculty or staff reallocation will be necessary.

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

UNC Pembroke – BS in Mathematics Education – (CIP 13.1311)

The B.S. in Mathematics Education Degree Program does not address high priority needs. The program is being consolidated with the bachelor's degree in Mathematics because Mathematics Education is serving a relatively small number of students and a greater degree of efficiency in the use of resources can be achieved if the two programs are combined. Secondary Mathematics Education will become a track within the Mathematics degree. Faculty and staff have been informed through department meetings. Faculty discussed the change in departmental meetings and voted to consolidate the two degrees and discontinue the Mathematics Education degree. Students have been informed through communication with their advisors who have weekly contact with the students during the academic year. Since no courses are being eliminated, students already accepted into the discontinued program will be able to continue. Students will have the option to switch to the new concentration in the Mathematics degree (CIP 27.0101).

AGENDA ITEM

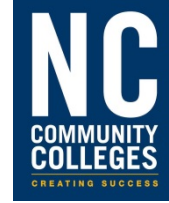
A-4. Comprehensive Articulation Agreement Report (CAA) Stephanie Bailey

Situation: An update on the Comprehensive Articulation Agreement between the University of North Carolina (UNC) and the North Carolina Community College System (NCCCS.)

Background: North Carolina General Statute 116-11(10c) requires UNC and NCCCS to conduct biannual joint reviews of the Comprehensive Articulation Agreement (CAA) to ensure that the agreement is fair, current, and relevant for all students and institutions, their findings, including all revisions to the Comprehensive Articulation Agreement and reports of noncompliance by November 1 of each year.

Assessment: The CAA was implemented in Fall Semester 2014. To date, there have been no reports of noncompliance by any institution and both systems continue to work to enhance educational opportunities for students by improving transfer administration via electronic tools, up-to-date course and degree transfer equivalency information. There has been a steady increase in the enrollment of NCCCS transfer students into UNC institutions, a clear result of the revised CAA, proper advising, and the strong collaboration between UNC and NCCCS.

Action: This item is for information only.



**REVIEW OF THE COMPREHENSIVE ARTICULATION AGREEMENT
THAT EXISTS BETWEEN CONSTITUENT INSTITUTIONS OF THE
NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
AND CONSTITUENT INSTITUTIONS OF
THE UNIVERSITY OF NORTH CAROLINA**

A Report to the:

Joint Legislative Education Oversight Committee, Senate Appropriations Committee on
Education/Higher Education, and the House Appropriations Subcommittee on Education

Submitted By

The State Board of Community Colleges, and

The Board of Governors of The University of North Carolina

November 1, 2017

As Required by

Session Law 2013-72 (HB 903)

**THE UNIVERSITY OF NORTH CAROLINA & THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
COMPREHENSIVE ARTICULATION AGREEMENT REPORT TO THE JOINT LEGISLATIVE EDUCATION
OVERSIGHT COMMITTEE**

NOVEMBER 1, 2017

S.L. 2013-72 (HB 903) codified as, North Carolina General Statute 116-11(10c), requires The University of North Carolina and the North Carolina Community College System to conduct biannual joint reviews of the Comprehensive Articulation Agreement (CAA) to ensure that the agreement is fair, current, and relevant for all students and institutions and to report their findings to the Joint Legislative Education Oversight Committee, including all revisions to the Comprehensive Articulation Agreement and reports of noncompliance by November 1 of each year. The statute also requires The University of North Carolina and the North Carolina Community College System to jointly develop an articulation agreement advising tool for students, parents, and faculty to simplify the course transfer and admissions process.

SUMMARY

The revised Comprehensive Articulation Agreement (CAA) was signed by the UNC Board of Governors and the State Board of Community Colleges on February 21, 2014. The CAA was implemented for the Fall Semester of 2014 (2014 CAA). To date, there have been no reports of noncompliance by any institution.

The UNC System (UNC) and the NC Community College System (NCCCS) continue to work to enhance educational opportunities for NCCCS students by improving transfer administration via electronic tools and up-to-date course and degree information. The UNC Transfer Student Success Website, the Transfer Navigator, and published Baccalaureate Degree Plans provide students with access to current information that permits them to make the best choice possible in selecting institutions and degree programs. To be sure, additional resources will be needed to support and continue to develop various online degree mapping tools.

This report provides an update on efforts to fully implement the CAA through addressing the current needs of NCCCS students and the growth of UNC academic programs. The Transfer Advisory Committee (TAC) is committed to providing students with the pathway that will best benefit their earning a baccalaureate degree.

The most recent version of the 2014 CAA (revised August 2016), complete with appendices, is available at <http://www.nccommunitycolleges.edu/academic-programs-college-transferarticulation-agreements>

CAA PROGRESS, 2017

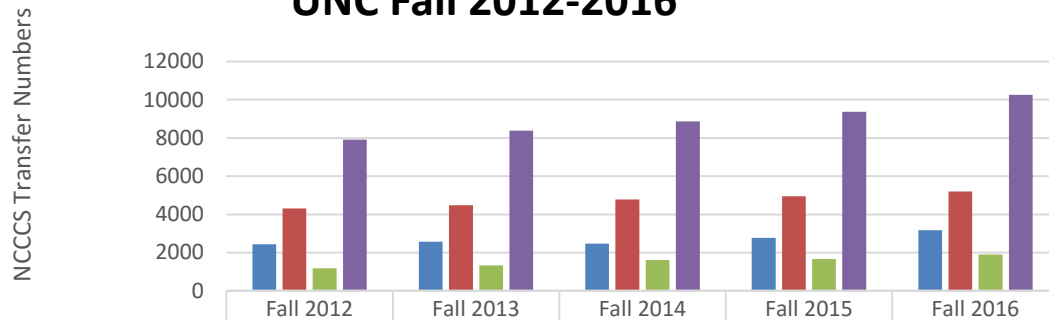
Transfer Enrollment and Performance Data

The UNC Data Dashboard provides crucial data on transfer student enrollment trends, credit hours and degree transfers, graduation rates, grade point average, performance in disciplines after transfer, and more. All this data is broken down by community college and university. This source is vital to determining whether or not the 2014 CAA is having an impact on transfer student success and whether or not the changes in policy and practice put in place as a result of the CAA and the CAA Compliance Site Visits are achieving the desired positive outcomes. This information is critical to the decision-making process for both individual community colleges and universities and for the two systems. Students who entered the community college system in Fall Semester 2014 are under the protections of the 2014 CAA and a good number have transferred to the university system for Fall Semester 2016. That data gives the first indication of the value of the 2014 CAA to students.

Transfer Student Enrollment

There has been a steady increase in the enrollment of NCCCS transfer students into UNC institutions. The increase is a clear result of the revised CAA, proper advising, and the strong collaboration between UNC and NCCCS. Although the CAA encourages NCCCS students to earn the associate degree before transfer, many students are choosing to do otherwise. However, since the majority of community college students do not complete the associate's degree in two years, we anticipate an increasing trend toward associate degree completion prior to transfer as the students gain a better understanding of the protections of the CAA through ACA 122 (Transfer Student Success Course) required at all community colleges and as both NCCCS and UNC system encourage and incentivize degree completion. We did see a substantial increase in the number of NCCCS students transferring to the UNC system, from 9,372 in 2015 to 10,264 in 2016, a nearly 900 student increase, the largest one-year increase we have witnessed. Furthermore, we also see a significant increase in the number of associate degree completers transferring, over 400, from 2,770 in 2015 to 3,175 in 2016. From 2015 to 2016, we also see a significant increase in the number of Associate in Applied Science (AAS) completers transferring to UNC institutions. This increase is attributable to the increasing number of bi-lateral agreements between institutions and confirms the positive and productive working relationships between individual community colleges and UNC institutions. The insertion of CAA-protected Universal General Education Transfer Component (UGETC) courses into the general education hours of AAS programs is also facilitating a smooth transition to the senior institutions. Although the number of students transferring credit hours without degrees increased, the rate of increase was far less than the rate of those transferring after degree completion. The increase in overall transfer numbers and the increase in degree completers prior to transfer indicate the positive impact of the 2014 CAA on transfer student success in North Carolina.

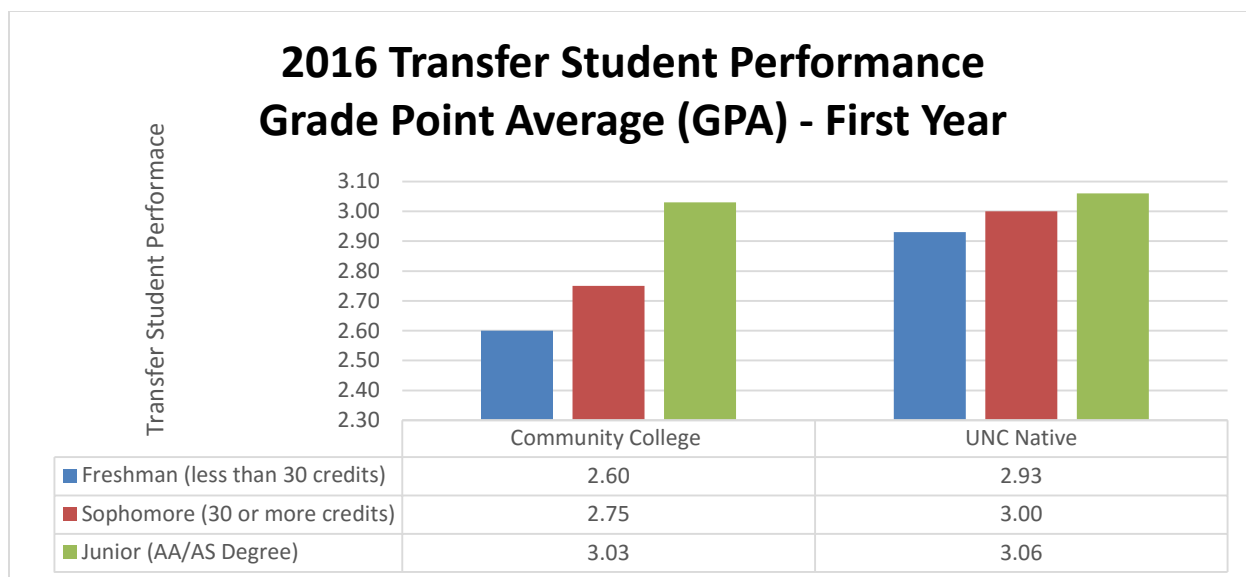
New NCCCS Transfer Student Enrollment to UNC Fall 2012-2016



■ AA/AS Degree (CAA)	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
■ Transfer Hours - No Degree	2427	2573	2460	2770	3175
■ Other Associate's Degree	4304	4474	4783	4946	5191
■ Total New Transfer	1174	1336	1621	1656	1898
	7905	8383	8864	9372	10264

Transfer Performance Data

The data results for transfer student performance indicate a strong correlation between degree and credit hours completion prior to transfer and academic performance at the senior institution. Students who transfer from a North Carolina community college into a UNC institution with less than 30 credits significantly lag behind their native counterparts in first-year performance. Community college transfers who transfer with more than 30 credit hours but without associate degree completion are closer in performance with their sophomore UNC native counterparts but still trail in GPA attainment. Students who complete the associate degree prior to transfer and matriculate as juniors perform comparably with UNC native juniors. These results confirm the foundation principle of the CAA that transfer students who complete the associate degree prior to transfer will perform as well as students who began their college careers at UNC institutions.



Review of 2014 CAA

In January 2016, the Transfer Advisory Committee (TAC) established review teams and a process for reviewing the institutional transfer credit policies and procedures of two UNC institutions per quarter.

TAC/CAA Site Visit Process and Schedule

UNC-GA will send out the CAA Review Form to the scheduled institutions at least one month prior to the visit. The institution will return the form two weeks after receiving it. The appointed site team will connect with the institution's transfer point person to schedule the visit. The review form requests information concerning transfer policies and practices of the institution. The Form also requests transfer student admissions and performance data, including transfer student completion rates and accumulated credits to baccalaureate degree. Upon completion of the first round of site visits in the Fall Semester 2017, the TAC will revise the review form based on the initial site visits and data collection before the second round commences in the Spring 2018.

CAA Compliance and Feedback Report

Upon completion of the site visit, the site team will submit the Feedback Report to the entire TAC for review and approval no later than two weeks after site visit.

Each Report will combine both narrative and data points and include information obtained from the CAA Review Form and the interviews conducted on the site visit. After review and approval, UNC-GA will send the report to the university provost with the expectation for campus distribution to appropriate personnel.

TAC CAA Site Visit Schedule (2017)

January-March 2017	North Carolina A&T State University UNC Chapel Hill
April –June 2017	UNC Asheville Western Carolina University
July –September 2017	UNC Wilmington
October-December 2017	Fayetteville State University UNC Pembroke

Completed Site Visits (as of September 1, 2017)

University of North Carolina at Charlotte, University of North Carolina at Greensboro, Winston-Salem State University, Appalachian State University, East Carolina University, Elizabeth City State University, North Carolina State University at Raleigh, North Carolina Central University, University of North Carolina at Chapel Hill, North Carolina Agricultural and Technical State University, Western Carolina University, and University of North Carolina at Asheville.

Site visits scheduled for the Fall Semester 2017 include University of North Carolina Wilmington, Fayetteville State University, and University of North Carolina at Pembroke. Following those visits, the first round of site visits will be complete, and the second round will commence during Spring Semester 2018.

To date, all reviewed institutions are in compliance with the CAA. TAC members have found the completed site visits positive and informative. Though seamless transfer challenges still exist, the universities in collaboration with their community college partners are making concerted efforts to improve the transfer process and to enhance transfer student support and performance. The completed site visits have illuminated both the existing challenges to transfer student success and the best practices institutions have implemented to assist transfer students in achieving their academic and professional goals.

TAC Visits to UNC Campuses to Discuss Mathematics Issues

During the Spring 2017 semester, NCCCS and UNC-GA collaborated to provide information to each UNC Constituent institutions on the content, structure, and rigor of the recently redesigned NCCCS mathematics curriculum, particularly as it relates to the UGETC courses in the NCCCS Associate of Arts transfer degree program. Philip Cauley, Assistant Vice Chancellor for Undergraduate Enrollment at Western Carolina University, and Jonathan Loss, Mathematics Department Head at Catawba Valley Community College, were selected for this mission. The university response was overwhelmingly positive. Many university representatives expressed their appreciation for this information and remarked how it gave them a much better grasp on the NCCCS UGETC mathematics courses. Several universities indicated

that they would be reevaluating their general education and Baccalaureate Degree Plan (BDP) requirements based upon this knowledge.

The UNC campus visits have already reaped several positive outcomes for NCCCS students including greater choice provided on many university BDP guides, new course-for-course equivalencies at some universities, and a greater understanding of MAT 143 at most universities. Some necessary changes will take more time as decisions must go through several committees for review and due process at certain universities; however, there are many good outcomes to anticipate. Continued discussion and impetus for positive changes related to NCCCS mathematics courses and their transfer to UNC institutions can occur through the many relationships that have been fostered during these initial university visits. One message that was made abundantly clear in the discussions during these visits is that the UNC institutions are very desirous of accepting NCCCS transfer students, and they are working to make the transfer process as seamless as possible. The partnership between the NCCCS and UNC-GA continues to be extremely important to both parties.

Baccalaureate Degree Plans (BDPs)

The Baccalaureate Degree Plan is a critical component of the transfer student process. The original deadline for all universities to complete and publish BDPs (major plans that outline both community college and university courses leading to degree completion) was December 11, 2015. The plans create a clear transfer pathway by identifying and outlining courses that will lead to timely baccalaureate degree completion. Unfortunately, BDP oversight and management continues to be inconsistent. During the site visits and by sampling, the TAC discovered that some universities had not posted BDPs for all majors. There are also issues with maintenance and updating of the plans. The TAC has added a BDP section to the CAA Review Form and will make BDP review a priority during future campus visits. The TAC will also review the BDP template and determine whether a standardized template is advisable. During the site visit student interviews, the TAC discovered that BDP use by community college advisors is not consistent. The TAC will work with the NCCCS, the NC Student Success Center, and the individual community colleges on strengthening student academic advising and emphasizing BDP use for university transfer students. Tracking student BDP selection is also problematic since programs of study at the university change often. Senior institutions with the strongest BDP management are those that have centralized the process and oversight. The TAC recommends a central management structure at each university for oversight of the BDPs.

Reverse Transfer

The Reverse Transfer Program is a collaborative effort between North Carolina's Community Colleges and the University of North Carolina's 16 constituent institutions. Students who transfer to a University of North Carolina constituent institution from one of the 58 North Carolina community colleges are given the opportunity to combine the credits earned at the university with credit already earned at the community college to determine if the associate degree requirements have been met. Students who do not complete the baccalaureate degree will at least earn a marketable credential. In 2016, the TAC mandated that universities must publish their reverse transfer policy and whether or not transfer students will have met lower division general education requirements with associate degree completion through the Reverse Transfer Program. The TAC is currently addressing the tracking and reporting processes for

Reverse Transfer students. The number of students awarded degrees through this program has steadily increased:

Spring/Fall 2014:	722
Spring/Fall 2015:	781
Spring 2016:	<u>497</u>
Total:	2000

Since 2014, 2000 transfer students have been awarded an Associate Degree from their home community college.

ACA 122/Advising Workshops

During the university site visits, the TAC members interviewed NCCC transfer students at each institution to get their insights into the transfer process and to see if the protections of the CAA were in place and in practice. Two of the recurring complaints from the students concerned inconsistencies with community college advising and the ineffectiveness of ACA 122 (Transfer Student Success Course). Accurate and intensive academic advising is critical to transfer student success. ACA 122 is a required course on all Baccalaureate Degree Plans and one of the most important courses students will take. Interviews with transfer students revealed a wide range of approaches to ACA 122 instruction. Considering these results, the TAC partnered with the NC Student Success Center to offer three regional workshops in June 2017 to address advising and ACA 122 issues and to share best practices. The objectives of the workshops included review of ACA 122 learning outcomes, identifying transfer student success gaps, and inventorying best practices in transfer advising. The TAC also distributed a survey to transfer personnel at the universities in order to identify challenges transfer students encounter at the universities. The survey results identified a number of gaps in preparing students for transfer success, including developing baccalaureate degree plans, understanding four year campus culture, exploring and clarifying career goals, and completing pre-requisite courses. Academic planning and career exploration were two areas repeatedly mentioned, and these are two areas where the community colleges can implement changes through ACA 122 and advising to better prepare students to transition successfully to the senior institution. The TAC will continue to work with the NC Student Success Center and develop recommendations to improve both ACA 122 instruction and academic advising at the community colleges.

Transfer Credit Evaluation Audit

The site visit interviews with transfer students have provided valuable insights into the student experience before, during, and after transfer. However, these interviews do not provide an objective significant sampling of the transfer credit protections guaranteed by the CAA. To determine if these protections are operating as intended, the TAC has developed a Transfer Credit Evaluation Audit universities will run to provide a more comprehensive view of the transfer credit process and to see if students are being awarded the credits they have earned while North Carolina Community College System (NCCC) students. The student sample will focus on students who started at a community college in Fall Semester 2014 or later and enrolled at a UNC institution in Fall Semester 2017 after completing the AA/AS degree.

Universities will report on credit evaluations for up to 60 students. The report will include the number of students in the sample with less than or equal to 49%, 50%-74%, 75%-99%, and 100% of total transfer hours counting toward the baccalaureate degree major to which they applied. The report will also predict the number of students in the sample capable of finishing the baccalaureate degree in two years. Student level data will include the NCCCS institution most recently attended and any other NCCCS institution, credit for ACA 122, BDP major, enrolled major, total transfer hours, and percent of transfer hours counting toward degree. These audit reports will give us a clear picture of the impact of the CAA on transfer student credit accumulation and baccalaureate completion. The TAC will roll out the process to the universities through UNC-GA during Fall Semester 2017.

Transfer Credit Appeal Procedure

The Transfer Credit Appeal Procedure provision is in Appendix E of the 2014 CAA. This procedure is in place for a student who believes the terms and protections of the CAA have not been adhered to by a UNC institution to which the student has been admitted. The instructions for this process outline the steps a student needs to take to address the issue up to and including a TAC review of the situation. A timeline for the appeal process and the appeal form are included in the appendix. Student awareness and use of the Appeal Procedure has been limited. While a small number of student CAA issues have been brought to the TAC's attention, these issues have generally been informally resolved on the local level through conversations between TAC members and UNC institution personnel. Unfortunately, student interviews have revealed a general lack of awareness of the Appeal Procedure. Moving forward, the mandatory ACA 122 course on each BDP and the course's renewed emphasis on transfer issues and the CAA will help to inform students of the process. Transfer advisors at the community colleges are also being encouraged to make students aware of their CAA protections and the recourse of the Appeal Procedure.

UNC Director of Community College Partnerships

The UNC Director of Community College Partnerships is a new position at UNC-GA and will provide direction and oversight of all system level transfer initiatives. This individual will provide vision and leadership and perform the day-to-day activities related to transfer recruitment and admission policy, articulation and credit transfer policies (e.g., the 2014 CAA), partnership projects, and other related transfer initiatives. The position will co-staff, along with a North Carolina Community College System (NCCCS) representative, several statewide transfer committees, including the TAC. The position will also be tasked with maintaining and improving the CAA with the primary goal to increase transfer student enrollment system-wide, minimize barriers to a four-year postsecondary education, and maximize student success. This position is key to keeping the lines of communication open between the NCCCS and UNC System, as well as between the TAC and UNC institution transfer personnel.

Communication

The dissemination of transfer information to appropriate personnel in a timely manner continues to be problematic, at both community colleges and UNC institutions. Adjustments by the TAC to the CAA are often not effectively communicated to transfer personnel and advisors working directly with students. To address this issue, the TAC is working with the NCCCS to develop a CAA-TAC web page that will contain CAA updates, meeting minutes, and other pertinent transfer information. The expected launch of the page

is Fall Semester 2017. The TAC also intends to facilitate regional transfer information meetings beginning in Spring Semester 2018 to better communicate and interact with transfer personnel from both systems.

Conclusion

Through data reviews, CAA compliance site visits, and various workshops, the TAC has worked extremely hard this year overseeing the implementation of the CAA. Both systems are committed to making sure that the CAA is working in the best interests of our students and our state. The initial data results for students falling under the protections of the 2014 CAA are promising. These results clearly indicate that the transfer partnership between the North Carolina Community College System and the University of North Carolina System is progressing and producing desired outcomes and that the 2014 CAA is serving students well and leading the way to seamless and efficient transfer.

Best Practices for Transfer Student Success

- Require ACA 122 enrollment no later than second semester at the community college
- Emphasize individualized Baccalaureate Degree Plan development
- Centralize Baccalaureate Degree Plan management at the universities
- Incentivize Associate Degree completion prior to transfer
- Station university transfer admissions personnel at community college campuses
- Impose mandatory senior institution transfer orientations, including online options, and campus tours
- Encourage faculty-to-faculty collaborations between UNC and NCCCS instructors, including ACA 122 instruction by UNC instructors on community college campuses
- Provide professional development for community college faculty and staff on career exploration, transfer student advisement, and academic planning
- Develop transfer student mentoring programs to introduce incoming transfers to campus activities and resources
- Design activities, organizations, and publications specifically designed for transfer students at both community colleges and universities

Existing Challenges

- Implement strategies to incentivize Associate Degree completion prior to transfer
- Educate students about the protections and guarantees of the 2014 CAA , including Transfer Credit Appeal Procedure
- Manage Baccalaureate Degree Plans more effectively and communicate any program changes to community college partners. Track student BDP selection
- Reduce the number of total credit hours (UNC and NCCCS) to Baccalaureate Degree completion
- Collect additional comparative data of UNC native students and NCCCS transfer students
- Enhance communication between UNC and community college partners and between the TAC and campus transfer personnel
- Leverage existing and new technology to assist transfer students with credit articulation and degree completion

AGENDA ITEM

A-5. Early College High School Graduates Report (ECHS).....Bethany Meighen

Situation: Sec. 11.16 of S.L. 2015-241 directs the Board of Governors (BOG) of The University of North Carolina to adopt a policy to require each constituent institution to offer to any student who graduated from a cooperative innovative high school program with an associate degree and who applies for admission to a constituent institution the option of being considered for admission as a freshman or as a transfer student. The constituent institution must provide relevant information regarding each option to the student.

Background: The final version had to be submitted to Joint Legislative Education Oversight Committee no later than September 30, 2017 as required in Sec. 11.16. (b) of S.L. 2015-241.

Assessment: The Early College Graduates report provides an overview of the implementation process of Section 11.16 of S.L. 2015-241, including a discussion of the revision process for Section 700.1.1 of the UNC Policy Manual (Minimum Requirements for First-time Undergraduate Admissions/Minimum Course Requirements) to meet these new requirements. The report provides data outlining the number of students who graduated from a cooperative innovative high school program with an associate degree and which option was chosen by those students when applying for admission to one of the 16 UNC constituent institutions.

Action: This item is for information only.



**EARLY COLLEGE GRADUATES/THE UNIVERSITY OF NORTH CAROLINA ADMISSION POLICY REPORT TO
THE JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE**

A Report to the
Joint Legislative Education Oversight Committee

Submitted by
The University of North Carolina Board of Governors

September 30, 2017

As Required by
Session Law 2015- 241 (HB 97)

**EARLY COLLEGE GRADUATES/THE UNIVERSITY OF NORTH CAROLINA ADMISSION POLICY REPORT TO
THE JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE
September 30, 2017**

HOUSE BILL 97: 2015 Appropriations Act, Sec. 11.16: Early College Graduates/The University of North Carolina Admission Policy

Sec. 11.16 of S.L. 2015-241 directs the Board of Governors (BOG) of The University of North Carolina to adopt a policy to require each constituent institution to offer to any student who graduated from a cooperative innovative high school program with an associate degree and who applies for admission to a constituent institution the option of being considered for admission as a freshman or as a transfer student. The constituent institution must provide relevant information regarding each option to the student.

Beginning September 30, 2017, the BOG must report annually to the Joint Legislative Education Oversight Committee regarding the number of students who graduated from a cooperative innovative high school program with an associate degree and which option was chosen by those students when applying to a constituent institution.

This section became effective July 1, 2015, and applies to the 2016-2017 academic year and each subsequent academic year.

Implementation of House Bill 97 Section 11.16

On April 1, 2016 the Early College/UNC Admissions Policy work group was convened at UNC General Administration to review House Bill 97 Section 11.16 and develop regulations for implementation and assessment. The following campuses were represented on the working group: Appalachian State University, East Carolina University, Fayetteville State University, North Carolina Central University, North Carolina State University, UNC Chapel Hill, UNC Charlotte, UNC Greensboro, UNC Wilmington, and Western Carolina University. Additionally, representatives from the North Carolina Department of Public Instruction and the North Carolina Community College System served on the working group.

From this working group, Section 700.1.1 of the UNC Policy Manual (Minimum Requirements for First-time Undergraduate Admissions/Minimum Course Requirements) was revised to include the following requirements, which were approved by the UNC Board of Governors on July 29, 2016.

IV. Graduates of Cooperative Innovative High Schools (Early College)

Beginning with the 2016-2017 admissions application cycle for enrollment in the 2017-2018 academic year, each UNC constituent institution must offer to any student who graduated from a cooperative innovative high school program with an associate degree and who applies for admission to a constituent institution the option of being considered for admission as a freshman or as a transfer student.

The constituent institution shall also provide written information to the student regarding the consequences that accompany each option and any other relevant information that may be helpful to the student when considering which option to select.

Beginning March 1, 2017, the Board of Governors shall report annually regarding the number of students who graduated from a cooperative innovative high school program with an associate degree and which option was chosen by those students when applying for admission to a constituent institution.

Following the approval of these revisions, all campuses posted relevant information outlining the policy update to campus websites by November 22, 2016 (see Appendix A). The College Foundation of North Carolina (CFNC) updated the common application to include a question specifically for cooperative innovative high schools graduates to ascertain how applicants wanted to be reviewed in the admissions process. On November 14, 2016, the revised application went live in conjunction with the kick-off for the statewide College Application Week. The fourteen UNC campuses that utilize the CFNC.org admissions application were able to customize the question to best meet enrollment functions.

As the admission cycle for 2016-2017 had already commenced at the time of UNC Board of Governors approval, campuses who utilize third party vendors for applications (i.e. Common Application, Coalition Application, and Admission Pro) were unable to make application changes. In order to obtain the applicant's preference on admission status and to ensure applicants understood the policy, campuses directly contacted applicants, either through phone or email, to explain both options. After providing this additional outreach, campuses provided applicants a defined time period to submit a decision on admissions status.

Appendix B provides a table that reports the number of students who self-identified they would graduate from a cooperative innovative high school program with an associate degree and which option was chosen by those students when applying for admission to one of the 16 UNC constituent institutions. Each campus submitted this information to UNC General Administration and collected this information either directly from the student's application or through follow-up communications with the student. UNC campuses received 5,202 applications from this cohort of students.

Appendix A: Website Information for Early College Admissions

Campus	Link to Early College Admissions Policy
ASU	https://admissions.appstate.edu/how-apply
ECU	http://www.ecu.edu/admissions/freshmen.cfm
ECSU	http://www.ecsu.edu/admissions/admission_requirements/admission_requirements_freshman.html
FSU	http://www.uncfsu.edu/admissions/freshmen
NCA&T	http://www.ncat.edu/divisions/academic-affairs/bulletin/2016-2017/admissions/criteria-early-middle-college-applicant.html
NCCU	http://www.nccu.edu/admissions/early.cfm
NCSU	https://admissions.ncsu.edu/apply/admission-review/
UNCA	https://admissions.unca.edu/other-students
UNC-CH	http://admissions.unc.edu/apply/faqs-n-c-cooperative-innovative-high-school-applicants/
UNCC	https://admissions.uncc.edu/freshmen/application-requirements
UNCG	https://admissions.uncg.edu/apply-early-college.php
UNCP	http://www.uncp.edu/admissions-aid/undergraduate-admissions/early-college-students
UNCW	http://uncw.edu/admissions/EarlyCollege.html
WCU	https://www.wcu.edu/apply/undergraduate-admissions/first-year-students/early-college.aspx
WSSU	http://www.wssu.edu/admissions/admission-requirements/early-college.aspx?site=full

Appendix B: Fall 2017 ECHS Application Information

UNC Institutions	Total Number of Applicants who Self-Identified They Would Graduate from a Cooperative Innovative High School Program with an Associate Degree	Applicants Requested to be Reviewed as Freshman	Applicants Requested to be Reviewed as Transfer
Appalachian State University*	405	24	22
East Carolina University	171	155	16
Elizabeth City State University	149	149	
Fayetteville State University	440	400	40
North Carolina A&T State University	574	572	2
North Carolina Central University	502	473	29
North Carolina State University	715	605	110
University of North Carolina at Asheville	21	18	3
University of North Carolina at Chapel Hill	441	394	47
University of North Carolina at Charlotte	531	485	46
University of North Carolina at Greensboro	589	564	25
University of North Carolina at Pembroke	301	295	6
University of North Carolina School of the Arts	1	1	
University of North Carolina at Wilmington	270	249	21
Western Carolina University	42	29	13
Winston-Salem State University	50	47	3
TOTAL	5,202	4,460	383

**After ECHS students complete their application, Appalachian State sends an email requesting the student state whether the student wants to be reviewed as a freshman or transfer student. Only 46 students responded to these emails. ASU has changed this procedure for Fall 2018 and students will now complete a checklist item.*