



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

March 20, 2018 at 1:00 p.m.
University of North Carolina System Office
Spangler Center, Board Room
Chapel Hill, North Carolina

AGENDA

- A-1. [Approval of the Minutes of January 23 and 25, 2018](#)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. [Licensure Program Approvals](#) Daniel Harrison
- A-5. [Uniform Articulation Agreement in Birth-Kindergarten and Early Childhood Related Programs](#) Stephanie Bailey
- A-6. [UNC Policy on Auditing Courses for Persons Who are At Least 65 Years Old](#) Karrie Dixon
- A-7. [Early College High School Application Renewals](#)Kimberly van Noort
- A-8. Other BusinessAnna Nelson
 - a. North Carolina Central University Nursing Program Update.....Junius Gonzales
- A-9. Adjourn

Additional Information Available

- A-5. [Full Report: Uniform Articulation Agreement in Birth-Kindergarten and Early Childhood Related Programs](#)
- A-7. [Early College High School Application Renewals: Cooperative Innovative High School Renewal Forms](#)



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

DRAFT MINUTES

January 23, 2018
University of North Carolina System
Spangler Center, Executive Conference 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 by phone. Darrell Allison, Robert Bryan, Tyler Hardin, Jim Holmes, Joe Knott and Marty Kotis.

The following committee members were absent: Thom Goolsby.

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

Staff members present Junius Gonzales, Kimberly van Noort, and others from the UNC System Office.

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

Chair Nelson called the meeting to order at 1:00 p.m., on Tuesday, January 23, 2018, and called for a motion to approve the open session minutes of December 15, 2017.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the open session minutes of December 15, 2017, as distributed.

Motion: Joe Knott

Motion carried

2. UNC Degree Program Establishments (Item A-2)

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

Elizabeth City State University:	Bachelor of Arts in Digital Media Arts (CIP 50.0102)
Western Carolina University:	Doctor of Psychology in Health Service Psychology: Combined Clinical/School (CIP 42.2899)

Appalachian State University: Doctor of Psychology (CIP 42.0101)

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

Motion: Jim Holmes - Bachelor of Arts in Digital Media Arts (ECSU)

Motion: Marty Kotis - Doctor of Psychology in Health Service Psychology: Combined Clinical/School (WCU)

Motion: Jim Holmes - Doctor of Psychology (ASU)

Motions carried

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

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

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

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

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

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

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

Motion: Joe Knott

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:

- The University of Southern California

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

Motion: Jim Holmes

Motion carried

5. Theatre Articulation Agreement (Item A-5)

The North Carolina Theatre Programs in Higher Education, a joint alliance of theatre department chairs, directors, and faculty from NCCCS and UNC programs, requests the establishment of a new Uniform Articulation Agreement for associated theatre programs.

Director of Community College Partnerships Stephanie Bailey provided details of the agreement and answered questions from the committee.

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

Motion: Marty Kotis

Motion carried

There being no further business, the meeting adjourned at 1:35 p.m.

Darrell T. Allison, Secretary

DRAFT MINUTES

January 25, 2018
University of North Carolina System
Spangler Center, Executive Conference 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 present: 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. Chair of the UNC Faculty Assembly, Gabriel Lugo, was also in attendance.

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

Staff members present Junius Gonzales, Kimberly van Noort, and others from the UNC System Office.

Chair Nelson called the meeting to order at 11:09 a.m., on Thursday, January 25, 2018.

1. Educator Preparation Program Review Report (Item B-1)

Educator Consultants, Beth Ann Bryan and Martha Hougen provided an overview of the University of North Carolina General Administration Educator Preparation Program Review Report, which had been provided to the committee.

The report detailed the critical role the University of North Carolina plays in improving the state's public K-12 schools through the preparation of public school teachers. Key findings, recommendations, concerns, and next steps were provided and discussed.

This item was for information only.

2. Proposed Changes to Licensure Process (Item B-2)

Daniel Harrison, Associate Vice President for Academic Planning and State Authorization, presented the following policy and regulation changes to the committee for consideration. These proposals will streamline procedures for authorizing nonpublic and out-of-state institutions, which will increase efficiency and provide more effective processing and oversight.

- Policy 400.4.1 – Policy on Standards for Licensure of Nonpublic Degree Granting Postsecondary Activity
- Policy 400.4.2 – Establishing Fees for Licensing Nonpublic Institutions to Conduct Postsecondary Degree Activity
- Policy 400.4 – Policy of the Board of Governors of the University of North Carolina with Respect to Exemption from Licensure under N.C. Gen. Stat. § 116-15 of Religious Education

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the above listed policy changes presented and recommend it to the full Board of Governors for a vote through the consent agenda at the next meeting.

Motion: Marty Kotis

Motion carried

3. Health Professional Community Precepting Working Group Retreat (Item B-3)

Director of the North Carolina Area Health Education Centers (AHEC) Warren Newton provided and discussed with the committee the *Community-Based Health Professions Education: Who Will Teach Our Students Report*.

The report focused on recommendations to improve community based education via a more consistent and robust system of precepting. The report's recommendations included policy priorities such as: a common "Health Professional Education Passport" standardizing the student credentialing process for immunizations, criminal background checks, HIPAA, etc.; and, an individual state tax credit for community-based providers who precept students. Additional recommendations included a more robust community faculty development system, identification and dissemination of best practices in clinical faculty compensation plans, and the development of model teaching practices that have students from multiple professions year round.

This item was for information only.

4. Other Business (Item B-4)

Chancellor Johnson Akinleye shared details of a notice letter regarding quality control received by North Carolina Central University. The letter had also been shared with the law students as a transparent process. The committee was advised all requirements being requested were being completed.

Senior Vice President Junius Gonzales briefly discussed the two reports, *The Workforce Outcomes of Physicians Completing Residency Programs in North Carolina* and *the Workforce Outcomes of North Carolina Medical Graduates*, that were provided to the committee.

These items were for information only.

There being no further business, the meeting adjourned at 12:24 p.m.

Darrell T. Allison, Secretary



AGENDA ITEM

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

Situation: East Carolina University requests the establishment of the following degree program:

- Master of Arts in Hispanic Studies (CIP 16.0908)

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

- Bachelor of Science in Neuroscience (CIP 26.1501)

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

- Master of Arts in Film Studies (CIP 50.0601)

Background: Per UNC Policy Manual § 400.1, the institutions and UNC System review degree program offerings and bring periodic discontinuation and/or consolidation recommendations to the UNC Board of Governors.

Assessment: UNC System staff recommend establishment of the above-listed degree programs.

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

**Request for Authorization to Establish a
Master of Arts in Hispanic Studies
(M.A., CIP 16.0908) at
East Carolina University**

I. Program Highlights

- The M.A. in Hispanic Studies degree program will prepare students with a bachelor's degree in Spanish (or other areas if the student possesses the required Spanish-language proficiency) for successful interactions and performance in professions which serve diverse populations and in which linguistic and cultural competence is in high demand. Examples include health services, hospitality, criminal justice, and communications.
- This program will be delivered on-campus and online.
- This degree program consists of either 30 credit hours of coursework and comprehensive examination or 24 credit hours of courses and a thesis. The curriculum includes 9 credit hours of core courses in research methodologies and engaged learning, as well as 21 credit hours of electives. Beginning in the program's second year, half the courses will be face-to-face and half through distance education (DE), which will be conducted both synchronously and asynchronously. The DE instruction will rotate to allow distance education students to fulfill all requirements.
- The institution projects 4 full-time students and 2 part-time students in the first year and 20 full-time students and 15 part-time students by the fourth year.
- No new faculty positions are required. However, the institution requests 8 new teaching assistants.
- The institution does not request differential tuition.
- A faculty Program Director will receive one course reassigned time for duties. The ECU Department of Foreign Languages and Literatures (the Department) will absorb that cost.
- The institution will not require new library resources or facilities and equipment.

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

1. **Existing Programs (Number, Location, Mode of Delivery).** Five institutions in North Carolina currently offer similar programs (Appalachian State University, North Carolina State University, University of North Carolina at Charlotte, the University of North Carolina at Greensboro, and the University of North Carolina at Wilmington). Appalachian State, UNCG, and UNCW reported that the vast majority of their graduates obtain employment, particularly in the education profession.

None of the existing programs reside in the region served by ECU. The programs offered at NC State and UNCW have agreed to accept credits from the proposed degree. ECU would reciprocate (up to the 10 credits allowed by the ECU Graduate School), thus increasing access and options to complete a graduate degree.

2. **Relation to Campus Distinctiveness and Mission.** The proposed MA in Hispanic Studies degree program will fulfill the mission of ECU through cultural enrichment, preparation to succeed in a global society, and providing a graduate learning experience that utilizes innovative learning strategies and delivery methods to maximize access (stated as a goal in the ECU mission and UNC System Strategic Plan).

3. **Demand (local, regional, state).** The Bureau of Labor Statistics (BLS) forecasts significant growth in professions utilizing skill sets provided by the proposed degree program. Employment in the field of interpretation/translation will grow 29% between 2014 and 2024. Community Colleges across the country may hire faculty with M.A. degrees in Hispanic Studies.

The proposed degree program will also qualify graduates for national, state, and local governments in need of employees with Spanish language and intercultural skills, as well as knowledge of the history, politics, and economics of Spanish-speaking nations. Law enforcement agencies and all branches of the Armed Forces hire individuals with the knowledge and skills the proposed degree program will develop.

Locally, Vidant Medical Center and other institutions have employed ECU's BA graduates from the Department as interpreters/translators. Vidant Medical Center is currently advertising interpreter positions at: https://careers.vidanthealth.com/Careers/Job-Listings/Interpreter_932453. An MA would prepare students better than a BA for these and similar careers, and allow graduates to command higher salaries.

4. **Potential for Unnecessary Duplication.** None of the five existing programs in North Carolina are offered in the region served by ECU. The proposed degree program will be the only MA program in the state to make all courses leading to the degree available through distance education (beginning in the second year after program establishment), thus providing opportunities for students not living close to UNC institutions. The collaboration with NC State and UNCW will also enhance access for the UNC System's students.

The proposed degree program will be the only graduate program in Spanish/Hispanic Studies in the state with a service learning requirement and an engaged research option in which students carry out a research project while performing service.

5. **Employment Opportunities for Graduates.** Labor market data from NC Works indicated opportunities for graduates in translation/interpretation and the education profession. Locally, BA graduates from the department have obtained employment from Vidant Medical Center and other institutions in these fields. The BLS projects that the field of interpretation/translation will grow 29% nationally between 2014 and 2024.
6. **Faculty Quality and Number.** The proposed degree program will require ECU to add four courses per semester to the department teaching schedule. However, two of the courses will be offered in combination with 4000-level undergraduate courses (i.e., same time, place, instructor, but individualized content and assignments appropriate for respective course levels). The department plans to meet the need with existing faculty and 8 teaching assistants.
7. **Availability of Campus Resources (library, space, etc.).** The J. Y. Joyner Library and William E. Laupus Health Sciences Library, collectively called ECU Libraries, serve students engaged in on-campus programs and distance education. Library orientations are provided through online tutorials, videos, and research guides. In addition, research assistance is available to all students. The faculty reviewed the reference and periodicals holdings, as well as electronic journals

available through JSTOR, Project MUSE, and ProQuest, deeming them sufficient for faculty and graduate research needs. Further resources are available through Interlibrary Services.

The department has a Sociolinguistics Lab, a Digital Institute for Scholarship in Social Sciences and the Humanities Lab, and a computer lab for students. Faculty have individual workstations and access to all necessary office equipment. Facilities are adequate, and the two-to-four more classrooms needed should not pose a space problem, especially since courses will most likely occur during the evenings to accommodate working students.

- 8. Relevant Lower-level and Cognate Programs.** The ECU Department of Foreign Languages and Literatures has a BA degree in Foreign Languages and Literatures and a graduate certificate in Hispanic Studies. The proposed program will also serve students from ECU's MA in International Studies and the Master of Arts in Teaching (MAT), Hispanic Studies concentration. It is expected that the working K-12 educators will be interested in taking courses to maintain their licensure, as well as students from other undergraduate programs.
- 9. Impact on Access and Affordability.** The proposed degree program will not require differential tuition, enrollment growth funding, or program-specific fees.
- 10. Expected Quality.** The measures used to evaluate the proposed degree program will include enrollments, number of graduates, and student success. The institution will use the standard metrics for the first five years of the proposed degree program (enrollment, graduation rates, time-to-degree, etc.) supplied by ECU Institutional Planning, Assessment, and Research to determine whether the expected goals have been met.

The proposed program's assessment committee will review data each year by so that curricular changes can be made to strengthen the program, as standard procedure for all programs at ECU. The institution's Academic Council (comprised of the Provost, the Vice Chancellor for the Division of Health Sciences, and the Vice Chancellor for Research, Economic Development, and Engagement), also tracks a standard set of metrics regarding enrollment and degrees awarded for each of the first five years of program establishment. Further, a post-approval survey is conducted in year three for any program that has not gained specialized accreditation.

- 11. Feasibility of Collaborative Program.** NC State and UNCW have agreed to accept course credits from the proposed degree program. ECU will reciprocate, expanding access for prospective students.
- 12. Other Considerations.** Total tuition and fees for regular full-time resident graduate students at ECU are \$7,269.00. Total tuition and fees for regular full-time non-resident graduate students at ECU are \$20,418.00.

III. Summary of Review Processes

Campus Review Process and Feedback. The proposal was reviewed by the ECU faculty, department and university curriculum committees, provost, and chancellor. The institution obtained approval at each of those reviews.

UNC System Office Review Process and Feedback. Throughout the review process, ECU 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 found campus response to be appropriate.

IV. Recommendation

Approve ECU's request to establish a Master of Arts (M.A.) in Hispanic Studies degree program (CIP 16.0908) to enroll students starting Fall 2018.

**Request for Authorization to Establish a
Bachelor of Science in Neuroscience
(B.S., CIP 26.1501) at
University of North Carolina at Chapel Hill**

I. Program Highlights

- The proposed B.S. in Neuroscience degree program will give undergraduates the fundamental knowledge and exposure needed to pursue careers and post-graduate studies in fields related to human development and aging, health and disease, rehabilitation, biomedical research, human-machine interactions, and other emerging disciplines. Extensive analytical and communication skills will be acquired through the neuroscience major, including data analytic techniques, project management, communication, computer and technical skills, leadership, problem solving and critical thinking, and writing.
- The proposed B.S. in Neuroscience degree program will be delivered on campus.
- The proposed B.S. in Neuroscience degree program requires completion of 120 credit hours of undergraduate course work, designed to be completed in 8 fall/spring semesters of full-time study. Students are required to complete 24 core courses, as well as 4 elective courses, with 2 drawn from each of two elective categories.
- 100 full-time students are projected in the first year, with 400 full-time students projected by the fourth year.
- The new neuroscience major will not require the hiring of any new faculty. However, it is anticipated that new undergraduate courses will be proposed as new faculty with neuroscience training and expertise are hired over the coming years.
- No differential tuition or program specific fees will be requested.
- No additional library holdings are needed to support the instructional and research needs of the program.
- No new facilities and equipment are needed to implement the proposed B.S. in Neuroscience.

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

1. **Existing Programs (Number, Location, Mode of Delivery).** There are two existing undergraduate B.S. in Neuroscience degree programs in the state of North Carolina: Multidisciplinary Studies with a Concentration in Neuroscience at East Carolina University and the B.S. in Neuroscience at Duke University.
2. **Relation to Campus Distinctiveness and Mission.** The mission of UNC Chapel Hill is to “serve as a center for research, scholarship, and creativity.” The institution has adopted the Quality Enhancement Plan (QEP) with the theme of “Creating Scientists: Learning by Connecting, Doing, and Making.” The proposed neuroscience major explicitly meets the learning objectives of “Connecting”, “Doing”, and “Making”. “Connecting” refers not only to the complex connections within science models, but also explicitly links the arts and humanities with the sciences such that students increase their critical thinking and communication skills.
3. **Demand (local, regional, state).** Within the state of North Carolina, there are numerous academic and research institutions (both within the UNC System and at private universities, colleges, and centers), as well as industrial and pharmaceutical companies, especially within the Research

Triangle Area, that hire individuals with training in neuroscience. Several searches on ncworks.gov yielded hundreds of available positions for individuals with the aforementioned education and skill sets.

4. **Potential for Unnecessary Duplication.** Only one other UNC Institution - East Carolina (ECU) – offers undergraduates the option to major in the field of neuroscience. In speaking with Dr. Tran (Director for the Neuroscience major at ECU), it quickly became apparent that there would be minimal overlap between the current application for a neuroscience major at UNC-Chapel Hill and the existing ECU multidisciplinary major in neuroscience. First, all but one of ECU’s undergraduate neurosciences courses are taught face-to-face on site. Given the distance between Chapel Hill and Greenville, it is unreasonable for students at UNC-Chapel Hill to drive multiple times per week to attend neuroscience courses at ECU. Second, the current application strongly encourages undergraduates to pursue active research learning opportunities in labs at UNC-Chapel Hill currently conducting neuroscience research.
5. **Employment Opportunities for Graduates.** Government agencies, universities, industry, hospitals, and medical centers are all settings for neuroscience jobs. Private research foundations, government laboratories, and regulatory agencies, such as the National Institutes of Health (NIH), Food and Drug Administration (FDA), and Environmental Protection Agency (EPA), all have research and administrative positions for neuroscientists. Universities offer teaching and brain research opportunities. Industries such as pharmaceutical, chemical, biotechnology, and medical instruments provide jobs for researchers or leaders of research teams—often paying better than comparable government positions.
6. **Faculty Quality and Number.** The proposed B.S. in Neuroscience can be initiated with no new faculty hires. The neuroscience major consists of courses already offered in the College of Arts and Science and School of Public Health by faculty in the ten signatory units. As such, it is anticipated that the neuroscience major will have little to no negative impact on faculty course load, public service activity, or scholarly research. Over time, new faculty will be hired.
7. **Availability of Campus Resources (library, space, etc.).** No additional library holdings are needed to support the instructional and research needs of the program. For example, faculty in the Department of Psychology and Neuroscience, as well as in the Neuroscience Center, have thriving research programs that are supported by the current UNC-Chapel Hill library holdings and journal subscriptions. Additionally, the current holdings are used to support the instructional mission of all ten signatory departments (from which the courses for the neuroscience major are drawn).

The B.S. in Neuroscience degree program will use the existing research and teaching facilities in the nine signatory academic departments in the UNC-Chapel Hill College of Arts and Sciences (Biology, Biomedical Engineering, Chemistry, Computer Science, Mathematics, Exercise and Sport Science, Physics and Astronomy, Psychology and Neuroscience, and Statistics and Operations Research) and in the School of Public Health (Biostatistics), as well as the Neuroscience Center.

8. **Relevant Lower-level and Cognate Programs.** There are no relevant lower-level or cognate programs.

- 9. Impact on Access and Affordability.** The proposed degree program will not require differential tuition or program-specific fees.
- 10. Expected Quality.** Annual measurement of enrollment, number of students participating in mentored research, number of graduates, and number of students immediately entering graduate or professional schools will be conducted.
- 11. Feasibility of Collaborative Program.** Several opportunities for collaboration were identified. First, because ECU is a member of the UNC System, UNC-Chapel Hill students may easily take the ECU on-line Introduction to Neuroscience course for credit, then have that credit transferred to UNC-Chapel Hill. Relatedly, UNC-Chapel Hill and Duke have reciprocal relations with regard to undergraduate courses, with students at each institution able to enroll in courses at the other institution, thereby broadening the course options available to students. This is an important issue since all institutions have limited resources and a limited ability to offer a wide array of neuroscience courses in a single semester. Second, with regard to research opportunities, students often look for research lab placements, particularly during the summer months. Dr. Tran expressed interest in collaborating to place ECU students living in the Triangle Area during the summer in research positions at UNC, and reciprocally, helping to identify labs at ECU for UNC-Chapel Hill students living in that area during the summer.
- 12. Other Considerations.** Total tuition and fees for regular full-time resident undergraduate students at UNC-Chapel Hill are \$8,731.04. Total tuition and fees for regular full-time non-resident undergraduate students at UNC-Chapel Hill are \$34,314.04.

III. Summary of Review Processes

Campus Review Process and Feedback. The proposal was reviewed by the UNC-Chapel Hill faculty, department and university curriculum committees, provost, and chancellor. The institution obtained approval at each of those reviews.

UNC System Office Review Process and Feedback. Throughout the review process, UNC-Chapel Hill provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support its statements. Reviewers evaluated the requests and did not request further information.

IV. Recommendation

Approve UNC-Chapel Hill's request to establish a Bachelor of Science (B.S.) in Neuroscience degree program (CIP 26.1501) to enroll students starting Fall 2018.

**Request for Authorization to Establish a
Master of Arts in Film Studies
(M.A., CIP 50.0601) at
University of North Carolina at Wilmington**

I. Program Highlights

- The MA in Film Studies degree program will prepare students in cinema studies, critical thinking, research and analysis, oral presentation, filmmaking, writing, and publishing. Through courses in research methods, historiography, film theory, international cinema, and film production, the program aims to provide students with comprehensive knowledge of the field, providing a strong foundation for careers as educators, journalists, researchers, film professionals, publishers, curators, and preservation and arts managers, and for doctoral study in film studies or related disciplines.
- This program will be delivered on-campus.
- This degree program requires completion of 39 credit hours of graduate level course work, designed to be completed in four semesters of full-time study. Required courses consist of 21 credit hours. Elective courses total 18 credit hours.
- 12 full-time students and 2 part-time students are projected in the first year, while 24 full-time students and 4 part-time students are projected by the fourth year.
- One faculty line would be required to sustain the program in its second year. Enrollment increase funds will cover the cost of one additional faculty member.
- 6 graduate teaching assistants will be needed within the first two years: 3 year-one assistantships and 3 year-two assistantships. Enrollment increase funds will support these positions after the first year of program implementation. In the first year, assistantships will be funded through reallocation of present institutional resources.
- In order to accommodate new faculty and administrative costs, the Department of Film Studies will request an increase to its annual operating budget of \$8,000.
- No differential tuition or program specific fees will be requested.
- Significant new library resources will be provided by UNCW to support the proposed degree program.
- No new facilities and equipment are needed to implement the proposed M.A. in Film Studies.

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

1. **Existing Programs (Number, Location, Mode of Delivery).** Although there are no other M.A. programs in Film Studies in the state, two institutions in North Carolina currently offer programs that are somewhat similar. North Carolina State University offers a master's degree in English with a concentration in film. Duke University offers a Ph.D. in Literature with a concentration in comparative studies that includes moving image studies. It does not offer an M.A. Neither of the existing programs reside in the region served by UNCW.
2. **Relation to Campus Distinctiveness and Mission.** As expressed in its Mission Statement, UNCW has dedicated itself to "creative inquiry, critical thinking, thoughtful expression, and responsible citizenship." By educating its students in the critical study of cinema, the proposed M.A. in Film Studies teaches analysis and interrogation of cultural forms in ways that are creative, probing, and globally aware. Through the study and analysis of cinema, our students will engage in critical

assessment of cultural products in ways that encourage aesthetic, historical, and social awareness.

3. **Demand (local, regional, state).** National occupational and industry projections from the Bureau of Labor Statistics (BLS) suggests growth in art direction, curators, media and communication, public relations, writing, web development, and significant opportunities in education.
4. **Potential for Unnecessary Duplication.** No programs in North Carolina offer a Master of Arts degree in Film Studies. The only similar program is at North Carolina State University, which offers a master's degree in English with a concentration in film; it is located in Raleigh, 150 miles north of Wilmington. Duke University offers a Ph.D. in Literature with a concentration in comparative studies that includes moving image studies. It does not offer an M.A.
5. **Employment Opportunities for Graduates.** Labor market data from the Bureau of Labor Statistics indicates opportunities exist for graduates in art direction, media and communications, public relations, writing, and especially education. Projections for job growth from 2014 to 2024 ranged from 2.4% for art directors to 10.2% for technical writers, and 10.3% for media and communication workers.
6. **Faculty Quality and Number.** The proposed M.A. in Film Studies can be implemented with no new faculty hires. One faculty line would be required to sustain the program in its second year. Enrollment increase funds will cover the cost of one additional faculty member.
7. **Availability of Campus Resources (library, space, etc.).** The proposed M.A. degree program will require the Randall Library to further expand and strengthen its holdings of film studies research methodology and film theory. The Library will meet these needs by increasing the Film Studies Department's annual library allocation by 30%. The University will also need to allot an initial \$10,000 for collection development. This increase is needed: 1) to expand the Library's holdings of literature on film theory and research methodology, 2) to provide students with the most current resources by updating with new editions as they are published, and 3) to acquire both electronic and physical resources for student and faculty research.

Given that UNCW has an M.F.A. in Filmmaking, no new facilities and equipment are needed to implement the proposed M.A. in Film Studies.

8. **Relevant Lower-level and Cognate Programs.** The proposed degree program will not require any support from other programs at UNCW, but it will be enriched by and interact with the thriving undergraduate Film Studies program and the approved M.F.A. in Filmmaking. Several other subject-matter fields within the College of Arts and Sciences will be valuable in the support of the proposed degree program. M.A. students will be allowed to take one course outside of the Film Studies Department as an elective.
9. **Impact on Access and Affordability.** The proposed degree program will not require differential tuition or program-specific fees. Enrollment increase funds will be requested to support three graduate assistantships in year two of program implementation.

10. Expected Quality. The measures used to evaluate the proposed degree program will include enrollments, graduation rates, and number of graduates placed in professional occupations. UNCW has a set of guidelines and a well-defined process for the review and evaluation of its graduate programs. Following the second full year of operation, the proposed degree program will undertake a comprehensive self-study as outlined in UNCW guidelines.

11. Feasibility of Collaborative Program. The proposed M.A. in Film Studies requires that students complete and defend a thesis project under the supervision of faculty committee chairs and readers. Film Studies faculty at UNCW will collaborate with faculty from NC State's M.A. in English to secure thesis readers for M.A. students. The students may also enlist appropriate outside readers from other institutions to serve on thesis committees.

12. Other Considerations. None

III. Summary of Review Processes

Campus Review Process and Feedback. The proposal was reviewed by the UNCW faculty, department and university curriculum committees, provost, and chancellor. The institution obtained approval at each review.

UNC System Office Review Process and Feedback. Throughout the review process, UNCW provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support its statements. Reviewers evaluated the requests and did not request further information.

IV. Recommendation

Approve UNCW's request to establish a Master of Arts (M.A.) in Film Studies degree program (CIP 50.0601) 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 Chapel Hill requests consolidation of the following degree program:

- Master of Public Health (CIP 51.2201)

The University of North Carolina at Chapel Hill requests discontinuation and consolidation of the following degree programs:

- Master of Public Health in Biostatistics (CIP 26.1102)
- Master of Public Health in Environmental Sciences and Engineering (CIP 03.0104)
- Master of Public Health in Epidemiology (CIP 26.1309)
- Master of Public Health in Health Behavior (CIP 51.2207)
- Master of Public Health in Health Policy and Management (CIP 51.0701)
- Master of Public Health in Maternal and Child Health (CIP 51.2209)
- Master of Public Health in Nutrition (CIP 30.1901)

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

- Bachelor of Science in Athletic Training (CIP 51.0913)

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

Assessment: UNC System staff recommend discontinuation and/or consolidation of the above-listed degree programs.

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

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

University of North Carolina at Chapel Hill – MPH in Public Health – (CIP 51.2201)

The Graduate School of UNC-Chapel Hill desires to collapse the eight existing Master of Public Health (MPH) degree programs into one admitting MPH degree program that will have a core and allow students to concentrate in a variety of areas. The core curriculum content will not change, but has been consolidated into a set of preliminary and foundational courses that address cross-cutting public health topics. The MPH degree will continue to be offered residually as well as online through a new contractual partnership with the external vendor 2U. This proposed structure is how most Public Health schools and degree programs are organized nationally and better meets the School's accreditation group's standards.

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

University of North Carolina at Chapel Hill – MPH in Biostatistics – (CIP 26.1102)

The content of the Master of Public Health (MPH) in Biostatistics will be collapsed into one MPH degree program that will have a core and offer a variety of concentrations. This will provide an efficient pathway to graduation for students with different curricular interests. It will also align the program with national standards of practice among Public Health schools and degree programs.

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

University of North Carolina at Chapel Hill – MPH in Environmental Sciences and Engineering –
(CIP 03.0104)

The content of the Master of Public Health (MPH) in Environmental Sciences and Engineering will be collapsed into one MPH degree program that will have a core and offer a variety of concentrations. This will provide an efficient pathway to graduation for students with different curricular interests. It will also align the program with national standards of practice among Public Health schools and degree programs.

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

University of North Carolina at Chapel Hill – MPH in Epidemiology – (CIP 26.1309)

The content of the Master of Public Health (MPH) in Epidemiology will be collapsed into one MPH degree program that will have a core and offer a variety of concentrations. This will provide an efficient pathway to graduation for students with different curricular interests. It will also align the program with national standards of practice among Public Health schools and degree programs.

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

University of North Carolina at Chapel Hill – MPH in Health Behavior – (CIP 51.2207)

The content of the Master of Public Health (MPH) in Health Behavior will be collapsed into one MPH degree program that will have a core and offer a variety of concentrations. This will provide an efficient pathway to graduation for students with different curricular interests. It will also align the program with national standards of practice among Public Health schools and degree programs.

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

University of North Carolina at Chapel Hill – MPH in Health Policy and Management – (CIP 51.0701)

The content of the Master of Public Health (MPH) in Health Policy and Management will be collapsed into one MPH degree program that will have a core and offer a variety of concentrations. This will provide an efficient pathway to graduation for students with different curricular interests. It will also align the program with national standards of practice among Public Health schools and degree programs.

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

University of North Carolina at Chapel Hill – MPH in Maternal and Child Health – (CIP 51.2209)

The content of the Master of Public Health (MPH) in Biostatistics will be collapsed into one MPH degree program that will have a core and offer a variety of concentrations. This will provide an efficient pathway to graduation for students with different curricular interests. It will also align the program with national standards of practice among Public Health schools and degree programs.

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

University of North Carolina at Chapel Hill – MPH in Nutrition – (CIP 30.1901)

The content of the Master of Public Health (MPH) in Nutrition will be collapsed into one MPH degree program that will have a core and offer a variety of concentrations. This will provide an efficient pathway to graduation for students with different curricular interests. It will also align the program with national standards of practice among Public Health schools and degree programs.

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

University of North Carolina at Charlotte – BS in Athletic Training – (CIP 51.0913)

The request to discontinue the BS in Athletic Training extends 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. The Board of Governors recently approved the establishment of the MS in Athletic Training to allow graduates to meet the requirements for licensure in North Carolina.

AGENDA ITEM

A-4. Licensure Program Approvals Daniel Harrison

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

Background: Mount Eagle University in Winston-Salem, North Carolina was issued a two-year Interim Permit to offer two online degree programs in 2014. The university has applied for full license to offer Associate and Bachelor of Health Science degree programs online.

South College has applied for a license to offer a Bachelor of Business Administration in Project Management at the Asheville, North Carolina learning site.

Lesley University in Cambridge, Massachusetts has applied for a license to offer a Master of Arts in Clinical Mental Health Counseling with concentrations in Expressive Arts Therapy, Art Therapy, Dance/Movement Therapy, and Music Therapy.

Assessment: After appropriate review of the license applications, including site visits to each institution, the UNC System recommends approval of licensure for Mount Eagle University, South College, and Lesley University.

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

SUMMARY OF MOUNT EAGLE UNIVERSITY PROGRAM AND LICENSURE REVIEW

BACKGROUND INFORMATION

Mount Eagle University was awarded a two-year interim permit to offer two online degree programs in 2014 and has now applied for a full license to conduct its programs. Mount Eagle Institute L.L.C., (“the Institute”) a limited liability company with one member, was formed in North Carolina on July 9, 2009 and currently operates three business lines: Mount Eagle College (MEC), Mount Eagle University (MEU), and Mount Eagle Health Care (MEHC). The College and University began operations in February 2010 and December 2014, respectively. They each offer academic and career training in specific fields. Mount Eagle College is licensed by the North Carolina Board of Community Colleges. The Health Care operations began in January 2012 and offers both medical and non-medical services. It is licensed by the North Carolina Department of Health and Human Services (DHHS) and specializes in providing services to private pay clients with long-term or other types of insurance. The Institute is the legal owner of MEC and MEHC.

Mount Eagle University Inc. (MEU) is a North Carolina business corporation established in 2013 and located in Winston-Salem. The institution is owned by Zablon LS Foundation Inc., a non-profit foundation registered and incorporated by the State of North Carolina. The institution, which only offers online coursework, is not accredited by any agency recognized by the U.S. Department of Education. The last site visit to Mount Eagle occurred on October 15, 2016.

SUMMARY OF PROGRAMS SUBMITTED FOR LICENSURE:

Mount Eagle University has applied for a full license to offer the Associate of Health Science and the Bachelor of Health Science degree programs online in North Carolina.

Associate of Health Sciences & Bachelor of Health Sciences

Staff Recommendation: APPROVAL OF LICENSURE

Delivery Mode: Online

Projected start date: Fall 2018

Projected enrollment: 20-35 students

Annual tuition and fees for AHSc: \$3,900

Annual tuition and fees for BHSc: \$3,690

Mount Eagle University offers an Associate of Health Science (AHSc) and Bachelor of Health Science (BHSc) degree, both with a concentration in life sciences. The AHSc degree requires a total of 65 semester credit hours, including 21 semester credit hours of general education coursework. The BHSc degree requires a total of 123 semester credit hours, including 33 semester credit hour of general education coursework. The AHSc and the BHSc programs share a set of seven common goals and ten common objectives.

INSTITUTIONAL METRICS AND CONSUMER PROTECTION INFORMATION:

Mount Eagle has submitted annual reports since its initial license was granted in 2014. Due to the institutions limited activity, information concerning retention, enrollment, and graduate rates during the period of operation is incomplete. The State Authorization Unit did not receive any complaints for Mount Eagle University during the 2016-2017 academic year.

SUMMARY OF REQUIREMENTS AND INSTITUTION'S RESPONSE:

After review of the application, the Team of Examiners and State Authorization staff submitted requirements for the institution to address concerning its readiness to provide student support services, adequacy of library resources, financial stability, program effectiveness, and faculty qualifications. The institution addressed those requirements by providing a student support services plan and strategic planning to address financial, programmatic, and library recommendations. The State Authorization staff will ensure that all requirements have been met and implemented at the two year follow-up reviews and during its yearly review of annual report data.

SUMMARY OF SOUTH COLLEGE PROGRAM REVIEW

BACKGROUND INFORMATION

South College is an existing licensee seeking to expand program offerings. South College was founded in 1882 as a branch of Nashville Business College and subsequently was renamed Knoxville Business College. It was purchased by Stephen South in 1989 and organized as South College of Tennessee, Incorporated. A 2012 reorganization created South College of Tennessee, LLC, with Stephen South, President, and a separate corporation to conduct institutional property management business, South Development Corp, Inc. South College was initially accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) in 2000, with its most recent reaffirmation in 2015. The College currently operates 17 programs at its Asheville campus and was approved to offer 8 additional programs in 2017. The last site visit to South College took place on July 11, 2017.

SUMMARY OF PROGRAM SUBMITTED FOR LICENSURE:

Bachelor of Business Administration – Project Management (BBA-PM)

Staff Recommendation: APPROVAL OF LICENSURE

Program Site: Asheville

Projected start date: Fall 2018

Projected enrollment: 10-20 students annually

Annual tuition and fees: \$18,075

The BBA-PM is a 180 quarter credit hour degree program, to be completed in 12 quarters over 3 years. Students who complete the BBAPM Program may opt to take the Certified Associate in Project Management (CAPM®) exam. With 60 required quarter hours of general education courses, appropriately distributed, this proposed degree meets the general education standards of South College-Asheville. The major curriculum consists of 120 quarter credits of business and project management courses preparing the student for a career in business with a concentration in Project Management.

INSTITUTIONAL METRICS AND CONSUMER PROTECTION INFORMATION:

Metric	FY 2014	FY 2015	FY 2016
Student Retention Rate	68%	62%	71.4
4-year Graduation Rate	49%	51%	62
6-year Graduation Rate	42%	50%	56
Student Loan Default Rate	18.9%	16.6%	16.8
Employment Placement Rate	92.3%	90%	85
Federal Financial Composite Score	2	1.6	1.6

In its last yearly report and new program application, South College reported an upward trend in the retention and graduation rates over a three year period, as well as an overall decline of the student loan default rate over the same period. The institution's Federal Financial Composite score along with a review of its audited financial statements over the past three years and current line of credit indicates that the institution is financially stable.

The State Authorization Unit did not receive any complaints for South College during the 2016-2017 academic year, but the institution provided an internal student complaint log detailing the nature and the outcome of complaints that were handled at the institutional level. We determined that the nature of the complaints were not unusual and the institution's response to the complaints was adequate.

SUMMARY OF REQUIREMENTS AND INSTITUTION'S RESPONSE:

After review of the application, the Team of Examiners and State Authorization staff submitted requirements for the institution to address concerning its faculty qualifications and financial metrics. The institution met those requirements by confirming its compliance with SACSCOC's requirements for faculty qualifications and clarifying its financial calculation methods and providing the requested documentation to confirm financial stability.

SUMMARY OF LESLEY UNIVERSITY PROGRAM REVIEW

BACKGROUND INFORMATION

Lesley University (Lesley) is a private, coeducational university in Cambridge, Massachusetts seeking to expand and offer clinical placements in North Carolina. The institution was founded in 1909 as the Lesley School (aka Lesley Normal School), and envisioned as “an institution that would prepare young women to enter early childhood careers as leaders and catalysts for change.” The school reorganized in 1941, and was authorized to award baccalaureate degrees in 1944, when it became known as Lesley College. The college began to award graduate degrees in 1954. In 1998, the Art Institute of Boston and Lesley College merged, becoming Lesley University in 2001. The university, accredited by the New England Association of Schools and Colleges, includes the College of Art and Design, the College of Liberal Arts and Sciences, the Graduate School of Education, and the Graduate School of Arts and Social Sciences.

SUMMARY OF PROGRAMS SUBMITTED FOR LICENSURE:

Master of Arts in Clinical Mental Health Counseling with concentrations in Expressive Arts Therapy, Art Therapy, Dance/Movement Therapy, and Music Therapy

Staff Recommendation: APPROVAL OF LICENSURE

Program delivery method: hybrid

Projected start date: Spring 2018

Projected enrollment: 5 students

Annual tuition and fees: \$23,082

The Master of Arts in Clinical Mental Health Counseling: Expressive Arts Therapy degree program prepares students to pursue licensure as a psychotherapist or clinical mental health practitioner in the Commonwealth of Massachusetts and to utilize art practices as part of the healing process. Program materials demonstrate integrative arts and clinical training via both online and in-person modalities. The Master of Arts in Clinical Mental Health Counseling: Art Therapy program received initial Approval status from the American Art Therapy Association (AATA) in 1982 and satisfies coursework requirements for the national Registered Art Therapist (ATR) credential with the Art Therapy Credentials Board (ATCB). Art Therapy students complete a total of 1,150 hours of field experience in the student’s home state. The curriculum content for Lesley’s Master of Arts in Clinical Mental Health Counseling: Dance/Movement Therapy (DMT) is in line with educational standards for DMT education, which requires courses in movement observation and assessment, counseling theories and applications, expressive arts therapies principles and practices, DMT theories and principles, clinical supervision and oversight, and direct practice within clinical training via fieldwork/internship experiences. The low-residency model is approved by the American Dance Therapy Association (ADTA), thus allowing graduates to practice as a registered dance/movement therapist (R-DMT). The Master of Arts in Mental Health Counseling: Music Therapy program includes elements necessary to sit for the Music Therapy Board Certification Examination. The 60-credit low-residency model combines online studies during the traditional academic year with an annual, required summer three-week intensive residency on Lesley’s Cambridge, Massachusetts campus. The curriculum includes required courses in expressive arts therapy, music therapy, and mental health counseling, as well as 1225 hours of supervised field experience.

INSTITUTIONAL METRICS AND CONSUMER PROTECTION INFORMATION:

Because Lesley University has not been licensed in North Carolina and is accredited regionally, there is limited institutional metric reporting.

Metric	
Student Retention Rate	80% (academic year 15-16)
4-year Graduation Rate (Bachelor's Degree)	43% (students beginning Fall 2010)
6-year Graduation Rate (Bachelor's Degree)	55% (students beginning Fall 2010)
Student Loan Default Rate	4.3%
Employment Placement Rate	N/A

SUMMARY OF REQUIREMENTS AND INSTITUTION'S RESPONSE:

After review of the application, the Team of Examiners and State Authorization staff submitted requirements for the institution to address concerning its North Carolina requirements for faculty qualifications, oversight of clinical placements, and financial metrics. The institution met those requirements by providing documentation concerning the faculty and oversight of clinical placement. State Authorization staff will ensure that the representations made by the institution have been adhered to at the two and six year follow-up reviews and during its yearly review of annual report data.

AGENDA ITEM

- A-5. Uniform Articulation Agreement in Birth-Kindergarten and Early Childhood Related Programs. Stephanie Bailey

Situation: The President of the University submits this report on the developed early education articulation agreement to the Board of Governors for comment and approval. The State Board of Community Colleges is scheduled to consider this agreement on March 16, 2018 and, after Board of Governors approval, it will be submitted to the Joint Legislative Education Oversight Committee.

Background: As required by Session Law 2017-68, Senate Bill 315 (Part II), Sections 2.(a) and (b), the Board of Governors and the State Board of Community Colleges must develop and implement “an articulation agreement for the transfer of credits earned for an associate degree in early childhood education program at a community college toward a baccalaureate degree in early childhood education program at a constituent institution for the purposes of the student obtaining teacher licensure in the area of Birth through Kindergarten.” The law required development of the agreement by March 1, 2018, a report to the JLEO Committee by April 15, 2018 on the agreement, and implementation beginning with the 2018-2019 academic year. A combined faculty working group of the affected institutions in both systems agreed to the attached proposal in January 2018.

Assessment: UNC and NCCCS faculty and administrators developed and vetted the new articulation agreement, and the NCCS Senior Vice President and Chief Academic Officer and the UNC Senior Vice President for Academic Affairs have reviewed and support the agreement and recommend Board approval. The new articulation agreement will assist NC community college students’ matriculation to, and timely completion of, Bachelor in Birth-Kindergarten and Early Education degree programs at UNC institutions. With UNC Board approval, we can implement the agreement, as required by SB 315, beginning with the Fall 2018 semester.

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

AGENDA ITEM

A-6. UNC Policy on Auditing Courses for Persons Who are At Least 65 Years Old..... Karrie Dixon

Situation: Proposed policy 1000.4.1, Policy on Auditing Courses for Persons Who are At Least 65 Years Old, sets forth the senior auditor eligibility requirements and outlines academic procedures and standards.

Background: G.S. 115B-2.2 requires that the Board of Governors of the University of North Carolina System adopt a policy permitting any person who is at least 65 years old to audit courses offered without payment of any required registration fee or tuition.

Assessment: The proposed policy defines senior auditor eligibility requirements, course standards, and academic and conduct requirements. Under this proposed policy, UNC constituent institutions may not charge senior auditors application or registration fees.

Action: This item requires a vote by the committee and a vote by the full Board of Governors at the next meeting.

Policy on Auditing Courses for Persons Who are At Least 65 Years Old

I. Purpose. N.C. Gen. Stat. § 115B-2.2 (hereinafter G.S.), requires that the University of North Carolina Board of Governors adopt a policy permitting any person who is at least 65 years old to audit courses offered without payment of any required registration fee or tuition.

II. Eligibility Requirements

A. A senior auditor is any person who is:

1. At least 65 years old as of the start of the applicable term; and
2. A North Carolina resident, as determined by the institution, may audit courses at any University of North Carolina constituent institution.
3. Senior auditors must be in good standing with the institution of higher education¹ and must not have any financial holds on any institutional accounts.

B. The constituent institutions may require senior auditors to provide documentation necessary to prove eligibility, for example, proof of age and residence through a driver's license, state identification card, or other government-issued document. While senior auditors must have domicile in North Carolina, they do not need to be "residents for tuition purposes" as defined in G.S. § 116-143.1(b), and do not need to seek a determination through the Residency Determination Service (RDS).

C. A UNC constituent institution may prohibit a senior auditor from auditing courses if it determines that the auditor poses a threat to the health and safety of the campus community. In making such a determination, constituent institutions may make reasonable and appropriate inquiries into the senior auditor's criminal and school disciplinary background. Such inquiries may include a criminal background check, with the senior auditor's consent.

III. Course Availability. Senior auditors shall be allowed to audit courses only if there is space available after regularly enrolled students are placed. Audit requests will be accepted according to the institutional calendar of registration dates, and will be processed after the institution can confirm space will be available in the requested course. Registration will be held until such time as space available can be determined by the institution.

IV. Course Standards. Senior auditors must comply with all current constituent institution course audit policies. Senior auditors shall be held to the same performance standards set by the institution and instructor for similarly classified students, including meeting course prerequisites and other applicable course restrictions.

¹ This policy does not apply to courses offered at the North Carolina School of Science and Mathematics or through the high school program at the University of North Carolina School of the Arts.

V. Types of Courses Covered and Exempted. Auditing of courses under this policy is permitted only in lecture-based courses and not in courses that require laboratories, studios, or performances. Auditing is not permitted in online distance education courses, independent studies courses, internships, special topics, or other special courses as outlined in institutional policies.

VI. Academic and Conduct Requirements. Senior auditors are expected to comply with the institution's academic and student conduct policies, rules and regulations. Failure to adhere to these rules and regulations may lead to dismissal from the audited course(s) or other sanctions, including prohibition from campus.

VII. Fees. Constituent institutions may not charge senior auditors application or registration fees. Senior auditors will be required to pay for all associated course material fees and books. Several student-fee generated services, such as use of an institution's student recreation center, could be limited or require an additional cost.

VIII. Funding. Senior auditors shall not be counted in the calculation of enrollment for funding purposes.

IX. North Carolina Immunization Requirements. Senior auditors will need to comply with the immunization requirements required under G.S. § 130A-155.1, as well as any applicable institutional immunization policy requirements.

X. Other Matters

A. Effective Date. The requirements of this policy shall be effective on the date of adoption of this policy by the Board of Governors.

B. Relation to Federal and State Laws. The foregoing policy as adopted by the Board of Governors is meant to supplement, and does not purport to supplant or modify, those statutory enactments which may govern or relate to the subject matter of this policy.

C. Regulations and Guidelines. This policy shall be implemented and applied in accordance with such regulations and guidelines as may be adopted from time to time by the president.

AGENDA ITEM

A-7. Early College High School Application Renewals Kimberly Van Noort

Situation: UNC constituent institutions currently operate nine early college high schools in accordance with G.S. 115C-238.50. Agreements between the local boards of education, local boards of trustees, State Board of Education, and the UNC Board of Governors are due to be renewed for the eight schools that have operated for more than five years.

Background: G.S. 115C-238.53.(b) *Operation of cooperative innovative high schools* reads as follows:

A cooperative innovative high school approved under this Part shall operate under the terms of a written agreement signed by the local board of education, local board of trustees, State Board of Education, and applicable governing Board. The agreement shall incorporate the information provided in the application, as modified during the approval process, and any terms and conditions imposed on the school by the State Board of Education and the applicable governing Board. The agreement may be for a term of no longer than five school years.

Of the nine operating UNC early college high schools, eight have operated for more than five years and require renewed agreements. The schools requiring renewal are as follows: Wake STEM ECHS (NCSU), JD Clement ECHS (NCCU), Isaac Bear Early College (UNCW), Cumberland International ECHS (FSU), Cross Creek ECHS (FSU), Middle College at UNCG, Middle College at NCA&T, and The STEM Early College at NCA&T.

Assessment: Approval from the Board of Governors is the final step in the renewal process, as signatures from school districts, boards of trustees, and the State Board of Education are affixed to the renewal documents.

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