

September 29, 2004

MEMORANDUM

TO: Committee on Educational Planning, Policies, and Programs
Chairman Wilson
Vice Chairman Souza

FROM: Alan Mabe

SUBJECT: Meeting of the Committee Thursday, October 7, 2004

FOR THE COMMITTEE ON EDUCATIONAL PLANNING, POLICIES, AND PROGRAMS MEETING

Chairman Gilchrist has asked me to notify you that the next meeting of the Committee on Educational Planning, Policies, and Programs is scheduled for Thursday, October 7, 2004, in the Executive Conference Room, here in General Administration building. Please note that the meeting will begin at **1:15 p.m.**

1. Approval of the Minutes of the Meeting on September 9, 2004 (vote)
2. Administrative Action Items (*action by consent*)

Intellectual Capital Formation—Consent Agenda

Request for authorization to discontinue the following degree programs at North Carolina State University:

- AAS in Food Processing and Distribution (CIP 01.0401)
- BS in Textile Materials Science (CIP 14.2801)
- BA in Creative Writing (CIP 23.0501)
- BS in Creative Writing (CIP 23.0501)
- BS in Medical Technology (CIP 51.1005)

Request for authorization to establish the following master's degree program:

- Master of Construction Management at Western Carolina University

Request for approval of licensure for the following programs:

Licensure for Strayer University to offer the following degree programs in Cary, Raleigh, and two locations in Charlotte, North Carolina

- Master of Education
- Master of Health Services Administration
- Master of Public Administration

Access: Enrollment Planning

3. NCCCS/UNC Task Force Recommendation—Dr. Bataille (vote)

Intellectual Capital Formation

4. Report on the Study Required under House Bill 1264—Dr. Bataille (information)

5. Resolution Recognizing North Carolina A&T State University as having met the Carnegie Classification Standards for Doctoral/Research Universities—Intensive Status—Dr. Mabe (vote)

K-16 Education

6. Report on High School Reform/Innovation Initiatives in North Carolina—Dr. Thompson, Dr. Kanoy (information)
7. Report on Projections and Tracking for Teacher Education—Dr. Thompson and Dr. Mabe (information)

Creation and Transfer of Knowledge

8. Report on Turfgrass Environmental Research and Education—Dr. Lea (vote)

Internationalization

9. Report on Internationalization—Dr. Brown (information)

Other

10. Proposed Changes in the Rules and Standards for Licensure—Dr. Mabe, Dr. Howard-Vital (vote)
11. Review of Reports to the Educational Planning Committee—Dr. Mabe (information)

ACTION ITEMS FOR THE BOARD OF GOVERNORS MEETING

From October 7, 2004 Planning Committee Meeting

If approved by the Committee on Educational Planning, Policies, and Programs at its meeting on October 7, the items on the Consent Agenda, plus items 3, 5, and 8 will be presented to the Board for its consideration at its meeting on October 8, 2004.

For the November Meeting (11/12/04)

If the Committee approves agenda item 10, Proposed Changes in the Rules and Standards for Licensure, it will be considered by the Board of Governors at its meeting in November.

Committee on Educational Planning, Policies, and Programs

Minutes

340th meeting, September 9, 2004

Members Present: Mr. Bell, Mr. Cecil, Ms. Devore, Dr. Gilchrist, Mr. Norwood, Mrs. Owen, Mrs. Robinson, Mrs. Sanders, Dr. Taylor, Mr. Warwick, and Mr. Souza (Mr. Gilchrist stated that by choice Mr. Souza was now a member of the Planning Committee).

Others Present: Mr. Atkins, Dr. Bataille, Dr. Brown, Mr. Fry, Dr. Gerringer, Mrs. Green, Dr. Howard-Vital, Dr. Jenkins, Dr. Kanoy, Ms. Klimas, Dr. Lea, Dr. Mabe, Dr. Passé, Ms. Pearson, Mr. Prochaska, Ms. Render, Dr. Roper, Dr. Sadler, Dr. Thompson, Mr. Verma, Mrs. Williams, Chancellor Woodward, Ms. Young.

Mr. Gilchrist called the meeting to order at 12:30 p.m.

1. There being no corrections or additions, the Minutes of the July 8, 2004 meeting were approved as distributed.
2. Administrative Action Items (*action by consent*)

Intellectual Capital Formation—Consent Agenda

Request for authorization to discontinue the following master's degree program:

- Master of Education in Educational Psychology at the University of North Carolina at Chapel Hill

Request for authorization to establish the following baccalaureate degree programs:

- Bachelor of Science in Graphic Design at Elizabeth City State University
- Bachelor of Science in Computer Engineering at North Carolina A & T State University
- Bachelor of Science in Meteorology at the University of North Carolina at Charlotte
- Bachelor of Science in Nursing at the University of North Carolina at Pembroke
- Bachelor of Science in Biotechnology at Winston-Salem State University

Request for authorization to establish the following master's degree programs:

- Master of Science in Clinical Exercise Physiology at the University of North Carolina at Charlotte
- Master of Social Work at Western Carolina University

Request for authorization to plan the following doctoral degree programs:

- Doctor of Philosophy in Health Psychology at East Carolina University
- Doctor of Philosophy in Health Psychology at the University of North Carolina at Charlotte

Request for approval of licensure for the following program:

- Bachelor of Science in Allied Health Management offered by Miller-Motte Technical College in Wilmington

Dr. Mabe distributed revised summaries for the following three programs shown on the Consent Agenda: 1) Bachelor of Science in Graphic Design at Elizabeth City State University, 2) Master of Education in Educational Psychology at the University of North Carolina at Chapel Hill, and 3) Bachelor of Science in Nursing at the University of North Carolina at Pembroke.

It was moved to recommend approval of the Consent Agenda with additions/corrections. Motion passed.

Special Report

3. Dr. Kanoy gave a preliminary presentation from the Committee on Safety.

Dr. Kanoy stated that this was a 17-member task force. The first meeting of the task force was held July 1, 2004 and has met 4 times since then. The task force was broken down into two subcommittees: 1) Admissions and 2) Campus Environment.

He introduced Mr. Bob Martin, Vice President for Gavin de Becker and Associates, who discussed managing violence. He referred to the four “Cs” in managing fear: Care, Certainty, Communication, and Confidence. Mr. Gilchrist commended the efforts of the task force.

Intellectual Capital Formation

4. Dr. Gilchrist recognized President Broad to comment on actions taken under flexibility legislation for the UNC Health Care System, and she introduced Dean Roper from the UNC Health Care System. Dean Roper commented on the success the Health Care System had had in managing personnel, purchases, property, and construction since being given flexibility.

It was moved and seconded to approve the 2003-2004 UNC Health Care System annual report. Motion passed.

Vice Chancellor Lewis presented a report on the Brody School of Medicine and Health Sciences Division at East Carolina University.

Mr. Souza expressed concerns about moving all physical therapy programs to the doctoral level. He asked that the Committee examine this further, since this could affect the supply of physical therapists.

Access: Enrollment Planning

5. Dr. Kanoy presented the Report on the Study of the Comprehensive Articulation Agreement between the University of North Carolina and the North Carolina Community College System.

In March 2004, the North Carolina Joint Legislative Education Oversight Committee of the General Assembly contracted with MGT of America, Inc. to conduct a study of the Comprehensive Articulation Agreement between the University of North Carolina

and the North Carolina Community College System. Dr. Kanoy reviewed the recommendations from this study with the Committee.

Intellectual Capital Formation

6. Dr. Mabe spoke on the delegation of authority to President Broad to execute contracts required under House Bill 1264. Part 6 of House Bill 1264, University System and Community College System Joint Study of Higher Education, requires that a private consulting firm be under contract within 60 days after the bill becomes law. House Bill 1264 was signed into law on August 5, 2004, so a contract needs to be concluded prior to the next Board meeting. In order to meet the deadline, authority to conclude a contract needs to be delegated to the President.

It was moved and seconded that the authority to execute contracts required under Part 6, House Bill 1264 be delegated to the President. Motion passed.

7. Mr. Gilchrist recognized Ms. Sanders to introduce the presentation by East Carolina University regarding the proposed Governor's Academy. The proposed academy is a partnership involving East Carolina University and Western Carolina University. The goals for this partnership are: 1) to increase the number of students from Tier I counties enrolling at postsecondary educational institutions, 2) to strengthen the fundamental preparation of skills that students will bring to the higher education environment, thereby increasing their chances of success, 3) to increase the number of teachers becoming "highly qualified" as required by federal mandate, and 4) to increase the quality of instruction in rural schools throughout the State.
8. Dr. Mabe presented the Semi-Annual Report on Academic Planning Activities.

K-16 Education

9. Dr. Thompson presented the Third Annual Report of the UNC Center for School Leadership Development on Professional Development. This annual report will be submitted to the North Carolina State Board of Education, The Joint Legislative Education Oversight Committee, The Speaker of the North Carolina House of Representatives, and the President Pro Tempore of the North Carolina Senate.

This report detailed the professional development services provided by programs in the UNC-CSLD from September 2003 through August 2004. The report also provided information on the completion of the ASSET project and ongoing work in the LEAs resulting from that project.

The report was recommended for approval. Motion passed.

10. Dr. Thompson presented the Report on Teacher Education/Distance Education Funds. This report described the use of \$1,920,042 (reduced from the original \$2 million due to budget cuts) appropriated by the General Assembly in 2001 to support teacher education through distance learning. The report addressed use of the funds by UNC Schools, Colleges, and Departments of Education in 2003-2004.

The report was recommended for approval. Motion passed.

Dr. Gilchrist delayed the Review of Reports to the Educational Planning Committee until the October meeting.

There being no further business, Chairman Gilchrist adjourned the meeting at 3:20 p.m.

Request for Authorization to Establish a Master of Construction Management Degree at Western Carolina University

Introduction

Western Carolina University notified the UNC Office of the President of its intent to plan a Master of Construction Management degree (CIP# 15.1001) in March 2004. The university requests authorization to establish the program in August 2005.

Program Description

WCU currently has an undergraduate degree in Construction Management. The Master of Construction Management (MCM) will be a complete online Masters degree delivered from WCU. The program will be a collaborative effort with WCU's existing online Master of Project Management (MPM) degree, an American Association of Colleges and Schools of Business (AACSB) accredited program that currently has 120 students enrolled in multiple cohorts. While construction management is a unique and industry specific set of project management skills, general skills gained from the MPM first year courses will benefit MCM students, and these courses will contain construction management projects. During the second year of MCM, students will take specific advanced courses in construction management, including advanced topics such as 3D simulation modeling. This will allow both an efficient use of WCU's faculty resources and integration of a new online Masters program using an existing infrastructure.

Program Need

The construction industry, one of the largest employers in the US, has a consistent shortfall of qualified construction management professionals. Advances in building materials and construction methods, the need to replace much of the nation's infrastructure, and the growing number of multipurpose buildings, electronically operated "smart" buildings, and energy-efficient structures will further add to the demand for more construction managers. There are only 30 graduate level construction management programs nationwide, and graduates experience 100 percent career placement. The nature of the construction industry is that managers are transient, moving from one project to another. Because of this and the long hours spent on site, construction industry employees do not have the chance to enroll in campus-based graduate programs. The online nature of this degree will make it much more accessible for these individuals. It is anticipated that 30 students will enroll in a cohort annually for a total of 60 enrolled students after the first year.

Resources

No additional state resources are required. Program needs will be addressed through internal reallocations and enrollment increase funds.

Recommendation

It is recommended that the Board of Governors approve the request to establish a Master of Construction Management degree at Western Carolina University effective August 2005.

Request for Authorization to Discontinue Five Degree Programs at North Carolina State University

Requested Action

North Carolina State University has reviewed its academic program inventory and has identified five degree programs that have not had any enrollments or graduates for a period of time. The five degrees are:

- AAS in Food Processing and Distribution (CIP 01.0401)
- BS in Textile Materials Science (CIP 14.2801)
- BA in Creative Writing (CIP 23.0501)
- BS in Creative Writing (CIP 23.0501)
- BS in Medical Technology (CIP 51.1005)

Rationale

The degrees are considered either redundant to other available degrees (*e.g.*, four other BS degrees in CIP 14.2801, Textile Sciences, are offered; Creative Writing is addressed in the BA and BS in English degrees and an MFA in Creative Writing is offered) or no longer feasible due to lack of student demand and available resources.

Recommendation

It is recommended that the Board of Governors approve the request to discontinue the BA and BS in Creative Writing, BS in Textile Materials Science, the BS in Medical Technology, and the AAS in Food Processing and Distribution degrees at North Carolina State University, effective November 1, 2004.

**Resolution of Recognition and Congratulation for NCA&TSU's Achieving
Doctoral/Research Universities—Intensive Status in the Carnegie Classification of
Institutions of Higher Education.**

North Carolina A & T State University has averaged over ten doctoral graduates per year over the past three years in its Engineering Programs in Electrical, Mechanical, and Industrial Engineering, thus meeting the Carnegie Classification of Institutions of Higher Education's 2000 requirements for achieving ***Doctoral/Research Universities—Intensive*** status. Concurrently, North Carolina A&T's research enterprise has grown significantly in recent years as evidenced by a 50% increase in research awards over the past three years.

The Board of Governors hereby recognizes and congratulates North Carolina Agricultural and Technical State University on this outstanding achievement. It further recognizes and applauds the inspired leadership of Chancellor Renick and members of his administration as well as the outstanding work by faculty and students to make this achievement possible.

High School Reform/Innovation Initiatives in North Carolina

Richard Thompson,
Vice President for
University-School Programs

Robert Kanoy,
Associate Vice President for
Academic & Student Affairs

*Meeting of the Committee on Educational Planning, Policies & Programs
October 7, 2004*

Governor's Education First Task Force

- Spring 2002
- Strategy Four:
 - Reform high schools through options and customization

New Schools Project (NSP)

- NSP will award grants and provide other support to create over 100 small schools across the state.
- NSP will also seek to engage key stakeholders in shaping consensus for change in the high schools and action steps to get there.

High School Dropout Rate

Missing the Cut: North Carolina by the Numbers⁶

100 enter the 9th grade



58 graduate in four years



38 enter college



28 enter their 2nd year



18 graduate within six years



Information obtained from the NC Statistical Profile, 2003

Funding for High School Innovation in North Carolina

- North Carolina received \$11M grant from the Bill & Melinda Gates Foundation
 - Proposal developed by Education Cabinet
 - Project administered by the Public School Forum/New Schools Project
- North Carolina has matched this grant through a legislative appropriation of \$2.2M each year for five years
- 9M additional Gates \$ expected

NSP Initiatives – Four Phases

- I. High school innovation projects:
Schools with a health science theme
- II. Early and middle colleges
- III. Project R³ (Rigor, Relevance, & Relationships): High School Reform in Northeastern North Carolina
- IV. Statewide RFP

I. Health Science Themed Schools

- Small high schools that use new science and technology-focused curriculum and are connected to jobs in medical sciences industry
- 8 districts received 1-year planning grants:
 - Asheville, Cumberland, Durham, Granville, Newton-Conover, Scotland, Wake, Winston-Salem/Forsyth
- Conversion schools or new schools
- Partnerships with business and industry key

II. Early & Middle College High Schools

- New options at community college, state university, and independent college campuses will be created
 - Priority will be given to under-prepared students who do not traditionally see themselves as college-bound
- Students will take college courses and participate in applied learning opportunities

Early & Middle College High Schools

- ***Early College High Schools*** – Small, autonomous schools in which students earn an associate's degree or two years of college credit
- ***Middle College High Schools*** – College courses are offered without the guarantee of an associate's degree or two years of transferable credit

Learn and Earn Initiative

- Learn and Earn goals:
 - Reform high schools
 - Better prepare students for the workforce and college
 - Create a seamless curricula between high school and college
 - Provide work-based learning experiences to high school students

Learn and Earn Initiative

- Housed in the SDPI
- 10 sites in planning stage, including:
 - Fayetteville State University
 - UNC-Pembroke
 - UNC-Wilmington
- 5 acceleration sites

Learn and Earn: 5 Acceleration Sites

- Buncombe County Middle College
 - Buncombe County Schools, A-BTCC
- Catawba Valley MagnIT
 - Catawba County and other LEAs, CVCC
- Entertainment and Technology Early/Middle College at GTCC
 - Guilford County Schools, GTCC
- Josephine Dobbs Clement Early College High School
 - Durham Public Schools, NCCU
- Nash-Rocky Mount Middle College
 - Nash-Rocky Mount Schools, NCC

UNC-Based Early & Middle College Initiatives

- Funded by Gates Foundation/Thurgood Marshall Fund:
 - WSSU and Winston-Salem/Forsyth County Schools (Winston-Salem Preparatory Academy, opened in August 2004)
 - ECSU and Trigg School (*planning status*)
- Funded by Gates Foundation/SECME:
 - NCCU and Durham County Schools
- Funded by Guilford County Schools:
 - Middle College at NCA&TSU
 - Focus on black males

UNC-Based

Early & Middle College Initiatives (*cont'd*)

- Learn and Earn Planning Sites:
 - Cumberland County Middle College (FSU and Cumberland County Schools)
 - Robeson County Early College High School (UNCP, Robeson County Schools, Robeson Community College)
 - University High School (UNCW and New Hanover County Schools)

Other Early & Middle Colleges

- Davidson Middle College High School
 - Davidson CC, Davidson County, Lexington City, Thomasville City Schools
- Early College High School at Guilford College
 - Guilford College, Guilford County Schools
- Forsyth Middle College High School
 - Forsyth Tech CC, Winston-Salem/Forsyth Schools
- Middle College High School at Bennett
 - Bennett College, Guilford County Schools
- Greensboro Middle College High School
 - Greensboro College, Guilford County Schools

North Carolina Consortium for Early College High Schools

- Currently being established – will be housed in SDPI and will have staff
- Representatives from the Governor's Office, SDPI, community colleges, and universities
- Consortium will help to ...
 - Formulate policies re: early college high schools
 - Ensure that high standards are set
 - Involve faculty and other stakeholders

III. Project R³: HS Reform in Eastern NC

- Limited to 17 public school districts and their community partners in eastern NC
 - Beaufort, Bertie, Camden, Edenton/Chowan, Currituck, Dare, Gates, Halifax, Weldon City, Hertford, Hyde, Martin, Northampton, Pasquotank, Perquimans, Tyrrell, Washington
- Rigor, Relevance, and strong Relationships for all students
- Region selected due to unique economic, demographic, and geographic challenges
- “Start-up” or “conversion”
- “Replicate” or “initiate”

Project R³ Replication Models

- Models funded elsewhere by Gates
- Expeditionary Learning/Outward Bound
 - Learning expeditions, active pedagogy, school culture and character, leadership and school improvement
- New Technology High School
 - Project-based learning in a technology-rich environment
- EdVisions
 - Democratic, community-based schools and standards-based project learning method
- First Things First
 - Strengthening relationships among students, school staff, and families; improving teaching and learning

Gateway to College: Another R³ Replication Model

- Gateway to College program serves at-risk youth, 16-20 years old, who have dropped out of school
 - Students earn both high school and college credit
 - Team of instructors and student support specialists with experience and interest in at-risk youth
 - Learning in cohort for first term

IV. Statewide RFP

- NSP's goal is to engender dramatic structural change
- Focus of NSP initiatives is the individual school, but the intent over time is to re-invent high school education in NC
- Successful models from Phases I, II, and III to be replicated across NC

Policy and Implementation Issues

- Minimum Course Requirements
 - High school graduate, or
 - Special consideration, e.g.,
 - Completed 11th grade
 - Special talent students – Chancellor's waiver

Policy and Implementation Issues

- Special Student status
 - MCR's would not apply and student has non-degree status
 - Campuses have policies for limited hours for non-degree students
 - Transfer of credits to other institutions would not be automatic
 - Incentive for student to stay at the Early College institution

Other Implementation Issues

- Issues raised by colleges:
 - Combined classes
 - Reaction of native students
 - Access to campus residential facilities
 - Tuition and Fees



Questions

**BOARD OF GOVERNORS
THE UNIVERSITY OF NORTH CAROLINA**

**RULES AND STANDARDS
for
Licensing Nonpublic Institutions to Conduct
Post-Secondary Degree Activity
in
North Carolina**

**Revised October 1998
Revised _____**

DRAFT REVISION

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Appendix B

Fee Structure for Licensing Post-Secondary Institutions in North Carolina

Web Site for Licensure Information:

<http://www.northcarolina.edu/content.php/aa/licensure/license.htm>

I. Authorization

The General Statutes of the State of North Carolina specify that the powers and duties of the Board of Governors of the University of North Carolina, in addition to those related to governance of the constituent institutions of the University, include regulatory authority to issue to certain nonpublic post-secondary educational institutions ~~its licenses~~ licensure to conduct post-secondary degree activity in North Carolina. The statute pertaining to such licensing, North Carolina General Statutes Section (G.S.) 116-15, is reproduced as Appendix A, ~~pages 30-33~~.

II. Purpose

The purpose of the rules and standards relating to the issuance of licenses to conduct post-secondary degree activity is to assure prospective and enrolled students and the citizens of North Carolina that nonpublic post-secondary educational institutions operating wholly or in part in North Carolina ~~meet minimum standards of quality in their operation.~~ have demonstrated that their instructional curriculum, faculty, library resources, personnel, student services, facilities and equipment are combined to provide students an education of good quality.

III. Definitions

As used in these rules and standards the following terms are defined.

A. ***'Post-secondary Degree.'*** A credential conferring on the recipient thereof the title of "Associate," "Bachelor," "Master," or "Doctor," or an equivalent title, signifying educational attainment based on (1) study interactions between faculty and students following a coherent course of study with specified student outcomes, and/or (2) ~~a substitute for study in the form of equivalent experience or achievement testing~~ a coherent course of study in which the student and instructor are not in the same place delivered either synchronously or asynchronously with specified student outcomes and faculty-student interaction mediated through electronic means, or (3) a combination of the foregoing; provided, that 'post-secondary degree' shall not include any honorary degree or other so-called 'unearned' degree. The content and rigor of the curriculum for the degree must be at a level to assure an education of good quality.

B. ***'Institution.'*** Any sole proprietorship, group, partnership, venture, society, company, corporation, school, college, or university that engages in, purports to engage in, or intends to engage in any type of post-secondary degree activity.

C. ***'Instruction.'*** Delivery of a coherent and formal plan of study constructed for students so that they can demonstrate specific learning outcomes

~~C~~-D. ***'Post-secondary Degree Activity.'*** Any of the following is 'post-secondary degree activity:'

(1) Awarding a post-secondary degree.

(2) Conducting or offering study, experience, or testing for an individual or certifying prior successful completion by an individual of study, experience, or testing, under the representation that the individual successfully completing the study, experience, or testing will be awarded therefore, at least in part, a post-secondary degree.

Post-secondary degree activity includes conduct with respect to either a complete post-secondary degree program or any study or experience or testing represented as creditable toward a post-secondary degree.

An institution undertakes post-secondary degree activity in this State when it commences the activity by:

- a. Use of employees or agents within North Carolina; or
- b. Transmission, presentation, or dissemination of information over or through electronic equipment that is located in North Carolina and owned, leased, rented, licensed, or otherwise reserved for use by the institution; or
- c. Use of real property or facilities that are located in North Carolina and owned, leased, rented, licensed, or otherwise reserved for use by the institution; or
- d. Agreement with a third party to transmit, present, or disseminate information on behalf of the institution through any of the means described in a, b, or c, above.

~~D~~- ~~E~~. ***'Publicly Registered Name.'*** The name of any sole proprietorship, group, partnership, venture, society, company, corporation, school, college, or institution that appears as the subject of any Articles of Incorporation, Articles of Amendment, or Certificate of Authority to Transact Business or to Conduct Affairs, properly filed with the Secretary of State of North Carolina and currently in force.

~~E~~- ~~F~~. ***'Board.'*** The Board of Governors of the University of North Carolina.

~~F~~- ~~G~~. ***'Licensure and Accreditation.'*** The Board of Governors as agent of the State regulates nonpublic post-secondary degree activity in North Carolina through a licensing process. Licensure is required by law. Accreditation, on the other hand, is not a requirement of law; it is a status sought voluntarily by an institution from a group of peer institutions and is accomplished by a voluntary, nongovernmental body called an accrediting commission.

State licensure fulfills a consumer protection function, protecting potential and enrolled students and employers, as well as the public in general. It substantiates minimum educational quality and is prerequisite to, among other things, receipt by institutions and their students of sizeable sums of public funds derived from the taxing power of the State. Accreditation commissions also provide consumer protection, but their primary purpose is to serve those institutions that called them into being.

State licensure precedes accreditation; and it is the first requirement an institution must meet to be eligible for accreditation and for various programs of the United States Office of Education and other federal student financial aid agencies.

Evidence submitted by an institution in support of accreditation may be submitted in support of receiving or maintaining licensure provided that the institution can demonstrate such evidence to be relevant to licensure ~~review~~ standards. The weight of evidence derived from accreditation is evaluated by the Board of Governors just as all other information and documents submitted.

G. H. 'Credit Hour.' A credit hour is the unit by which an institution may measure its ~~course work~~ instruction. The number of credit hours assigned to a course is usually defined by the number of hours per week in class and the number of weeks in the session. One credit hour is usually assigned to a class that meets at least 50 minutes a week over a period of a semester, quarter, or term; in laboratory, field work, drawing, music, practical arts, physical education, or similar type of instruction, one credit hour is assigned for a session that meets 2 or 3 hours a week for a semester, quarter, or term. Quarter credit hours and semester credit hours are the two most common systems of measuring course work. Institutions on the trimester plan generally use the semester credit hour system. Courses offered in a calendar other than semester or quarter, including summer sessions, may be measured in term credit hours or stated in semester credit hours or quarter credit hours.

A semester credit hour is a credit hour based on the semester calendar, which is usually divided into terms of 17 weeks. A quarter credit hour is a credit hour based on the quarter calendar, which is usually divided into terms of 11 weeks.

I. 'Distance Education.' A coherent course of study in which the student is at a distance from the campus and the instructor may or may not be in the same place as the student; in addition to face-to-face instruction at a distance, instruction may be delivered either synchronously or asynchronously through electronic means (e.g. online courses, Web enhanced courses, two-way interactive video, etc.).

J. 'Standards.' The standards and guidelines for education of good quality delineated in this publication. Standards are based on the North Carolina General Statute 116-15.

IV. ~~Minimum Standards and Guidelines For Their Interpretation~~

To be licensed to conduct post-secondary degree activity in the State of North Carolina, a nonpublic post-secondary educational institution shall satisfy the Board of Governors that it meets ~~minimum~~ the standards as specified by G.S. 116-15(f) and has demonstrated that its academic programs meet the Board of Governors' standards for an education of good quality. The Board of Governors' minimum standards and guidelines ~~of the Board of Governors~~ for

interpreting the standards follow. The guidelines are provided ~~to assist to inform, to guide, and to furnish clarification for~~ an institution seeking to meet the standards and to assist examiners and staff of the University in making judgments concerning the institution's compliance with the standards.

Standard 1

Charter

~~That~~ The institution ~~is~~ must be state-chartered. If chartered by a state or a sovereignty other than North Carolina, the institution shall also obtain a Certificate of Authority to Transact Business or to Conduct Affairs in North Carolina issued by the Secretary of State of North Carolina. [G.S. 116-15(f)(1)]

Guidelines

A. The Secretary of State of North Carolina charts institutions in North Carolina as well as issues Certificates of Authority to Transact Business or to Conduct Affairs in North Carolina.

The address of the Secretary of State is:

Secretary of State of North Carolina
~~Legislative Office Building~~
~~300 North 2 South~~ Salisbury Street
Raleigh, North Carolina ~~27603-5909~~ 27601-2903

B. A copy of the articles of incorporation and all amendments thereto of the institution ~~should~~ must be on file in the office of the chief executive officer of the institution and available for review on request during normal working hours by any person. If the institution is chartered outside North Carolina, a copy of the Certificate of Authority to Transact Business or to Conduct Affairs in North Carolina ~~should~~ must also be on file in the office of the chief executive officer and be available for review by any person.

C. The address, telephone number, electronic email address, Website, and other pertinent contact information of the institution, and of the principal office of the corporation, ~~should~~ must be published in the catalog of the institution.

D. If the corporation is controlled, directly or indirectly, by one or more other corporations, a copy of the articles of incorporation and amendments thereto of each such corporation ~~should~~ must also be on file in the office of the chief executive officer of the institution and be available for review by any person.

E. The membership of the governing board of the institution as well as the name and membership of the governing board of any other corporation or corporations which may control, directly or indirectly, the institution ~~should~~ must be published in the catalog of the institution. The intent of this guideline is to make known the name and membership of the governing board of the ultimate controlling corporate entity of the institution and, if any, all intermediary controlling corporations.

F. Institutions seeking to conduct post-secondary degree activity electronically in the State of North Carolina ~~should~~ must be authorized to operate in the state where the instructional activity originates.

Standard 2

Period of Operation

~~That~~ The institution ~~has~~ must have been conducting post-secondary degree activity in a state or sovereignty other than North Carolina during consecutive, regular-term academic semesters, exclusive of summer sessions, for at least the two years immediately prior to submitting an application for licensure under this section, or ~~has~~ must have been conducting with enrolled students, for a like period in this State or some other state or sovereignty, post-secondary educational activity not related to a post-secondary degree; provided, that an institution may be relieved temporarily of this standard under the conditions set forth by the Board of Governors. [G.S. 116-15(f)2 and G.S. 116-15(i)]

Guidelines

An institution which meets standards for licensure except for having conducted post-secondary degree activity for at least the two years immediately prior to submitting an application for licensure may be granted an interim permit to conduct post-secondary degree activity if the institution can demonstrate a quality of stability, experience, reputation, and performance which two years of operation would normally denote. After a period of one year, the institution may be evaluated to determine if the institution is still qualified for a provisional license or qualifies for a regular license.

Standard 3

Program of Study

~~That~~ The substance of each course, ~~or~~ program of study, equivalent experience, or achievement test ~~is~~ must be such as may reasonably and adequately achieve the stated objective for which the study, experience, or test is offered or to be certified as successfully completed. [G.S. 116-15(f)(3)].

Guidelines

The program of study offered by an institution ~~should~~ must reflect and support ~~the purpose the~~ mission of the institution (see page 17 for guideline on the statement of purpose of an institution) and achieve the stated objectives. The institution shall have a clearly defined and published mission statement specific to the institution and appropriate to a post-secondary institution. An institutional mission statement shall be approved by its governing board; and it shall be periodically reviewed by that board. The academic program ~~should~~ must include provisions for ~~the development of skills and techniques of learning opportunities for a~~ general education curriculum ~~pre-professional, professional, or occupational education and~~ specific fields of study

at the associate, baccalaureate, or advanced level each to the extent as appropriate to of the purpose for the mission of the institution.

(1) Courses

The institution shall have an academic curriculum that is designed to reasonably and adequately achieve its mission and educational objectives. The institution shall demonstrate that each academic program for which academic credit is awarded is a) approved by the faculty and the administration and b) evaluated annually to determine its effectiveness.

Course aims, objectives, prerequisites, the plan of instruction, requirements, standards, and procedures for evaluation should must be clearly stated and available in writing, to current and prospective students in a written course syllabus. Academic Standards for courses delivered electronically should be the same as for those courses delivered at the institution where they originate. The quality and content of each course should be such as may reasonably and adequately achieve the state objectives.

An institution should must provide for regular-annual evaluation of course and program effectiveness including assessment of student learning, retention, and graduation rates, and student and faculty satisfaction. Such review should demonstrate that student outcomes and satisfaction in courses delivered electronically are comparable to student outcomes and satisfaction in courses offered at the campus where they originate. The technology being used should be appropriate to meet course objectives.

(2) Distance Education

Academic standards for courses delivered off-campus or electronically must be the same as for courses delivered at the institution where they originate. The quality and content of each course, regardless of the mode of delivery, must be such as may reasonably and adequately achieve the stated objective. Appropriate data should be used to determine comparability.

Such reviews are to demonstrate that student learning outcomes and satisfaction in distance courses delivered electronically are comparable to student learning outcomes and satisfaction in courses offered at the campus where they originate. The technology being used should be appropriate to meet course objectives.

Instruction employing distance-learning technology must ensure appropriate interaction between students and faculty and among students.

(3) General Education

A generally educated person is one who has developed capacities to know, to understand, to decide, to express, and to act. He or she knows the facts or how to find them; understands those facts with clarity and perspective; decides only after understanding and conscious evaluation; expresses those decisions with ease and grace; and acts when necessary. The development of such capacities is facilitated by exposure to the three divisions of human knowledge: (a) the world of nature—the life and physical sciences, (b) the world of man in relation to man—the social sciences, and (c) the world of the spirit and imagination—the

~~humanities. The prescriptions or electives in general education should relate as closely as possible to the individual interests and professional goals of students, but courses normally required in the specialized education component of a program should not be considered as meeting part of the requirement of the general education component of the program. The institution shall offer a general education program at the collegiate level that is a substantial component of each undergraduate degree, ensures breadth of knowledge, and is based on a coherent rationale. One or more courses, or their equivalencies, shall be taken from each of humanities/fine arts, social/behavioral sciences, and natural science/mathematics. The institution shall identify appropriate general education competencies, and shall provide evidence that graduates have attained those competencies.~~

(4)-(2) Duration and Intensity

The program of instruction ~~should~~ must include ~~course work and other~~ educational activities and services extending over a sufficient period of time and in sufficient intensity to fulfill the ~~purpose- mission and academic goals~~ of the institution. The academic year, regardless of its organization, is normally at least 30 weeks in duration.

(5)-(a) Associate Degree

Each educational program leading to an associate degree ~~normally consists of courses carrying a minimum of 60 semester credit hours* or 90 quarter hours or the equivalent in courses or other measurement used by the institution.~~ shall include a general education component at the collegiate level that is a substantial component of each degree, ensures breadth of knowledge, and is based on a coherent rationale. For degree completion in associate programs, the general education component constitutes a minimum of 15 semester hours or the equivalent. The associate degree program normally consists of courses carrying a minimum of 60 semester credit hours or 90 quarter hours or the equivalent in courses instructional activities as measured by the institution. The associate degree program normally requires full-time attendance for two academic years or the equivalent ~~in part-time attendance, independent study, work study, or other similar programs,~~ but an institution may award the associate degree to students who have completed the course requirements at an accelerated pace or can otherwise demonstrate that they have met the measurable objectives of the program.

The following associate degree designations as defined are acceptable:

(i) **The Associate in Arts (A.A.) degree**—awarded to those who successfully complete programs which emphasize the liberal arts and/or the fine and performing arts. ~~Normally, not less than 45 semester credit hours or 68 quarter hours in Programs must meet the general education (liberal arts context) are required requirements and provide for substantial additional work in the liberal, fine or performing arts~~ Such programs, ~~are~~ if transfer-oriented, may need to contain additional requirements. The general education core is not directed toward specialized study or specific occupational or professional objectives.

(ii) **The Associate in Science (A.S.) degree**—awarded to those who successfully complete programs which emphasize mathematics and/or the biological or physical sciences and which meet the general education requirements of this degree. ~~Normally not~~

~~less than 30 semester credit hours or 45 quarter hours in general education are required. In addition to meeting the general education requirements for an associate degree, substantial work must be done in mathematics, and/or the biological and physical sciences. Such programs are designed to serve both career and transfer objectives. Such programs, if transfer-oriented, may need to contain additional requirements~~

(iii) **The Associate in Applied Science (A.A.S.) degree**—awarded to those who successfully complete programs which emphasize preparation in the applied arts and sciences for careers, typically at the technical or semi-professional level. ~~Normally~~ Not less than 15 semester credit hours or 23 quarter hours in general education and not less than 30 semester credit hours or 45 quarter hours in the area of specialized preparation are required. ~~Such technical programs may be transferred to a college or university upon validation of applicable course work through the receiving institution's normal procedures.~~

The University of North Carolina and the North Carolina Community College System have developed a Comprehensive Articulation Agreement to guide the transfer of students from associate programs to upper-division university programs. Substantial additional requirements must be met for students to qualify for transfer under the Articulation Agreement. For example, the Articulation Agreement requires 44 semester hours of general education for both the Associate in Arts and the Associate in Science. Many private and independent colleges in North Carolina have accepted the Articulation Agreement to govern transfer to their institutions. Licensed institutions must make students aware of the transfer requirements in North Carolina.

(6) Baccalaureate Degree

Each program of instruction leading to a baccalaureate degree ~~normally consists of courses carrying a minimum of 120 semester credit hours or 180 quarter hours or the equivalent in courses or other measurement used by the institution~~ shall include a general education component at the collegiate level that is a substantial component of each undergraduate degree, ensures breadth of knowledge, and is based on a coherent rationale. A minimum of 30 semester hours or the equivalent is required for a general education course of study. The credit hours are to be drawn from, and include at least one course in each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics. The general education course work shall not focus on narrow skills, techniques, or procedures relative to a particular occupation or career. Institutions must present a written justification and rationale for course equivalency. Additionally, baccalaureate degree programs must include clearly defined requirements for majors in academic disciplines. Baccalaureate degree programs normally consist of courses carrying a minimum of 120 semester credit hours or 180 quarter hours or the equivalent in other measurement used by the institution. Normally full-time attendance for four academic years or the equivalent in part-time attendance, independent study, work study, or other similar programs are required, but institutions may award the baccalaureate degree to students who have completed the credit requirements at an accelerated pace or can otherwise demonstrate that they have met the measurable objectives of the program.

(7) (e) Graduate Degree

An institution's post-baccalaureate professional degree programs, and its master's, first professional, and doctoral degree programs are progressively more advanced in academic content

than undergraduate programs. The institution shall ensure that its graduate instruction and resources foster independent learning, enabling the graduate to contribute to a profession or field of study. The majority of credits toward a graduate or a post-baccalaureate professional degree, are earned through the institution awarding the degree. In the case of graduate and post-baccalaureate professional degree programs offered through joint, cooperative, or consortia arrangements, the student earns a majority of credits from the participating institutions. A graduate or post-baccalaureate degree normally represents the completion of a program beyond the baccalaureate level of one or more academic years of full-time course work or the equivalent in part-time attendance, independent study, work-study, or other similar programs. An institution may award a graduate degree to students who have completed the requirements of a graduate program at an accelerated pace or can otherwise demonstrate that they have met the measurable objectives of the program. The following graduate degrees as defined are acceptable:

- (i) **The master's degree**—awarded to those who successfully complete a program beyond the baccalaureate level in the arts and sciences, or professional fields normally requiring full-time study for not less than one nor more than two academic years. Master's degrees usually require a minimum of 30 semester credit hours.
- (ii) **The intermediate degree**—(designated variously, e.g., specialist in professional education, engineer in engineering, and candidate or licentiate in liberal arts)—awarded to those who successfully complete programs at least one academic year beyond the master's level but who do not reach the ~~doctor's~~ doctoral level. Normally, such programs qualify persons as highly knowledgeable and skilled in given fields rather than competent in carrying out independent research and scholarly work.
- (iii) **The ~~doctor's~~ doctoral degree**—awarded to those who successfully complete programs requiring three or more academic years of full-time graduate study beyond the baccalaureate level and ~~demonstration of~~ demonstration of a capacity to do independent work. Such demonstration may take the form of completed research (doctor of philosophy), musical composition or performance (doctor of musical arts), clinical competence (doctor of medicine), or the knowledge and capacity to analyze legal problems (juris doctor). The latter two degree programs, along with dentistry, pharmacy, and veterinary medicine, constitute **first professional** degree programs.

(8)(4) Residence

The award of an associate or baccalaureate degree should normally entail at least 25 percent of the work being done through the institution awarding the degree. The method and procedures used by the institution in evaluating and granting credit for work done elsewhere ~~should~~ must be described in writing. ~~Acceptable are~~ Methods and procedures recommended by the North Carolina Community College System/University of North Carolina's Joint Committee on College Transfer Advisory Committee's ~~Students~~ in its Guidelines for Transfer Comprehensive Articulation Agreement are available for undergraduate programs. The web site for the Agreement is http://www.northcarolina.edu/content.php/assessment/reports/student_info/caa.htm.

(9)(5) Certification

Upon satisfactory completion of a program of study, the student is awarded appropriate educational credentials (such as the associate or baccalaureate degree) by the institution certifying that the program of study has been satisfactorily completed by the student and that he or she has obtained in satisfactory measure the educational purpose of the program. (~~Also see Standard 7, page 15.~~)

(10) ~~(6)~~ Summer, Evening, and Distance Learning Instruction

Summer, evening, and distance learning instruction (instructional activities in which the student is at a distance from the instructor or providing institution), when offered, should be considered part of the total program of an in-state or out-of-state institution and be judged by criteria as used for sessions and courses offered by the institution in the regular academic year. Each off-campus center or branch ~~should~~ must provide in accordance with these rules and standards adequate classroom, laboratory, library, and other appropriate facilities as well as adequate administration, faculty, and support staff.

(11) Transferability

The institution shall publish transfer policies and articulation agreements in recruitment materials and in the institution's catalog. Policies and agreements must define criteria for transferring credit. The institution shall have a defined and published policy for evaluating, awarding and accepting credit for academic instruction, regardless of its mode of delivery. Students should be referred to the UNC/NCCCS Articulation Agreement for the standard practices for transfer in North Carolina.

(12) ~~(7)~~ Degree-Related Activity Conducted by Out-of-State Institutions

Any institution legally operating in another state that wishes to conduct post-secondary degree activity in North Carolina is to apply in the same manner for a license to conduct such activity and is to be judged by the same standards as an institution located in North Carolina.

Standard 4

Facilities and Library

~~That~~—The institution ~~has~~ must have adequate space, equipment, instructional materials, and personnel available to it to provide education of good quality. [G.S. 116-15(f)(4)]

Guidelines

A. Facilities. The institution shall operate and maintain physical facilities, either on or off campus, that are adequate to serve the needs of the institution's educational programs, support services, and mission-related activities. Physical facilities include buildings, classrooms, computers and access to the Internet, laboratories, equipment, furniture, grounds, instructional

materials, and machinery. Facility sites should be free of traffic hazards and distracting noises. General tests of usefulness, cleanliness, and maintenance should be met.

(1) ***Compliance with Safety and Health Laws.*** The facilities shall comply with all pertinent ordinances and laws relative to the safety and health of persons on the campus. Also see Standard 9 ~~on page 15.~~

(2) ***Laboratories and Equipment.*** Laboratories and equipment ~~should~~ must be adequate for ~~effective instruction and learning supporting the particular program of instruction and enhancing student learning outcomes.~~

(3) ***Supportive Services.*** Supportive services, faculty and staff offices, and other facilities ~~should~~ must be adequate in size and number to accommodate faculty, staff, and students.

(4) ***Housing.*** Student housing owned, maintained, or approved by the institution ~~should~~ must be appropriate, safe, and adequate. Also see Standard 13-~~page 21.~~

(5) ***Nonownership.*** If a physical facility is not owned by the institution, evidence through a lease or other means ~~should~~ must be submitted that facilities are available for a sufficient duration to demonstrate the stability of the institution and that the institution is capable of completing any program it offers.

B. Library and Electronic Resources. An adequate library or access to a library and information resources is essential to ~~a sound educational program supporting instruction and enhancing student learning outcomes.~~ Educators regard the library, the heart of a degree-granting institution, as the most important facility in influencing its intellectual climate.

~~(1) ***Objectives and Policies.*** Each institution should develop explicit written objectives of the library in accordance with the institution's purpose, the nature of its educational programs, and its enrollment, defining the nature and scope of library holdings as well as the size and rate of growth of the collection. The lines of authority, status, tenure, and major duties of the librarian should be clearly stated as well as the nature of faculty involvement in the determination of library policy and in acquisitions procedures. The library must have a mission statement and goals to serve as a framework for its activities. The mission and goals are to be compatible and consistent with the institution's mission. The institution shall be able to demonstrate that the library and information resources (or access to library and information resources) fulfill the institution's mission and provide adequate support to academic programs.~~

The library shall engage in a formal planning process (such as strategic planning) that involves a broad spectrum of the college community and includes the faculty and students. Planning is an iterative process that includes evaluation, updating, and refinement. Evaluation of library resources shall involve all categories of library users.

The institution must ensure that users have access to regular and timely instruction in the use of the library and other learning/resources

The lines of authority, status, tenure, and major duties of the librarian should be clearly stated as well as the nature of faculty involvement in the determination of library policy and in acquisition procedures. The institution should rely on its own library for its basic collection.

~~If outside libraries are to provide a part of the library resources for the educational program, the extent of dependence on other libraries should be clearly stated and the nature and details of agreements or contracts with other libraries should be exhibited.~~

Contractual agreements with other libraries ~~should~~ must define the following: (a) the extent to which the holdings of the other libraries support adequately the institution's educational program and enrollment at the relevant degree level, (b) the degree to which students of the institution can use these libraries and the nature of the use, including procedures for student and faculty registration for use, (c) the arrangements with the other libraries for acquisition of materials needed for the institution's educational program which the outside library may not normally acquire, (d) the degree of authority of the institution's officials in making library policy to support the needs of the institution, (e) financial arrangements or fees for the use of other libraries, and (f) responsibilities of the college for replacement of materials lost by students of the college. The details of the contractual arrangements with other libraries must meet the criteria outlined in these standards.

(2) Staff. The library staff ~~should~~ must be of a size and quality adequate to meet the objectives of the library ~~and should consist of one or more librarians with graduate library science training, skilled supportive staff, and part-time assistants serving on an hourly basis and the academic programs it supports.~~

The library ~~should~~ must be under the direction and supervision of a professionally trained librarian, ~~This person should preferably have who has~~ a graduate library degree from a school of library science that is accredited by the American Library Association. The absolute minimum requirements for the chief librarian ~~should be~~ are 18 semester hours in library science, ~~as well as~~ and a bachelor's degree. The librarian should perform duties of a professional nature, involving organization of the entire library program, supervision or performance of acquisitions, cataloging, reference, circulation and use functions, and coordination of the library with the academic program of the college. The last involves working with faculty members in the selection and use of materials, and organizing and/or conducting a library orientation and instruction program for students and faculty.

Staff of the library should be sufficient to perform all the clerical functions of the library and ~~should~~ must have skills and training appropriate for their duties.

~~Policies and procedures concerning library staff should be in accordance with sound personnel practice. Classification and pay plans should give recognition to the nature of duties performed, training and experience required, and to the rates of pay and benefits of equivalent positions in other libraries.~~

(3) Administration. The library should be administered in a manner that permits and encourages the most effective use of available library resources. For the most effective coordination of the library with the instructional program, it is essential that the college librarian report either to the chief executive officer or the chief academic officer.

There should be a standing advisory committee of faculty members representative of the academic programs of the college to advise the librarian at least annually on acquisitions and ways of improving library services as well as to serve as the main channel of formal communications between the library and the user community. The library committee should also evaluate annually the adequacy of the collection and services. ~~The chief librarian should be an ex-officio member of the committee. A clear statement of the method of appointment,~~

~~organization, objectives, and term of office of members of the committee should be provided. The advisory function of this committee should be emphasized.~~

The library ~~should~~ must keep up-to-date and adequate records of circulation, holdings, inventory data, materials on order, current periodicals received, expenditures, and budgets. The library should encourage the additional use of other library resources that may be available and seek out and help develop cooperative agreements with other libraries. Generally, other resources are ~~no substitute for a college's own basic collection of frequently used reference works, periodicals, books needed for various undergraduate courses, and other books in frequent demand. In general, the greatest use of other libraries should be in specialized subjects and materials for which there is no general demand. In the case of distance learning instruction, the institution should ensure the provision of and ready access to adequate library/learning resources and services to support the courses and programs offered. The institution should own the library/learning resources, provide access to electronic information available through existing technologies, and/or provide them through other libraries. If programs are to depend~~ **primarily** ~~on other libraries, the collections in those libraries should be adequate to support academic programs and courses at levels relevant to the degree objective. Written contractual agreements should be negotiated with the libraries and these agreements should include the items specified under "Policies and Objectives" of these guidelines. The institution should assign responsibility for providing library/learning resources and services and for ensuring continued access to them at each site.~~

(4) **Distance Education.** The institution is responsible for funding and appropriately meeting the information needs of students enrolled in its distance learning courses and programs by supporting teaching, learning, and research. This support must provide ready and equivalent library service and learning resources to all its faculty and students, regardless of location. The institution must own the library/learning resources, provide access to electronic information available through existing technologies, and/or provide them through other libraries. If programs are to depend primarily on other libraries, the collections in those libraries should be adequate to support academic programs and courses at levels relevant to the degree objective.

~~(5)(4) **The Library Collection.** The holdings of the library should~~ must ~~be appropriate for the purpose, the course offerings, degree programs, and enrollment of the institution. The holdings should include books in appropriate subject fields as well as selected groups of general and specialized current periodicals and newspapers, a few selected bound files of appropriate periodicals, and appropriate indices to periodical literature. College libraries should assure quality and appropriateness of the collection by the use of standard lists of books and periodicals for selection. The collection should also include appropriate audiovisual media. The number of volumes in the collection, or access to resources, should~~ must ~~be appropriate for the academic programs and the enrollment. A four-year institution should have a minimum of 50,000 titles; a two-year college, a minimum of 20,000 titles; and an institution offering associate degrees in technical or business fields should have a minimum of 5,000 titles. After a collection has reached the minimum volume size, the annual growth rate should be between 5 and 10 percent, depending upon the adequacy of the basic collection.~~

- ~~(a) Seating should be provided for at least 10 percent of the largest number of students on campus at any time. A maximum of 10 percent of the total seating may be in lounge furniture, with the remainder consisting of tables and chairs, and study carrels.~~

(b) Space allocated for book and periodical shelving should be sufficient for normal growth, as well as for the current collection. In addition, adequate space should be provided for staff, library services, and other instructional nonbook materials which may require special facilities for safekeeping.

~~(c) Adequate space must be provided for the library's services. A separate work area is necessary for library functions such as circulation, ordering, receiving, preparation, cataloging, mending, and other activities. The librarian should be provided with a private office.~~

(10) ~~(9)~~ **Equipment.** Furniture, computers, copy machines, audiovisual, digital and general and equipment should be operational and of good design and in an adequate state of repair. Specialized equipment, such as the card catalog, vertical file, and charging trays, should be suitable for the library's needs. Depending upon the extent to which audiovisual equipment media are used in the educational program, and/or are part of the library collection, equipment such as film projectors, tape recorders, slide projectors, microform readers, and printers should be readily accessible for students and faculty and of good quality and in an adequate state of repair. ~~A copying machine capable of reproducing pages from bound volumes is also desirable, although not absolutely necessary, for the usage of patrons.~~

Standard 5

Faculty and Other Personnel Qualifications

~~That~~ The education, experience, and other qualifications of directors, administrators, supervisors, and instructors ~~are~~ must be such as may reasonably ensure that the students will receive, or will be reliably certified to have received, education of good quality consistent with the stated objectives of any course or program of study, equivalent experience, or achievement test offered by the institution. [G.S. 116-15(f)(5)]

Guidelines

A. **Faculty.** The most important component of an institution in seeking to achieve its purpose is the faculty. Maximum effort should be devoted to recruiting effective faculty and nurturing their professional growth. The institution shall employ competent faculty members to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution must give primary consideration to the highest earned degree in the discipline in accord with the guidelines listed below. The institution shall also consider competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of all its faculty, regardless of method of delivery or location.

Educational Credentials.

(1) Faculty teaching in a two-year institution offering the associate degree ~~should~~ must hold at least the master's degree or the equivalent in the field of specialization in which they are teaching. Exceptions ~~should~~ must be justified by special competence in their field of knowledge. A minimum of 18 graduate semester hours in the master's degree ~~should~~ must be in the discipline in which they are teaching, from a regionally accredited institution of higher education. Teaching disciplines are those considered appropriate for faculty teaching a subject area by discipline experts.

(2) Faculty teaching in a four-year institution offering the baccalaureate degree ~~should~~ must hold at least the master's degree or equivalent in the field of specialization in which they are teaching. A majority of the faculty ~~should~~ must have satisfactorily completed work beyond the master's degree in an accredited graduate school, and ~~a significant number~~ at least 25 percent of the course hours in each major must be taught by faculty who hold the doctorate or other terminal degree in the field of specialization from a regionally accredited institution of higher education.

(3) For faculty teaching general education courses at the undergraduate level: a doctoral or a master's degree in the teaching discipline or a master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline) is required.

(4) Faculty teaching in programs granting graduate degrees must hold the doctorate or other terminal degree in the teaching discipline or related field.

5) Faculty teaching in first professional degree programs must meet recognized standards in their fields.

(6) For baccalaureate instruction, graduate teaching assistants (applicable to graduate degree or professional degree granting institutions) must hold a masters in the teaching field or 18 graduate semester hours in the teaching discipline. Graduate assistants must be directly supervised by a faculty member experienced in the teaching discipline with regular in-service training and planned and periodic evaluations.

(7) (2)-Size. The faculty ~~should~~ must be sufficient in number, and the proportion of part-time members and the student-teacher ratio ~~should~~ must be such as to assure the effectiveness of the educational program, including counseling and advising of students. The faculty ~~should~~ must be representative of the principal areas of instruction offered by the institution and have a composition relevant to the number and nature of the courses taught. Further, the faculty should consist of full-time appointments sufficient to insure continuity and stability of the educational programs and to provide adequate educational association between students and faculty. In no instance should the faculty number fewer than four full-time members.

Whatever the size of the faculty, electronically delivered courses ~~should~~ must provide for meaningful and continuing interaction between faculty and among students.

(8) (3)-Definition of Responsibilities. Faculty responsibilities ~~should~~ must be defined in writing in terms of hours taught, course development and research required, number of

students, level of instruction, research expected, ~~and~~ administrative duties, student advising, committee assignments, and counseling assignments, and other expectations.

(9) (4) Professional Growth. Faculty Development The institution should provide evidence of ongoing professional development of faculty. Faculty individually should engage in continuing professional study or research appropriate to their responsibilities. Provision should be made for attendance at professional meetings and periodic study leaves to encourage continued competence, effectiveness, and productivity. Faculty teaching via an electronic system ~~should~~ must be provided appropriate training, support services, ~~and~~ equipment, software and communications for interaction with students, faculty, and other institutional personnel.

(10) (5) Appointment. Faculty should be appointed by official action of the governing board of the institution upon recommendation by its chief executive officer. Notice of appointment should be in writing and should contain the conditions of employment and personnel policies with regard to academic freedom and economic security.

(11) Evaluation of Faculty The institution must evaluate annually the effectiveness of each faculty member in accord with published criteria, regardless of contractual or tenured status. These data should be available and used for faculty development and appointment decisions.

(12) Academic Freedom The institution should publish policies on academic freedom.

(13) Faculty Involvement in Decision Making The institution should publish policies clearly defining the role of the faculty in decision making in the hiring of other faculty, curriculum development, evaluation of faculty, and the hiring and evaluation of administrative staff.

(14) (6) Stability The faculty conducting classes in upper-division courses should be stable. The institution ~~should~~ must provide a roster evidencing such stability in its initial application and in each annual report. The institution should induce such stability with adequate salaries, fringe benefits, desirable working conditions, and tenure status as appropriate.

B. Administration. The chief executive and ~~academic-administrative~~ officers should hold at least the master's degree. ~~Exceptions should be justified by special competence or experience in their areas of responsibility.~~ The chief academic officer and academic officers (e.g., deans, department chairpersons) must also hold a minimum of a master's degree. Exceptions should be justified by special competence or experience in their areas of responsibility and must be documented in personnel files. For baccalaureate or higher-degree granting institutions, the terminal degree in the teaching discipline will normally be expected for academic officers.

Standard 6

Catalog

~~That~~ The institution must provides students and other interested persons with a catalog or brochure containing information describing the substance, objectives, and duration of the study, equivalent experience, and achievement testing offered; a schedule of related tuition, fees, and all

other necessary charges and expenses; cancellation and refund policies; and such other material facts concerning the institution and the program or course of study, equivalent experience, and achievement testing as are reasonably likely to affect the decision of the student to enroll therein, together with any other disclosures that may be specified by the board. ~~and that~~ Such information is provided to prospective students prior to enrollment. [G.S. 116-15(f)(6)]

The catalog shall also include a description of the faculty and their qualifications, a description of students' rights, admission policies, transferability, articulation agreements, student code of conduct, and other relevant institutional policies. The catalog must clearly indicate the specific beginning and ending dates defining the time period covered by the catalog. The institution shall provide a statement in its catalog of the transferability of its courses and degrees to other academic institutions that are regionally accredited. The institution shall update its catalog at least biennially.

Guidelines

In addition to information specified above, the catalog ~~should~~ must contain statements with respect to the following:

- A. Mission ~~Purpose~~ of the institution (~~see page 17 for guideline~~).
- B. Ownership and control of the institution, directly and indirectly (~~see page 18 for guideline~~).
- C. Name, title, and office location of officer responsible for receiving students who wish to file complaints and to seek redress.
- D. Location and accessibility of Guaranty Bond (for prepaid tuition held) for review by anyone wishing to see it (~~see page 16 for guideline~~).
- E. Location, telephone number, electronic mail and Web address of the principal office of the corporation directly owning the institution and of the institution offering the degrees.
- F. Availability of health care services and degree of responsibility of the institution for providing such services (~~see page 19 for guideline~~).
- G. Cancellation and refund policy (~~see page 20 for Standard and guideline~~).
- H. In the case of courses delivered electronically, catalogs or brochures ~~should~~ must provide students with clear and complete information on the nature of faculty/student interaction, prerequisite technology competencies and skills, technical equipment requirements, and availability of academic support services.

Standard 7

Program Completion Credentials

~~That~~ Upon satisfactory completion of study, equivalent experience, or achievement test, the student is must be given appropriate educational credentials by the institution, indicating that the

relevant study, equivalent experience, or achievement testing has been satisfactorily completed by the student. [G.S. 116-15(f)(7)]

Guidelines

The institution must employ sound and acceptable practices for determining the amount and level of credit awarded for courses, regardless of format or mode of delivery.

The institution must have a defined and published policy for evaluating, awarding and accepting credit for transfer, experiential learning, advanced placement, and equivalent experiences that is consistent with its mission and ensures that course work and learning outcomes are at the appropriate post-secondary level. The institution assumes responsibility for the academic quality of any course work or credit recorded on the institution's transcript.

A post-secondary degree is a credential conferring on the recipient thereof the title of 'Associate,' 'Bachelor,' 'Master,' or 'Doctor,' or an equivalent title, signifying educational attainment based on (1) study, (2) a substitute for study in the form of equivalent experience or achievement testing, or (3) a combination of the foregoing; provided, that 'post-secondary degree' shall not include any honorary degree or other so-called 'unearned' degree and that the normal periods of study for the degree are met.

Standard 8

Student Records

~~That records are maintained by~~ The institution must maintain records that are adequate to reflect the application of relevant performance or grading standards to each enrolled student. [G.S. 116-15(f)(8)]

Guidelines

Consistent with federal and state law, the institution must protect the security, confidentiality, and integrity of its student records. The institution shall maintain student records for each student, whether or not the student completes the educational program.

A. Records should show attendance, progress, or grades of each enrolled student.

B. Adequate student records ~~should~~ must be maintained by the institution to substantiate student attendance, academic progress, ~~and~~ grades earned, and to provide evidence that satisfactory standards are enforced relative to attendance, progress, and performance.
[Moved from Standard 10]

~~B~~ C. Provision should be made for the disposition of permanent and other critical student records in the event that the institution discontinues operations. The records ~~should~~ must be disposed of in accord with regulations of the Division of Archives and History of the State of North Carolina, Raleigh.

Standard 8 B

Student Services [Moved from Standard 10]

~~That~~ The institution ~~should~~ must provide adequate services for students in addition to formal instructional experiences of the classroom and laboratory. These services normally include admissions, orientation, counseling and guidance, academic advising, financial assistance, health care, job placement, student records, and extracurricular activities. Student services should support the institution's mission, and they should be evaluated annually. Sufficient qualified personnel should be employed to ensure the quality and effectiveness of all services for students. Responsibility for these services should reside in a single head for administration or equivalent position.

Guidelines

Consistent with its mission, the institution should provide student support programs, services, and activities that promote student learning and enhance the development of its students.

(1) Admissions The institution ~~should~~ must have a clearly stated admissions policy. High school graduation or demonstrable equivalent should be required for freshman matriculation. A bachelor's degree or demonstrable equivalent should be required for admission into graduate or professional degree programs. Admission is determined by the readiness and ability of a student to gain knowledge from the instructional offerings.

Counseling and Guidance Appropriate counseling and guidance services should be available to students. An advisor should be assigned to assist each student in program planning, course selection, and other academic matters. Special care should be exercised to maintain and protect confidentiality of counseling records.

(3) Health Care Services Suitable health care services should be readily available in or near the institution. The character of these services and degree of institutional responsibility should be stated in the catalog and other appropriate literature.

(4) Job Placement Assistance If an institution represents to the public, in any manner, that an educational curriculum leads to employment, there must be annual written employer data, graduation rates, and employment rates, available upon request. Additionally, the institution should report job placement statistics yearly.

~~The placement office should render vocational counseling services, serve as a clearinghouse for part time and summer jobs, and provide copies of student records as appropriate to prospective employers. There should be a clear description of the job placement assistance that the institution provides in the enrollment application or materials.~~ The quality of placement services at an institution ~~should~~ must be consistent with its published statements.

(5) Financial Aid Normally, financial aid to students is administered through a single campus office. The four principal programs through which students may receive financial aid while in college are scholarships, grants, loans, and jobs. The financial aid officer may combine different types of assistance into a single aid "package" for a needy student. The administration and distribution of financial assistance ~~should~~ must be performed according to written institutional policies and procedures that are consistent with basic principles of financial aid.

(6) Records A plan ~~should~~ must be developed for disposition of permanent and other critical student records in the event that the institution discontinues operations. These records ~~should~~ must be disposed of in accordance with regulations of the Division of Archives and History of the State of North Carolina, Raleigh (~~see Standard 8, page 15~~).

Standard 9

Compliance with Ordinances and Laws

~~That~~ The institution ~~is~~ must be maintained and operated in compliance with all pertinent ordinances and laws, including rules and regulations adopted pursuant thereto, relative to the safety and health of all persons upon the premises of the institution. [G.S. 116-15(f)(9)]

Standard 10

Finance and Organization, ~~and Student Services~~

~~That~~ The institution ~~is~~ must be financially sound and capable of fulfilling its commitments to students. [G.S. 116-15(f)(10)]

Guidelines

A. Finances. The institution ~~should~~ must possess and maintain adequate financial resources to sustain its mission and purpose.

(1) Stability. Financial resources should be characterized by stability which indicates the institution is capable of maintaining operational continuity for an extended period of time. The minimum "extended period of time" is the duration of the most lengthy post-secondary degree program offered, e.g., associate degree program, two years; bachelor's degree program, four years; master's degree program, five years or more; doctor's degree program, seven years or more.

(2) Adequacy. Adequacy of financial support is based, in part, on

- (a) Average annual expenditures per student for educational programs;
- (b) Average annual income per student from educational activities;
- (c) The ratio of net profit, adjusted, to debt service costs (Normally, the formula components are annual net profit plus interest on debt plus expenses not requiring an outlay of funds, such as depreciation, divided by debt service costs, consisting primarily of payments on principal and interest); and

(d) Financial policies, procedures, and practices adopted or utilized by the institution.

(3) Plan for Financial Development. A coordinated, comprehensive, flexible financial plan (budget) for long-range management of the institution ~~should~~ must be maintained.

(4) Financial Records and Audit Report. ~~The institution should maintain adequate and sufficient financial records, and its financial statements should be audited annually by an independent certified public accountant (CPA) according to generally accepted auditing standards. The independent certified public accountant should render an unqualified opinion as to the fairness of presentation of financial statements and as to their conformity with generally accepted accounting principles. The institution's recent financial history must demonstrate financial stability. The institution shall present documents consistent with generally accepted accounting standards reflecting its financial condition during the application process and yearly, thereafter, in the reporting process.~~

The institution ~~should~~ must maintain adequate and sufficient financial records, and its financial statements ~~should~~ must be audited annually by an independent certified public accountant (CPA) according to generally accepted auditing standards. The independent certified public accountant should render an unqualified opinion as to the fairness of presentation of financial statements and as to their conformity with generally accepted accounting principles.

An institution shall submit the following financial information with its initial application:

- Reviewed financial statements for the extension location.
- A copy of the most recent audit report for the institution.
- A detailed description of any material changes in any of the information contained in the audit report or a statement indicating that there are no material changes.
- A detailed disclosure of legal and binding relationships with any parent or subsidiary corporation or institution.

Management. [moved to organizational section].

(6) Insurance. Adequate casualty and liability insurance ~~should~~ must be maintained to protect the institution's financial interests.

(7) Bonding. Tuition guaranty bond, or equivalent, of not less than \$10,000 and at least equal to or higher than the maximum amount of prepaid tuition held (i.e., unearned tuition held) existing at any time during the most recent fiscal year ~~should~~ must be maintained.

(a) The institution ~~should~~ must provide a statement by an independent certified public accountant specifying the existing principal amount of tuition guaranty bond and that the principal amount is not less than \$10,000 and is at least equal to or higher than the maximum amount of prepaid tuition held (i.e., unearned tuition held) existing at any time during the most recent fiscal year.

Such statement should be expressed as follows:

The guaranty tuition bond in the amount of _____ (amount) maintained by _____ (name) College as of the date of this statement is not less than \$10,000 and is at least equal to or higher than the maximum amount of prepaid tuition held (i.e. unearned tuition held) existing at any time during the fiscal year ended _____ .

(b) The amount of "prepaid tuition held" by an institution should be determined as follows:

- (i) The amount of prepaid tuition held is the excess of cumulative collections of tuition and related required fees over the cumulative amount of earned tuition and related required fees.
- (ii) Cumulative collections are the amount of cash received by an institution for a student's account as payment for the applicable tuition and related required fees.
- (iii) Tuition and related required fees are recognized as earned revenue on a daily pro rata basis during a contract period for each separate contract.
- (iv) A contract period, i.e., the period of providing instructional services, extends from the first day of classes for an academic term through termination of the academic term's final examinations.
- (v) A separate contract for instructional services exists for each academic term for each individual student. An institution is contractually committed to individual students rather than all students collectively. Therefore, the bond must be sufficient to reimburse each individual student who has remitted prepaid tuition to an institution. In those instances where negative amounts of "prepaid tuition held" exist, students are indebted to the institution for instructional services provided but which are unpaid.
- (vi) The amount of "prepaid tuition held" must be determined for each individual student and in the aggregate for the institution at least once each month (on a recurring date) during the most recently concluded fiscal year.
- (vii) Negative amounts of "prepaid tuition held" for individual students on any measurement date must not be offset against positive amounts of prepaid tuition held when determining the aggregated amount of prepaid tuition held.
- (viii) The principal amount of the guaranty bond must be the greater of \$10,000 or the highest monthly amount of aggregated "prepaid tuition held" for all students with positive balances during the fiscal year measurement period.

- (ix) The amount of "prepaid tuition held" is verifiable by an alternative calculation; i.e., it is equivalent to the excess of unearned tuition and related required fees (determined on an individual student basis) over the student's unpaid tuition and related required fees. Negative amounts of "excess" so derived must be excluded from the aggregating calculation. The summation of individual amounts so derived will equal "prepaid tuition held" determined by the method described in steps numbered i through viii above.

B. Organization. The institution ~~should~~ must be organized to provide efficient and effective administrative, program, and resource support for the attainment of its mission and purpose. The institution should demonstrate that there is an ongoing planning and evaluation process that guides its decision-making and actions.

The institution shall demonstrate that it engages in continuous planning, evaluation, and improvement. The institution must be able to demonstrate that it accomplishes its mission by presenting student data, faculty data, employment data, and other evaluative data consistent with an appropriate standard.

(1) Statement of Mission Purpose. The broad purpose of degree-granting institutions of higher education is threefold: a) the preservation and transmission of knowledge through teaching ~~in~~ at a more advanced level of than secondary education, (b) the discovery of knowledge through research, and c) the application of knowledge through public service. Diverse and varied autonomous institutions, each ~~possessed of~~ with its own special mission ~~purpose~~, offer a multiplicity of programs which collectively constitute efforts in the United States to achieve the broad purpose of higher education.

Each institution pronounces its role in the higher educational spectrum through a mission statement ~~of purpose~~. This statement, comprising the philosophy and objectives of the institution, should include definitions of the educational climate to be maintained, the character of education that students are expected to possess upon graduation, the occupational and other outcomes expected from available programs, and characteristics of attained individual growth. The statement should be operationally effective and should be periodically reviewed for possible improvement and restatement. An interval of five years is suggested as a maximum period between reviews.

The statement should describe both the concept and practice of the institution. The institution ~~should~~ must be prepared to present evidence that the various elements of its operation (i.e., faculty work, educational program, student life, finances, physical facilities, organization, and administration) are designed to support the stated ~~purpose~~ mission. The institution's integrity is to be judged according to its stated ~~purpose~~ mission, its efforts to achieve this ~~purpose~~ mission, and the degree of attainment. The statement of ~~purpose-mission~~ should must be published in the institution's catalog.

(2) Incorporation. The institution ~~should~~ must be incorporated (see standards and guidelines).

(3) Governance. The institution should operate under control of a governing board of directors. The board should be responsible for:

- (a) Achievement of all legal requirements pertaining to incorporation and operation.
- (b) Formulation of institutional policy (including policies concerning related and affiliated corporate entities and all auxiliary service(s)).
- (c) Selection and evaluation of a chief executive officer.
- (d) Appointment of subordinate staff and professional personnel.
- (e) Fiscal stability of the institution.
- (f) The institutional mission.
- (g) ~~(e)~~ Development and maintenance of bylaws consistent with the institution's ~~purpose-mission~~ and specifying the number, manner of appointment, and terms of officers and members of the board; frequency of minimum meetings per annum; format of official minutes of board meetings; and all matters related to duties, responsibilities, and procedures of the governing board and its members.

If the governing board delegates any of its policymaking or other powers, duties, or responsibilities to other parties, such delegations ~~should~~ must be approved by a majority of the membership of the board, be in writing, be recorded in the minutes, and not compromise the institution's present or future financial stability and/or capability of fulfilling commitments to students.

(4) Management. [Moved from Standard 10]. The institution shall have a governing board with specific policy making authority over the institution. There must be a clear and appropriate distinction, in writing and practice, between the policy-making functions of the governing board and the responsibility of the administration and faculty to administer and implement policy. The institution shall have a chief executive officer whose primary responsibility is to the institution and who is not the presiding officer of the board.

The governing board shall have a policy and a process to monitor conflicts of interest.

Business and financial management should be centralized and administered in a qualified and bonded business office responsible to the chief executive officer charged with supervision of the budget.

(5). Administration. Administrative responsibilities and concomitant authority should be clearly stated in writing.

- (a) Organizational charts showing lines of authority and relationships among component units, positions, and personnel should be communicated and continuously updated ~~maintained~~.

- (a) The role of each group comprising an institution (i.e., governing board, administrators, faculty, students) and the nature and extent of the involvement of each group in resolution of issues and determination of the policies should be available in writing for distribution to all constituent groups.

Standard 11

Business Practices

~~That~~ The institution, through itself or those with whom it may contract, ~~does~~ must not engage in promotion, sales, collection, credit, or other practices of any type which are false, deceptive, misleading, or unfair. [G.S. 116-15(f)(11)]

Guidelines

- A. Policies pertaining to promotion, sales, collection, credit, and other practices of any type ~~should~~ must be accurate, written, and readily available for review.
- B. Promotional materials should be readily available for review.

Standard 12

Professional Conduct

~~That~~ The chief executive officer, trustees, directors, owners, administrators, supervisors, staff, instructors, and employees of the institution must not have ~~no~~ a record of unprofessional conduct or incompetence that would reasonably call into question the overall quality of the institution. [G.S.116-15(f)(12)]

Guidelines

Credentials; accurate records of academic, administrative, and other employment; and personal history resumes ~~should~~ must be readily available for review.

Standard 13

Student Housing

~~That the~~ Any student housing owned and maintained or approved by the institution, if any, is must be appropriate, safe, and adequate. [G.S. 116-15(f)(13)]

Guidelines

All North Carolina laws shall be met with reference to the safety and health of occupants and with reference to other applicable matters.

Standard 14

Cancellation and Refund Policy

~~That~~ The institution ~~has~~ must have a fair and equitable cancellation and refund policy. [G.S. 116-15(f)(14)]

Guidelines

The institution ~~should~~ must have and maintain a fair and equitable cancellation and refund policy which applies equally to all students and that is published and disseminated to the public. Such policy ~~should~~ must appear in the catalog of the institution and other appropriate publications.

Standard 15

Institutional Agent

~~That~~ No person or agency with whom the institution contracts ~~has~~ may have a record of unprofessional conduct, or incompetence that would reasonably call into question the overall quality of the institution. [G.S. 116-15(f)(15)]

Guidelines

Appropriate information should be readily available for review concerning any person or agency with whom the institution contracts for academic or support services.

V. Regular License

To undertake post-secondary degree activity in North Carolina, an institution, through itself or through an agent, must be licensed by the Board of Governors of the University of North Carolina [G.S. 116-15(b)].

To be issued a regular license, the institution shall satisfy the Board that standards are met as required by the General Statutes of North Carolina [G.S. 116-15(f)], and comply with rules, regulations, and procedures established by the Board to effect provisions of the General Statutes [G.S. 116-15(i)].

VI. Initial License

For a new degree program proposed for licensure, the Board of Governors may in some circumstances approve an initial license that will allow institutions to offer the degree program in North Carolina but whose continuing validity must be reaffirmed based on a visit by a team of examiners and action by the Board of Governors.

Normally this visit will take place within a year of the program starting, but no later than eighteen month from the date of initiation. An initial license is normally valid for one year but in no case can it be valid for more than eighteen months.

~~VI.~~ VII. Interim Permit

An institution which meets standards for regular licensure except for having conducted post-secondary degree activity for at least two years immediately prior to submitting an application for licensure may be granted an interim permit to conduct post-secondary degree activity if the institution can demonstrate a quality of stability, experience, reputation, and performance which two years of operation would normally denote. Before the end of the period of the interim permit, the institution will be re-evaluated to determine if it qualifies for a regular license. The procedure for seeking an interim permit is the same as that for seeking regular licensure.

~~VII.~~ VIII. Procedures for Seeking Licensure

A. Preliminary Conference. The chief executive officer of an institution seeking licensure contacts the Office of the President of the University of North Carolina ~~or his designee for licensing~~ and arranges for a preliminary conference to discuss ~~the s~~Standards and procedures for applying for licensure. The mandatory, preliminary conference will take place in North Carolina at the Office of the President of the University of North Carolina.

~~B. Statement~~ Letter of Intent. If, following the preliminary conference, the chief executive officer of the institution concludes that the institution will seek licensure in the State of North Carolina, ~~does not meet the standards but that the institution should work toward achieving the standards,~~ the chief executive officer writes a letter to the Office of the President of the University of North Carolina ~~or his/her designee~~ stating the ~~intention~~ intent of the institution to apply for licensure ~~when it becomes eligible.~~ This letter should must describe the mission of the institution, the proposed degree programs for approval, and projected enrollment. ~~Following receipt of this statement of intent, the President of the University of North Carolina or his designee schedules a visit by the examiner(s) to the institution to evaluate its status of development and to review its plan for seeking licensure. If the examiner finds the status of development and plan adequate, the President or his designee provides a statement which the institution may publish in its catalog describing its status as a nonlicensed institution and its plan for meeting standards for licensure to conduct post-secondary degree activity (model statement attached as Appendix B, page 34).~~

~~C. Letter of Application.~~ ~~If, following the preliminary conference, the chief executive officer of the institution concludes that the institution can meet the required standards and decides to apply for licensure, the chief executive officer writes a letter of formal application for licensure to the President of the University of North Carolina or his designee.~~

C. Letter Of Application for Licensure.

Following receipt of the letter of intent, the Office of the President of the University of North Carolina requires that the institution submit a formal application that demonstrates it is in compliance (or will be in compliance once it hires faculty and secures appropriate facilities) with each licensure standard.

~~D. Submission of Documentation~~

~~The letter of formal~~ The application for licensure shall be accompanied by appropriate documentation that the institution meets and can maintain standards for licensure for an extended period of time. Documentation for each standard should be included in an indexed notebook. Additionally, the application shall contain a description of the policies and procedures used by the institution to monitor and assure compliance with licensure rules and procedures and continuously to evaluate and improve the quality of its programs and student services.

The application should include a copy of the institution's catalog, including addenda reflecting newly approved educational services, in published or proposed-to-be-published form. Website and electronic address(es) should also be included in the catalog.

Depending on the institution's mission, and the proposed degrees, review of the licensure application may take from six to twelve months. If an institution's application is adequate, a site visit by a Team of Examiners will be scheduled. The visit and the Team of Examiners report and recommendations may take another three months to four months.

E. D. Examination Visit.

If the application and supporting documentations indicate that the institution is ready for an examination visit, the Office of the President of the University of North Carolina ~~or his designee~~ arranges with the chief executive officer of the institution for a visit by a Team of Examiners to the campus and, if needed, other degree activity sites.

The purpose of the visit is to confirm documentation submitted by the institution evidencing compliance with ~~minimum~~ standards of good quality education and to confirm whether the institution ~~likely~~ meets the other requirements established by the Board of Governors.

~~A~~ The ~~Team of e~~Examiners is composed of at least one officer of the University of North Carolina ~~General Administration~~ Office of the President, faculty members representative of public and private sectors with the appropriate levels and fields of education, and other persons deemed necessary for a sound examination. All are appointed by the Office of the President of the University of North Carolina or his designee, and they are selected because of their expertise in specific fields related to the licensure proposal.

One member of the examining committee is appointed ~~chairman~~, with responsibility for leading the examination and preparing the team's report and recommendations.

Costs connected with the examination visit and subsequent visits, as may be necessary, such as travel, meals, lodging, and honoraria, are paid by the institution seeking licensure ~~through the University of North Carolina, Office of the President. General Administration.~~

F. E. Examiners' Report and Recommendations. Following the examination visit, the Team of Examiners prepares a report of its visit ~~to the institution~~ and a statement of recommendations concerning the institution's application for licensure.

The Team of Examiners submits the report and statement of recommendations to the Office of the President of the University of North Carolina ~~or his designee~~ within thirty days, or as soon as possible after completion of the examination.

All recommendations are advisory to the Office of the President of the University of North Carolina. The statement of recommendations accompanying the Team of Examiners' report should contain one of the following as concluding advice: (1) that the institution be issued a license, (2) that the institution be issued a license subject to completion of specified conditions, or (3) that the institution be denied a license.

G. F. Institutional Hearing. After the Team of Examiners' report and recommendations have been transmitted to the Office of the President of the University of North Carolina, ~~or his designee~~, ~~the President or his designee may, at his discretion or at the request of the institution,~~ invite the chief executive officer of the institution may be invited to the Office of the President to discuss further the report and recommendations.

H. G. Staff Review and Proposal. The staff of the Office of the President reviews the Team of Examiners' report and recommendations and any additional information that may result from an institutional hearing and submits a staff ~~proposal~~ report to the President.

I. H. Action of Board of Governors. Following submission of the Team of Examiners' report and recommendations ~~to him~~ along with a staff ~~proposal report~~, the President of the University of North Carolina submits ~~his~~ a recommendation for action on the application of the institution for licensure to the Board of Governors. Following consideration, the Board of Governors acts on the application.

J. I. Certificate of Licensure. If the Board of Governors approves the application of an institution for licensure, the ~~section in the minutes of the meeting of the Board of Governors reporting the action~~ staff narrative of the proposal in the Board Book for the meeting of the Board of Governors is will be extracted, signed by the Secretary of the University and is forwarded to the chief executive officer of the institution. The extract officially certifies that the institution is licensed to conduct post-secondary degree activity as specified.

K. J. Restriction. Licensure authorizes an institution to conduct only post-secondary degree activity, as specified by the Board of Governors.

L. K. Review of Licensure. Any institution that acquires licensure shall be subject at any time to review by the Board of Governors to determine whether the institution continues to meet standards for licensure.

An institution which seeks to conduct post-secondary activity not previously licensed shall also be subject to review (~~see page 26~~). Review may necessitate use of a Team of Examiners. Cost of review is borne by the institution.

(1) Review of licensure shall always occur if:

- (a) Two years have elapsed since the institution was licensed by the Board of Governors,
or

- (b) The institution is legally reconstituted, or
- (c) Ownership of a preponderance of all the assets of the institution changes pursuant to a single transaction or agreement or a recognizable sequence of transactions or agreements, or
- d) The institution seeks to grant additional degrees or add academic credit activity, regardless of the mode of delivery (i.e., distance education), or
- e) The institution opens another campus in another city or locality in North Carolina.

(2) Review of license may occur if:

- 1) The institution changes facilities within the same North Carolina city/town, or
- 2) The Office of the President receives substantial complaints regarding compliance with the standards, or
- 3) The institution adds concentrations or majors in a degree program that has been approved by the Board of Governors.

~~(2) (3) Notwithstanding the foregoing paragraph, if an institution has continued to be licensed and continuously conducted post-secondary degree activity in North Carolina under the same publicly registered name or series of publicly registered names since July 1, 1979, or for six consecutive years, whichever is the shorter period, and is accredited by an accrediting commission recognized by the Council on Post Secondary Accreditation, the institution shall be subject to licensure review by the Board at least every six years to determine that the institution continues to meet standards for licensure. However, should the institution (a) cease to maintain the specified accreditation, (b) become legally reconstituted, (c) have ownership of a preponderance of all assets transferred pursuant to a single transaction or agreement or a recognizable sequence of transactions or agreements to a person or organization not licensed, or (d) fail to meet standards for licensure as set forth in G.S. 116-15(f), then the institution shall be subject to licensure review by the Board every two years until a license to conduct post-secondary degree activity and the requisite accreditation have been restored for six consecutive years.~~

~~(4) (3) A regular license issued to an institution prior to the effective date of these revised rules and standards shall continue in effect following the effective date of these revised rules and standards. Review of such prior licensure shall occur when two years have elapsed since licensure was granted by the Board of Governors. If at that time the institution has continued to be licensed and continuously conducted post-secondary degree activity in North Carolina under the same publicly registered name or series of publicly registered names since July 1, 1979, or for six consecutive years, whichever is the shorter period, and is accredited by an accrediting commission recognized by the Council on Post Secondary Accreditation, the institution shall be subject to licensure review by the Board of Governors every six years to determine whether the institution continues to meet standards for licensure. Institutions licensed at the time the Board of Governors approves revisions in the rules and standards will have two years to meet requirements in the revised rules and standards. Any applicant for licensure after the approval of~~

the revised standards will be required to meet the revised rules and standards to qualify for licensure.

L. Annual Reporting. Each institution licensed by the Board of Governors ~~shall submit annually~~ shall complete an Annual Report and submit it to the Office of the President of the University of North Carolina ~~or his designee~~ along with a copy of its financial statements audited by an independent certified public accountant, a statement by an independent certified public accountant that the indemnificatory value of the tuition penal bond maintained by the institution is in excess of the maximum amount of prepaid tuition held by the institution at anytime during its fiscal year, and other information as specified by the Office of the President ~~or his designee~~.

An institution shall notify the Office of the President, in writing, if it plans to change the location of its main campus or satellite campus in North Carolina. The written notification shall be submitted at least 60 days prior to the proposed date of the change of location, unless the change is necessitated by an emergency. The institution will be contacted within 30 days of receipt of the notification, if further information is needed. The Office of the President must receive written notification of the intention of the institution to add concentrations or majors. Proposals for new concentrations and majors will be reviewed by the Office of the President to determine if any further action is needed.

M. Procedures for Seeking Licensure for New Degree Activity

An institution holding a regular license issued by the Board of Governors which seeks to conduct post-secondary degree activity not previously licensed shall complete a new degree application, similar to its original application ~~file for an amendment to its license~~ and provide documentation that the new activity complies with the rules and standards for licensure as specified herein. The documentation should include information which evidences compliance with the ~~minimum~~ standards for licensure ~~(see pages 5-20)~~. The Board of Governors shall conduct such inquiry and examination as it deems appropriate, including a review of the entire institution, to insure that the proposed degree activity meets those standards and that they can be maintained.

N. Denial and Revocation of Licensure

Any institution seeking licensure under these rules and standards that fails to meet them shall be denied a license to conduct post-secondary degree activity in North Carolina. Any institution holding a license to conduct post-secondary degree activity in North Carolina that is found by the Board of Governors not to satisfy these licensure requirements shall have its license to conduct post-secondary degree activity revoked by the Board, provided that the Board of Governors may continue in force the license of an institution deemed by the Board to be making substantial and expeditious progress toward remedying its licensure deficiencies. The institution shall be notified in writing of any staff recommendations that might result in revocation, with the grounds set forth for the action contemplated. The institution may request, in writing, within ten days of receipt of the notification, an interview to respond to the recommendation of noncompliance. In the event that the license is revoked by the Board of Governors, the institution shall be notified in writing within ten days.

XI. Exemptions

A. Institutions Continuously Conducting Post-Secondary Degree Activity in North Carolina Since July 1, 1972. Any institution that has been continuously conducting post-secondary degree activity in this state under the same publicly

registered name or series of publicly registered names since July 1, 1972, shall be exempt from the provisions for licensure upon presentation to the Board of Governors of information acceptable to the Board to substantiate such post-secondary degree activity and public registration of the institution's names. Any institution that, pursuant to a predecessor statute, had presented to the Board proof of activity and registration such that the Board granted exemption from licensure, shall continue to enjoy such exemption without further action by the Board. [G.S. 116-15(c)]

B. Programs Relative to Religious Education. No institution shall be subject to licensure under this section with respect to post-secondary degree activity based upon a program of study, equivalent experience, or achievement testing, the institutionally planned objective of which is the attainment of a degree in theology, divinity, or religious education or in any other program of study, equivalent experience, or achievement testing that is designed by the institution primarily for career preparation in a religious vocation. This exemption shall be extended to any institution with respect to each program of study, equivalent experience, and achievement test that the institution demonstrates to the satisfaction of the Board should be exempt from licensure requirements. [G.S. 116-15(d)] Institutions seeking a religious exemption shall complete the application for religious exemption and follow directions contained therein.

C. Institutions Conducting Post-Secondary Degree Activity within the Military. To the extent that an institution undertakes post-secondary degree activity on the premises of military posts or reservations located in this State for military personnel stationed on active duty there, or their dependents, or employees of the military, the institution shall be exempt from licensure requirements. [G.S. 116-15(e)] If the institution offers or conducts post-secondary degree activity for other persons, the institution shall be subject to licensure. Institutions seeking a military exemption shall send written correspondence to the Office of the President identifying the military base and the degrees that will be offered. Institutions shall also present annual reports to the Office of the Presidents describing degree activity and enrollments.

XII. Enforcement

The Board of Governors shall call to the attention of the Attorney General, for such action as the Attorney General may deem appropriate, any institution failing to comply with these requirements for licensure.

XII. Licensure Fees

All institutions applying for or receiving licensure to conduct educational activities in North Carolina must pay licensing fees and annual fees based on the schedule in Appendix B.

Appendix A

From the General Statutes of North Carolina:

§ 116-15. Licensing of certain nonpublic post-secondary educational institutions.

(a1) The General Assembly of North Carolina in recognition of the importance of higher education and of the particular significance attached to the personal credentials accessible through higher education and in consonance with statutory law of this State making unlawful any “unfair or deceptive acts or practices in the conduct of any trade or commerce,” hereby declares it the policy of this State that all institutions conducting post-secondary degree activity in this State that are not subject to Chapter 115 or 115D of the General Statutes, nor some other section of Chapter 116 of the General Statutes shall be subject to licensure under this section except as the institution or a particular activity of the institution may be exempt from licensure by one or another provision of this section.

(a2) Definitions. – As used in this section the following terms are defined as set forth in this subsection:

- (1) “Post-secondary degree”. - A credential conferring on the recipient thereof the title of “Associate”, “Bachelor”, “Master”, or “Doctor”, or an equivalent title, signifying educational attainment based on (i) study, (ii) a substitute for study in the form of equivalent experience or achievement testing, or (iii) a combination of the foregoing; provided, that “post-secondary degree” shall not include any honorary degree or other so-called “unearned” degree.
- (2) “Institution”. - Any sole proprietorship, group, partnership, venture, society, company, corporation, school, college, or university that engages in, purports to engage in, or intends to engage in any type of post-secondary degree activity.
- (3) “Post-secondary degree activity”. - Any of the following is “post-secondary degree activity”:
 - a. Awarding a post-secondary degree.
 - b. Conducting or offering study, experience, or testing for an individual or certifying prior successful completion by an individual of study, experience, or testing, under the representation that the individual successfully completing the study, experience, or testing will be awarded therefore, at least in part, a post-secondary degree.
- (4) “Publicly registered name”. - The name of any sole proprietorship, group, partnership, venture, society, company, corporation, school, college, or institution that appears as the subject of any Articles of Incorporation, Articles of Amendment, or Certificate of Authority to Transact Business or to Conduct Affairs, properly filed with the Secretary of State of North Carolina and currently in force.
- (5) “Board”. - The Board of Governors of The University of North Carolina.
- (b) Required License. - No institution subject to this section shall undertake post-secondary degree activity in this State, whether through itself or through an agent, unless the institution is licensed as provided in this section to conduct post-secondary degree activity or is exempt from licensure under this section as hereinafter provided.
- (c) Exemption from Licensure. - Any institution that has been continuously conducting post-secondary degree activity in this State under the same publicly registered name or series of publicly registered names since July 1, 1972, shall be exempt from the provisions for licensure under this section upon presentation to the Board of information acceptable to the Board to substantiate such post-secondary degree activity and public registration of the institution’s names. Any institution that, pursuant to a predecessor statute to this subsection,

had presented to the Board proof of activity and registration such that the Board granted exemption from licensure, shall continue to enjoy such exemption without further action by the Board.

- (d) Exemption of Institutions Relative to Religious Education. - Notwithstanding any other provision of this section, no institution shall be subject to licensure under this section with respect to post-secondary degree activity based upon a program of study, equivalent experience, or achievement testing the institutionally planned objective of which is the attainment of a degree in theology, divinity, or religious education or in any other program of study, equivalent experience, or achievement testing that is designed by the institution primarily for career preparation in a religious vocation. This exemption shall be extended to any institution with respect to each program of study, equivalent experience, and achievement test that the institution demonstrates to the satisfaction of the Board should be exempt under this subsection.
- (e) Post-secondary Degree Activity within the Military. - To the extent that an institution undertakes post-secondary degree activity on the premises of military posts or reservations located in this State for military personnel stationed on active duty there, or their dependents, the institution shall be exempt from the licensure requirements of this section.
- (f) Standards for Licensure. - To receive a license to conduct post-secondary degree activity in this State, an institution shall satisfy the Board that the institution has met the following standards:
 - (1) That the institution is State-chartered. If chartered by a state or sovereignty other than North Carolina, the institution shall also obtain a Certificate of Authority to Transact Business or to Conduct Affairs in North Carolina issued by the Secretary of State of North Carolina;
 - (2) That the institution has been conducting post-secondary degree activity in a state or sovereignty other than North Carolina during consecutive, regular-term, academic semesters, exclusive of summer sessions, for at least the two years immediately prior to submitting an application for licensure under this section, or has been conducting with enrolled students, for a like period in this State or some other state or sovereignty, post-secondary educational activity not related to a post-secondary degree; provided, that an institution may be temporarily relieved of this standard under the conditions set forth in subsection (i), below;
 - (3) That the substance of each course or program of study, equivalent experience, or achievement test is such as may reasonably and adequately achieve the stated objective for which the study, experience, or test is offered or to be certified as successfully completed;
 - (4) That the institution has adequate space, equipment, instructional materials, and personnel available to it to provide education of good quality;
 - (5) That the education, experience, and other qualifications of directors, administrators, supervisors, and instructors are such as may reasonably insure that the students will receive, or will be reliably certified to have received, education consistent with the stated objectives of any course or program of study, equivalent experience, or achievement test offered by the institution;
 - (6) That the institution provides students and other interested persons with a catalog or brochure containing information describing the substance, objectives, and duration of the study, equivalent experience, and achievement testing offered, a schedule of related tuition, fees, and all other necessary charges and expenses, cancellation and refund policies, and such other material facts concerning the institution and the program or course of study, equivalent experience, and achievement testing as are reasonably likely to affect the decision of the student to enroll therein, together with any other disclosures

- that may be specified by the Board; and that such information is provided to prospective students prior to enrollment;
- (7) That upon satisfactory completion of study, equivalent experience, or achievement test, the student is given appropriate educational credentials by the institution, indicating that the relevant study, equivalent experience, or achievement testing has been satisfactorily completed by the students;
 - (8) That records are maintained by the institution adequate to reflect the application of relevant performance or grading standards to each enrolled student;
 - (9) That the institution is maintained and operated in compliance with all pertinent ordinances and laws, including rules and regulations adopted pursuant thereto, relative to the safety and health of all persons upon the premises of the institution;
 - (10) That the institution is financially sound and capable of fulfilling its commitments to students and that the institution has provided a bond as provided in subsection (f1) of this section;
 - (11) That the institution, through itself or those with whom it may contract, does not engage in promotion, sales, collection, credit, or other practices of any type which are false, deceptive, misleading, or unfair;
 - (12) That the chief executive officer, trustees, directors, owners, administrators, supervisors, staff, instructors, and employees of the institution have no record of unprofessional conduct or incompetence that would reasonably call into question the overall quality of the institution;
 - (13) That the student housing owned, maintained, or approved by the institution, if any, is appropriate, safe, and adequate;
 - (14) That the institution has a fair and equitable cancellation and refund policy; and
 - (15) That no person or agency with whom the institution contracts has a record of unprofessional conduct or incompetence that would reasonably call into question the overall quality of the institution.
- (f1) (1) A guaranty bond is required for each institution that is licensed. The Board may revoke the license of an institution that fails to maintain a bond pursuant to this subsection. If the institution has provided a bond pursuant to G.S. 115D-95, the Board may waive the bond requirement under this subsection. The Board may not waive the bond requirement under this subsection if the applicant has provided an alternative to a guaranty bond under G.S. 115D-95©.
- (2) When application is made for a license or license renewal, the applicant shall file guaranty bond with the clerk of the superior court of the county in which the institution will be located. The bond shall be in favor of the students. The bond shall be executed by the applicant as principal and by a bonding company authorized to do business in this State. The bond shall be conditioned to provide indemnification to any student, or his parent or guardian, who has suffered a loss of tuition or any fees by reason of the failure of the institution to offer or complete student instruction, academic services, or other goods and services related to course enrollment for any reason, including the suspension, revocation, or non-renewal of an institution's license, bankruptcy, foreclosure, or the institution ceasing to operate. The bond shall be in an amount determined by the Board to be adequate to provide indemnification to any student, or his parent or guardian, under the terms of the bond. The bond amount for an institution shall be at least equal to the maximum amount of prepaid tuition held at any time during the last fiscal year by the institution. The bond amount shall also be at least ten thousand dollars (\$10,000). Each application for a license shall include a letter signed by an authorized representative of the institution showing in detail the calculations made and the method of computing the amount of the bond, pursuant to this subdivision and the rules of the Board. If the Board finds that the calculations made and the method of

computing the amount of the bond are inaccurate or that the amount of the bond is otherwise inadequate to provide indemnification under the terms of the bond, the Board may require the applicant to provide an additional bond. The bond shall remain in force and effect until cancelled by the guarantor. The guarantor may cancel the bond upon 30 days notice to the Board. Cancellation of the bond shall not affect any liability incurred or accrued prior to the termination of the notice period.

- (g) Review of Licensure. - Any institution that acquires licensure under this section shall be subject to review by the Board to determine that the institution continues to meet the standard for licensure of subsection (f), above. Review of such licensure by the Board shall always occur if the institution is legally reconstituted, or if ownership of a preponderance of all the assets of the institution changes pursuant to a single transaction or agreement or a recognizable sequence of transactions or agreements, or if two years has elapsed since licensure of the institution was granted by the Board. Notwithstanding the foregoing paragraph, if an institution has continued to be licensed under this section and continuously conducted post-secondary degree activity in this State under the same publicly registered name or series of publicly registered names since July 1, 1979, or for six consecutive years, whichever is the shorter period, and is accredited by an accrediting commission recognized by the Council on Post-Secondary Accreditation, such institution shall be subject to licensure review by the Board every six years to determine that the institution continues to meet the standard for licensure of subsection (f), above. However, should such an institution cease to maintain the specified accreditation, become legally reconstituted, have ownership of a preponderance of all its assets transferred pursuant to a single transaction or agreement or a recognizable sequence of transactions or agreements to a person or organization not licensed under this section, or fail to meet the standard for licensure of subsection (f), above, then the institution shall be subject to licensure review by the Board every two years until a license to conduct post-secondary degree activity and the requisite accreditation have been restored for six consecutive years.
- (h) Denial and Revocation of Licensure. - Any institution seeking licensure under the provisions of this section that fails to meet the licensure requirements of this section shall be denied a license to conduct post-secondary degree activity in this State. Any institution holding a license to conduct post-secondary degree activity in this State that is found by the Board of Governors not to satisfy the licensure requirements of this section shall have its license to conduct post-secondary degree activity in this State revoked by the Board; provided, that the Board of Governors may continue in force the license of an institution deemed by the Board to be making substantial and expeditious progress toward remedying its licensure deficiencies.
- (i) Regulatory Authority in the Board. - The Board shall have authority to establish such rules, regulations, and procedures as it may deem necessary or appropriate to effect the provisions of this section. Such rules, regulations, and procedures may include provision for the granting of an interim permit to conduct post-secondary degree activity in this State to an institution seeking licensure but lacking the two-year period of activity prescribed by subsection (f)(2), above.
- (j) Enforcement Authority in the Attorney General. - The Board shall call to the attention of the Attorney General, for such action as he may deem appropriate, any institution failing to comply with the requirements of this section.
- (k) Severability. - The provisions of this section are severable, and, if any provision of this section is declared unconstitutional or invalid by the courts, such declaration shall not affect the validity of the section as a whole or any provision other than the provision so declared to be unconstitutional or invalid. (1971, c. 1244, s. 1; 1973, c. 1331, s. 3; 1975, c. 268; 1977, c.

563, ss. 1-4; 1979, c. 896, s. 13; 1979, 2nd Sess., c. 1130, s. 1; 1983 (Reg. Sess., 1984), c. 1006; 1989 (Reg. Sess., 1990), c. 824, s. 2; 1997-456, s. 27.)

APPENDIX B

Model Statement for Catalog of Institution Seeking Licensure

~~_____ College was chartered by the State of North Carolina on _____ to operate as a nonprofit (or proprietary) educational institution. However, _____ College is not licensed at the present time to conduct post-secondary degree activity.~~

~~On _____ College notified the President of the University of North Carolina that the institution intends to apply for a license to conduct post-secondary degree activity when it becomes eligible to do so. Eligibility of an institution to conduct post-secondary degree activity, as required by the State's licensing authority, is largely contingent upon the institution's achievement of the minimum standards set by the licensing authority. The State's licensing authority has visited _____ College, evaluated its status of development and reviewed its plan for seeking licensure. If and when the institution meets the minimum standards, it will be authorized to conduct post-secondary degree activity.~~

Appendix B

Fee Structure for Licensing Post-secondary Institutions in North Carolina

Initial Fee: \$4,000

Fee includes up to 4 degrees at the associate or bachelor's level or two degrees at the master's level or one degree at the doctoral or first professional level if reviewed at the time of initial application.

Fee per degree program for additional degree Programs (initially or later):

Courses	<u>\$500</u>
Associate	<u>\$1,000</u>
Bachelor's	<u>\$1,500</u>
Master's	<u>\$2,000</u>
Doctoral/First Professional	<u>\$3,000</u>

Annual Fees for existing programs:

Number of Existing Degree Program:

0-5	<u>\$1,000</u>
6-10	<u>\$1,500</u>
11-15	<u>\$2,000</u>
16-20	<u>\$2,500</u>
21-25	<u>\$3,000</u>
26-30	<u>\$3,500</u>
Over 30	<u>\$4,000</u>

Normal Stipend for Visiting Team:

Chair & Report Writer:	<u>\$1,800</u>
Committee Members	<u>\$ 800</u>

The institution seeking licensure shall be responsible for the stipends and all travel expenses for the visiting team of examiners and for the travel expenses for representatives of the Office of the President.

Reports to Committee on Education Planning Policies and Programs

I. Reports to General Assembly - Approved by EPPP and BOG

Title of Report	Frequency	Person Responsible	Date Due to General Assembly
UNC-CSLD Report on Professional Development	Annual	Thompson/Gerringer	9/15
Report on Turfgrass Environmental Research and Education	Annual (final '04)	Lea	3/1
Annual Report on UNC Enrollment Planning	Annual	Mabe	12/15
Third Annual Report on Teacher Assistant Scholarship Fund	Annual	Kanoy	3/1
Report on Teacher Education/Distance Ed	Annual	Thompson/Bataille/Sadler	Not specified
Report Principal Supply and Demand	Annual	Thompson/Sneeden	3/1
Monitoring the Progress of NC Graduates Entering Primary Care Careers	Annual	Bacon	12/1
Primary Care Medical Education Plans	Biennial	Bacon	5/1
Report on Plans to Increase Mid-Level Primary Health Care Providers	Biennial	Mabe	5/1
Report on Expanding Access to Higher Education through State-Funded Distance Education Programs (Distance Learning Report)	Biennial	Sadler	5/1/04
Report on Measures Used in Decision Making for Incoming Freshmen for Admission and Placement	Two Reports (final)	Kanoy	2/25/02 and 12/1/03
Report on Academic Common Market	End of 12/03 & end of 1/05	Howard-Vital	By end of 12/03 and end of 1/05
Engineering Feasibility Study	One Time	Mabe	03/21/03
Prospective Teacher Scholar Program	One-Time	Kanoy	11/15/02
Report on the Pharmacy Study	One-Time	Bataille	03/06/02
Report on Dentistry	One-Time	Bataille	07/12/02
Film Industry Feasibility Study	One-Time	Bataille	04/01/04

II. Regular Reports to the Planning Committee and BOG (for vote)

Title of Report	Frequency	Person Responsible	Last Date Given
Revisions to the Articulation Agreement between UNC and the NCCCS	As needed	Kanoy	01/08/04
Annual Report on Research and Sponsored Programs and Public Service	Annual	Lea	03/29/03
Report on Remedial/Developmental Instruction in UNC Institutions	Annual	Kanoy/Mabe	03/18/04
IHE Performance Report	Annual	Thompson	03/20/03
Biennial Report on Academic Degree Program Productivity Report	Biennial	Mabe/Sadler	10/10/03
Long-Range Plan	Biennial	Mabe/Sadler	01/09/04
Biennial Report on Centers and Institutes	Biennial	Lea	01/09/04

III. Periodic Reports Requiring Committee and Board Action

Revision of Mission Statements	Biennial	Mabe
Reports on Program Changes (Plan [doctoral], Establish, Discontinue)	As needed	Mabe
Reports on Request for Authorization to Establish Centers/Institutes	As needed	Lea/Klimas
Request for Policy changes within UNC which are within the purview of the Planning Comm	As needed	Staff
Management Flexibility for Information Tech	As needed	Render
Request to Establish, Discontinue or Change the Name of an Institutional school	As needed	Mabe
Report on Diversity Planning	As needed	Kanoy, Howard-Vital
Task Force on Meeting Teacher Supply and Demand	As needed	Thompson
Reports on Request for Licensure	As needed	Howard-Vital

IV. Reports to Planning Committee (for information)

Title of Report		Person Responsible	Last Date Given
Report on Passing Rates on Law Board Exam	Annual	Mabe	09/11/03
Report on Enrollment Planning	Annual	Mabe	01/09/04
Annual Report on Enrollment	Annual	Mabe	11/13/03
2003 NCLEX-RN Nursing Results and Report on Enrollment and Degrees Conferred	Annual	Mabe	03/18/04
Report on Retention, Graduation, and Time to Degree	Annual	Mabe/Kanoy	03/18/04
Report on Academic Degree Program Development	Semi-Annual (Sept - March)	Mabe	3/ /18/04
Report on Faculty Teaching Workload	Annual	Mabe	05/13/04
Annual Report on the Training, Monitoring, and Evaluation of Graduate Teaching Assistants (GTAs)	Annual	Brown	07/08/04
Financial and Non-Financial Indicators	Annual	Mabe	06/20/02
Special Legislative Scholarship Program	Annual	McDuffie	09/12/02
Annual Report of the Committee on Educational Planning, Policies, and Programs	Annual	Mabe	11/13/03
Report on Internationalization	Annual	Brown	05/08/03
NC QUEST Title IIA Grant Program	Annual	Thompson	05/08/03
Inventory and Status Report on Recently Established Academic Programs	Biennial	Mabe/Sadler	01/09/03

V. Recent Reports to Planning Committee

Title of Report	Person Responsible	Last Date Given
Report on the Task Force on the NC Nursing Workforce	Mabe/Bataille	5/13/04
Report on Nursing Task Force	Mabe/Bataille	2/12/04
Interim Report on Task Force on Meeting Teacher Supply and Demand	Thompson	1/8/04
Report to the President on UNC Teacher Education Programs' Service to Alternative Pathways Teachers	Thompson	1/8/04
Profile on Master's Level Education in UNC	Mabe	5/8/03
Report on Recommendations to Increase Supply of Nurses in North Carolina	Mabe	3/18/04
Report on Biomanufacturing Training and Education Initiative	Mabe	8/7/03
UNC in Washington program	Kanoy/Atkins	5/13/04
Report on College Access Initiatives in North Carolina	Kanoy	9/12/02
Report on General Studies Curriculum	Kanoy	2/13/03
Report on UNC Foreign Language Access Committee	Brown	2/13/03