

**Request for Authorization to Discontinue
the Bachelor of Science Program in Industrial Technology, Electronics at
Appalachian State University**

Requested Action

Appalachian State University requests that the Bachelor of Science in Industrial Technology, Electronics (CIP #15.0303) be removed from the UNC Academic Program Inventory.

Rationale

This proposal is based both upon the program's low enrollment and our Appalachian State's need to optimize the use of the space that it currently occupied. They plan to admit no new students into the program as of Fall 2005 but would, of course, make provision for all of those currently enrolled to complete it.

Recommendation

It is recommended that the Board of Governors approve the request to discontinue the Bachelor of Science in Industrial Technology, Electronics at Appalachian State University, effective March 18, 2005.

Request for Authorization to Establish a Bachelor of Science Degree in Biotechnology at the University of North Carolina at Pembroke

Introduction

The University of North Carolina at Pembroke notified the Office of the President of its intent to plan a new degree program in Biotechnology Research (26.0616) on February 5, 2004. UNCP seeks authorization to establish the degree program in August 2005.

Program Description

The Bachelor of Science in Biotechnology is a new interdepartmental degree that will draw from the strengths of the Biology Department and Department of Chemistry and Physics. Presently both departments offer a concentration in biotechnology, and they possess resources needed for the proposed degree program. New courses will be incorporated that have been designed as part of an existing five year plan for the two departments. The proposed degree will offer a balanced curriculum that has a sound foundation in mathematics and chemistry to students interested in pursuing careers in the biotechnology industry. Moreover, the interdepartmental program will strengthen UNCP's College of Arts and Sciences by providing a point of focus in two of the College's departments.

The "theory-into-practice" curriculum has been designed to be relevant to contemporary challenges and issues in biotechnology. Students will learn the important technologies currently used in the biotechnology industry for research, bio-manufacturing, biological and chemical analysis and the business of biotechnology. Graduates will also be prepared for direct entry into a profession in biotechnology or transition into graduate studies in biology, chemistry, and biotechnology. The proposed biotechnology degree program also has an internship component that will 1) provide real-world opportunities for applications, 2) facilitate the development of partnerships with the biotechnology sector (and hopefully lead to increased research and professional opportunities for UNCP faculty), 3) create a mechanism and encourage technology transfer between the university and the biotechnology industry, and 4) expand possibilities for UNCP to compete for funding to expand and sustain existing programs.

Program Need

The University of North Carolina Pembroke has been designated a focused growth campus. The proposed Biotechnology degree correlates with the statewide biotechnology initiatives and major institutional goals to prepare graduates to contribute to the knowledge economy of the 21st century. The proposed Bachelor of Science in Biotechnology Research results from significant resources employed by the state to support the development of the biotechnology manufacturing and business sector in North Carolina. Economic indicators predict that the biotechnology business sector is an important growth area in the state's economy for the next twenty years.

The proposed degree is intended to be a vehicle to 1) enhance regional economic development by attracting companies and business to Southeast North Carolina, 2) support the expansion of the biotechnology sector into rural parts of the state, and 3)

develop partnership relationships with regional community colleges to provide seamless biotechnology articulations. Moreover, the proposed degree program will prepare graduates who are more competitive in the biotechnology sector. Further, the Biotechnology degree program is in accordance with UNCP's plans to strengthen its faculty, curriculum, and quality of instruction. It is projected that by the fourth year of the degree program, the proposed biotechnology degree program will have enrolled 28 majors.

Resources

The proposed interdisciplinary degree program will require the establishment of only two more courses. Library resources are adequate for the near future. The computing needs are more than adequate to serve the proposed program. Collaboration between the two departments will cover the immediate required needs. Additional grant funds will be sought to fund any new equipment needs.

Recommendation

It is recommended that the Board of Governors approve UNCP's request to establish a bachelors of science in Bachelor of Science in Biotechnology effective August 2005.

Request for Authorization to Establish a Specialist in School Psychology Degree at Appalachian State University

Introduction

Appalachian State University notified the Office of the President of its intent to request authorization for a Specialist in School Psychology degree (CIP# 51.2305) in November 2004. ASU requests approval to establish the program in April 2005.

Program Description

ASU requests that the current Certificate of Advanced Study (CAS) offered in the School Psychology program be converted from a certificate designation to a degree, Specialist in School Psychology (SSP), which is nationally recognized as the appropriate degree for 30 hours of coursework taken beyond the master's degree. The ASU School Psychology program is a 72-hour program accredited by the National Association of School Psychologists (NASP) and housed in the Department of Psychology. From its inception, the awarded terminal degree has been the MA degree and a Certificate of Advanced Study (CAS), which is awarded for the approximately 30 hours taken beyond the MA degree requirements. The coursework for the requested SSP degree will be the same as that for the current CAS.

Justification

Many states have rewritten their salary regulations in recent years resulting in ASU School Psychology graduates not being paid on the advanced degree salary schedule by departments of public instruction. Many states do not recognize the CAS as a degree. An SSP degree would have the advantage of making the depth and breadth of the ASU School Psychology program more apparent to state certification officers and prospective employers. Converting the CAS to an SSP degree is consistent with national trends in school psychology programs.

Resources

No additional resources are required to designate the existing certificate as a degree.

Recommendation

It is recommended that the Board of Governors approve the request to establish a Specialist in School Psychology degree (CIP# 42.1701) at Appalachian State University effective April 2005.

Request for Authorization to Establish a Master of Arts in Teaching Degree at North Carolina A&T State University

Introduction

NCA&TSU notified the UNC Office of the President of its intent to plan a Master of Arts in Teaching degree (CIP# 13.1299) in January 2005. The university requests authorization to establish the program in August 2005.

Program Description

NCA&TSU proposes to establish a Master of Arts in Teaching degree leading to advanced licensure in a teaching field. Initial teaching fields that will be offered through this degree include Elementary Education, Special Education, and Social Studies. Candidates may choose to complete only the first phase of the MAT program, called Phase I: Licensure. Successful completion of this phase will result in a recommendation for the initial "A" license. Advanced competency work will lead to the "M" license.

Program Need

The degree program is designed for college graduates who have decided to enter the teaching profession, many of whom will already be lateral entry teachers, teachers changing fields, and prospective candidates who are taking coursework before entering the classroom. The program is one approach to addressing the critical teacher shortage. Post-baccalaureate students accepted to this program will have the academic credentials and maturity necessary to complete both introductory and advanced work in teacher education at the graduate level.

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 Arts in Teaching degree (CIP# 13.1299) at North Carolina A&T State University effective August 2005.

Request for Authorization to Establish a Master of Arts in Education Degree in Reading Education at North Carolina A&T State University

Introduction

NCA&TSU notified the UNC Office of the President of its intent to plan a Master of Arts in Education degree in Reading Education (CIP# 13.1315) in January 2005. The university requests authorization to establish the program in August 2005.

Program Description

The MAEd in Reading program has been developed to meet the current requirements of advanced licensure in Reading Education and the current standards of the International Reading Association. It consists of fifteen hours of core courses that meet foundational, research, technology, diversity, and pedagogical requirements, and 24 hours of specialized advanced courses in Reading Education. The Capstone Experience, either a National Board-like portfolio or a Master's research project, provides students opportunity to reflect on their experiences and learning in the programs. Two comprehensive examinations are required, one after completion of the core courses and the second after completion of all coursework except the Capstone Experience.

Program Need

The proposed program is another component of North Carolina A&T State University's response to the existing teacher shortage and the need for current and prospective teachers to obtain advanced teaching credentials. The degree program will have a goal of preparing professionals who demonstrate competence in developing and implementing pedagogically sound instruction in reading for learners who have diverse needs, backgrounds, interests, and who differ culturally and linguistically.

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 an MAEd degree in Reading Education (CIP# 13.1315) at North Carolina A&T State University effective August 2005.

Request for Authorization to Establish a Master of Social Work Degree at North Carolina State University

Introduction

NCSU notified the UNC Office of the President of its intent to plan a Master of Social Work degree (CIP# 44.0701) in November 2003. The university requests authorization to establish the program in August 2005.

Program Description

The proposed MSW would prepare students for advanced social work practice in either Direct Practice (with individuals, families, or groups) or Community Partnerships (social work administration and community practice). In each area of social work practice students can pursue either the Children & Families Specialty or the Mental Health Specialty. Adhering to the standard for graduate social work in the US, the MSW program will be 60 credit hours of class and field work taken in either a full-time program (two years) or part-time program (three years).

Program Need

Demand for the MSW program is strong as supported by local feasibility study data and national labor market projections. According to the US Bureau of Labor Statistics, "The rapidly growing elderly population and the aging baby boom generation will create greater demand for health and social services, resulting in particularly rapid job growth in gerontology social workers. Many job openings also will stem from the need to replace social workers who leave the occupation." The proposed program fits a market niche in the Research Triangle, providing an option for employed individuals seeking courses offered on a weekend and evening basis. Many health and human services agencies' state and regional offices are located in Raleigh. Strong interest in such as program has been expressed by individuals working in the region and by students enrolled in NCSU's Bachelor of Social Work program. An advanced degree in social work has become the standard for many positions including those in health settings and clinical work. By the fourth year of the program, it is anticipated that 20 full-time and 45 part-time students will be enrolled.

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 an Master of Social Work degree (CIP# 44.0701) at North Carolina State University effective August 2005.



The University of North Carolina

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Appalachian State
University

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February 22, 2005

MEMORANDUM

TO: Committee on Educational Planning, Policies, and Programs

FROM: Molly Corbett Broad *MCB*

SUBJECT: Licensure of South College to Offer Degree Programs at Asheville, North Carolina

The Board of Governors of The University of North Carolina is charged under North Carolina General Statute Section 116-15 with responsibility for licensing nonpublic educational institutions to conduct post-secondary degree activity in North Carolina. On February 8, 1974, the Board adopted its rules and standards for licensing nonpublic educational institutions to confer degrees. Following several refinements of the rules and standards, the Board on October 9, 1998, approved the present revision in compliance with 1984 amendments to G.S. 116-15 and in recognition of the growing importance of distance learning in the delivery of instruction.

Ms. Elaine Cue, Executive Director at South College (hereby referred to as "the Institution") sent a letter of intent on behalf of South College to apply for licensure to conduct degree programs in the following areas:

Associate in Applied Science in Criminal Justice
Associate of Applied Science in Physical Therapy Assistant
Bachelor of Science in Legal Studies

In response, Dr. Michelle Howard-Vital requested that the Institution submit an application describing proposed degree activity and demonstrating how it will comply with licensure standards "to provide an education of good quality." After review of the application, Dr. Howard-Vital appointed a Team of Examiners to visit the campus site of the proposed degree programs to judge whether the Institution meets criteria for licensure as set forth by the Board of Governors of The University of North Carolina. The Team visited South College on October 12-13, 2004 and submitted its preliminary report on November 23, 2004.

The Team recommended that South College be licensed to conduct the above degree programs at Asheville, North Carolina, subject to completion of all recommendations of the Team of Examiners. A summary of the site visit, the review process, and the recommendation of the Office of the President is attached for your examination.

Subsequently, by letter dated February 16, 2005, South College notified the Office of the President that it accepts all of the Team's recommendations, has implemented some already, and will implement the remainder, immediately. The Office of the President concurs with the Team's recommendations and accepts the commitment of South College to implement them. Therefore, I recommend that a regular license be issued to the Institution to conduct the degree programs listed above at Asheville, North Carolina, subject to annual reports and review at any time. After two years have elapsed following licensure, South College will be reviewed again, to judge whether the Institution continues to maintain standards for licensure.

Enclosure: Summary

March 2005

Summary of Visit for Licensure by Team of Examiners to South College in Asheville, North Carolina

Background on South College- Asheville, North Carolina

South College-Asheville began as Cecil's Business College in 1905. The College was initially licensed to offer Associate of Applied Science degrees in 1975. Effective November 1, 1998, South College of North Carolina, Inc. purchased Cecil's College from Executive Schools, Inc. Effective November 1, 1998, all of the assets of Executive Schools, Inc., doing business as Cecil's College, were transferred to the new owner, South College of North Carolina, Inc. The name of Cecil's College was changed to South College-Asheville in February, 2002.

South College-Asheville is accredited by the Accrediting Council for Independent Colleges and Schools (ACICS). The Medical Assisting program is accredited by the Commission on Accreditation of Allied Health Education Programs on recommendation of the Committee on Accreditation for Medical Assistant Education. South College-Asheville was licensed on October 13, 2000 by the Board of Governors of The University of North Carolina to offer the Associate of Applied Science degree in the following six areas: Accounting, Business Administration, Medical Assisting, Network Technology, Office Technology, and Office Administration.

Another South College is located in Knoxville, Tennessee, and it is owned by the same persons who own South College -Asheville. The South College-Tennessee is authorized by the Tennessee Higher Education Commission to confer Bachelor of Science, Bachelor of Business Administration, and Associate of Science degrees, as well as various certificate level programs. It is also accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate and associate degrees.

October 12-13, 2004 Visit of Team of Examiners

On March 25, 2004, South College contacted the Office of the President to inquire about approval to offer two new associate degree programs: an Associate of Applied Science in Criminal Justice and an associate degree in Physical Therapy Assistant. Dr. Howard-Vital responded to the College's inquiry and informed the institution that an updated application and a site visit would be required to review the proposed degree programs.

On August 3, 2004, South College informed the Office of the President that the required application would be forwarded to the Office of the President for review. On August 16, 2004, the Office of the President received an application and updated materials. South College's application proposed that the institution offer a Bachelor of Science degree in Legal Studies, in addition to the previously mentioned associate degree programs. The application contained an overview of the proposed degree programs, updated catalog, faculty resumes, library update, and other information related to the Rules and Standards.

Dr. Howard-Vital appointed a Team of Examiners to evaluate the aforementioned materials and to conduct the site visit to South College to determine compliance with the licensure standards contained in The University of North Carolina Board of Governors Rules and Standards: Licensing Nonpublic Institutions to Conduct Degree Activity in North Carolina (revised October 1998).

A Team of Examiners visited South College-Asheville on October 12-13, 2004. Dr. Howard-Vital requested that the Team of Examiners 1) review the proposed new associate and baccalaureate degree programs, and 2) review the previously licensed associate degree programs.

The Team of Examiners included Dr. Richard E. Neel (Chair), Dean Emeritus, Belk College of Business Administration and Professor of Economics Emeritus, The University of North Carolina at Charlotte; Dr. Joe N. Cagle, Chair, Criminal Justice and Paralegal Department, Gaston College and Attorney and Counselor at Law; Dr. Jack Hogue, Assistant Dean for Student Affairs, Belk College of Business Administration; Ms. Betty Jones, Chair, Medical Assisting and Phlebotomy Department, Gaston College; Dr. William Stahl, University Librarian, Western Carolina University; Dr. George Wilson, Professor, Criminal Justice, North Carolina Central University; and Dr. Michelle Howard-Vital, Associate Vice President for Academic Affairs, The University of North Carolina (ex-officio).

Either prior to the visit or during the visit, the Team of Examiners reviewed several documents including the licensure applications for the three proposed programs and the accompanying exhibits, a copy of the South College-Asheville 2003-2004 Catalog, enrollment data, course syllabi, a copy of the South College-Asheville Faculty Handbook, the Executive Summary of the Institutional Effectiveness Plan (IEP), curriculum vitae of faculty members, faculty personnel files, library resources, computer resources, educational facilities, budget data, audited financial statements, and student records.

During the visit, the team met with Stephen A. South, Owner; R. Elaine Cue, Executive Director and Dean of Academic Affairs; Robert Davis, Head Librarian; Anne Moss, Office Manager; Michael Darnell, Director of Admissions; James Devine, Director of Financial Aid; Patricia Bernarding, Acting Department Chair, General Studies; Annie Butzner, Department Chair, Medical Assisting; Monte Clampett, Department Chair, Criminal Justice; Robert Pike, Jr., Department Chair, Business Administration; Dr. Susan Russo, Department Chair, Paralegal Studies and the proposed bachelor's degree program in Legal Studies; Vicki W. Samuels, Department Chair, Physical Therapy Assistant; Cyndi R. Slocumb, Department Chair, Network Technology; Regina L. Candler, part-time faculty member, Medical Assisting; Loretta Carlton, part-time faculty member, General Studies; Patricia David, part-time faculty member, Medical Assisting; Sue Hunt, part-time faculty member, Medical Assisting; Dale Karl, part-time faculty member, General Studies; Tara Luhrs, full-time faculty member, Surgical Technology certificate

program; Emory Underwood, part-time faculty member, Network Technology; Mary Ellen Wilson, part-time faculty member, Medical Assisting; and seven students.

A Preliminary Report was forwarded to the Office of the President by the chair of the Team of Examiners on November 23, 2004. The preliminary report was sent to South College to review for errors of fact or omissions by Dr. Howard-Vital on November 24, 2004. The Final Report was forwarded to South College on December 10, 2004.

In its Final Report, the Team of Examiners recommended that South College be licensed to offer the Associate in Applied Science in Criminal Justice and Physical Therapy Assistant, subject to compliance with all recommendations contained in the report. Additionally, the Team recommended that South College be authorized to offer the Bachelor of Science in Legal Studies. The Team of Examiners further recommended that the license of South College to offer the previously licensed associate degree programs (in Accounting, Business Administration, Medical Assisting, Network Technology, Office Technology, and Office Administration) be continued, subject to compliance with all the recommendations contained in the report.

The Team of Examiners delineated twenty-six recommendations to the attention of South College so that it could come into compliance with the Rules and Standards. South College responded to these recommendations in correspondence dated December 15, 2004 and January 21, 2005. The Team reviewed the Institution's responses. On February 6, 2005, the chair of the Team of Examiners forwarded the Team's review of the replies of South College to the Office of the President. The Institution's responses led to further dialog among Team members and four new, but related, recommendations were added concerning organizational structure. In correspondence dated February 9, 2005, South College responded to the new recommendations. In its February 16th communication, the Team indicated it was satisfied with South College's response to all recommendations delineated in this summary but had one further observation about the administrative reporting structure. Dr. Howard-Vital communicated this organizational structure concern to South College, and the institution responded in writing on February 16th that the concern would be resolved with one change in the organizational structure.

The majority of the Team's recommendations involve faculty credentials. The Team of Examiners strongly recommended that South College-Asheville come into compliance with Standard Five involving faculty and administrative credentials and hire faculty who hold at least the master's degree or the equivalent in the field of specialization in which they are teaching at the time of their employment.

South College-Asheville responded by stating that it concurred with the recommendation and would comply with Standard Five. Likewise, the Team of Examiners strongly recommended that South College must comply with Standard Five on faculty credentials in its proposed bachelor's degree program. Faculty must hold at least the master's degree or the equivalent in the field of specialization in which they are teaching with a majority of those faculty having satisfactorily completed work beyond the master's degree and with a significant number (25 percent) holding the doctor's degree. South College

responded that it would comply with Standard Five and hire faculty with the appropriate credentials.

To insure compliance with Standard Five, the Team of Examiners recommended that South College-Asheville demonstrate to the Office of the President of The University of North Carolina that new faculty members hold the educational credentials required by the Rules and Standards. South College-Asheville again confirmed its commitment to hire faculty who meet the educational standards required by the Rules and Standards and the Institution agreed to send to the Office of the President of The University of North Carolina the appropriate documentation that new faculty hold these credentials.

Further, the Team of Examiners recommended that South College-Asheville, respond to the qualifications of specific faculty members identified by the Team, either (a) indicating its concurrence with the judgment of the Team of Examiners about the educational credentials of the faculty members, or (b) documenting that the faculty members have appropriate educational credentials to teach the courses.

Several faculty members, identified by the Team, were no longer teaching at South College-Asheville. South College agreed with the Team of Examiners that one faculty member, Ms. Wilson, does not meet the faculty requirements as stated in the Rules and Standards. South College agreed to replace her with an instructor who meets these requirements.

South College stated that another faculty member, Ms. Candler, was scheduled to defend her master's thesis on Friday, December 17, 2004. Final documentation of Ms. Candler's master's degree will be forwarded to The Office of the President of The University of North Carolina. If for any reason, Ms. Candler did not complete her master's degree, she will not be utilized to teach any A.A.S. degree courses as the Team of Examiners recommended.

South College presented a rationale for the educational equivalency for Ms. Sue Hunt. The Team did not agree with the college's rationale. In its February 9th correspondence, South College assured the Office of the President that Ms. Sue Hunt would teach only those students who were still in the program. Effective fall 2005, the medical transcription requirement will be removed from the requirements of the Associate of Applied Science degree program.

The Team of Examiners also recommended that the next edition of the South College-Asheville Catalog show the correct degree designations for Patricia Bernarding, Robert T. Clement, and John T. McCarthy. South College responded that it is in the process of publishing a new catalog and ensures the Team that all appropriate corrections will be incorporated in the new catalog.

Also regarding faculty, the Team of Examiners recommended that South College-Asheville promote and support faculty professional development funding opportunities

equally among the part-time faculty. South College responded that it encourages all faculty to participate in professional growth activities. In the faculty handbook, South College states that the professional growth activity expense may be reimbursed when appropriate and approved by the department chair and/or the dean. Professional growth activity plans are completed for every instructor by the appropriate department chair on an annual basis.

Regarding credentials for the Executive Director and the Dean of Academic Affairs, the Team recommended that South College comply with the Standards. South College responded that it is currently in the process of recruiting a Dean of Academic Affairs who will meet the Standards. South College requested that the Team of Examiners accept the Executive Director's experience as equivalent to a master's degree. The Office of the President did not agree with South College's request to accept Ms. Cue's experience as equivalent to a master's degree. In its February 9th correspondence, South College stated that a new administrative structure had been implemented at the institution. Rebecca G. South would assume the role of interim President of South College-Asheville. Ms. South holds an earned bachelor's degree and has served on the Board of Trustees of South College-Asheville since 1998. The executive director would report to Ms. South. This organizational change would allow Ms. Cue to complete work on her bachelor's degree which she expects to complete in February 2006. Mr. Bob Davis, who holds a MLS degree would serve as Dean of Academic Affairs and continue to provide supervision for the library staff. Ms. Davis's performance would be evaluated in six months to determine the effectiveness of this organizational structure. The credentials of Ms. South will be forwarded to the Office of the President.

The Team of Examiners recommended that South College-Asheville improve its composite score, as defined in 34 CFR, Part 668, and strengthen its overall financial position without sacrificing the quality of the educational experience it provides to the students. The college concurred with this recommendation, and it stated that the financial statements for 2003-04 are currently being audited. Preliminary calculations for the 2003-04 fiscal year indicate that the South College-Asheville financial ratio composite score will exceed 1.5 and a net profit will be realized. Therefore, South College believes it will meet the required standards set forth in 34 CFR, Part 668. As the new programs for which approval is being sought are implemented, the Institution anticipates a continued strengthening of its financial position, while maintaining the focus on providing quality educational experiences for all students.

The Team of Examiners recommended that South College-Asheville carefully monitor its compliance with 34 CFR, Part 600. The Institution agreed and stated it would comply with this recommendation. As this is a current requirement of the U.S. Department of Education, the Institution stated that it closely monitors compliance with the 90/10 rule and will continue to do so.

The Team of Examiners recommended that South College-Asheville provide the Office of the President of The University of North Carolina with a copy of the College's audited

financial statements for the fiscal year ended October 31, 2004 as soon as they become available. South College stated that a copy of the audited financial statement for the fiscal year ended October 31, 2004 will be forwarded as soon as possible.

There were five recommendations involving the library and two recommendations involving learning resources. The Team of Examiners recommended that South College-Asheville establish formal written agreements with the Mountain Area Health Education Center and the Asheville-Buncombe County Public Library to provide programmatic support for the students in South College-Asheville courses. The institution responded that it is working on a proposal to establish such agreements.

The Team of Examiners also recommended that South College-Asheville hire a full time library assistant to provide coverage for the Health Professions Library when it opens. South College-Asheville stated that it intends to hire a full-time library assistant to provide coverage for the Health Professions Library when the library opens in six months.

The Team of Examiners further recommended that South College-Asheville provide a set allocation for library materials at the beginning of each fiscal year, so that the library can implement an ongoing, long-term collection development program. The Institution responded that the library budget included \$24,000 allocated for the purchase of serial titles for the library collections and \$30,000 for the purchase of monographic titles and audiovisual materials. South College-Asheville affirmed that it would continue to provide a systematic budgeting process to allow for appropriate planning by each department, including the library. Moreover, the Team recommended that the library allocation be increased to acquire materials for the proposed academic degree programs.

The Team of Examiners recommended that South College-Asheville provide the Office of the President of The University of North Carolina with supporting statistical information which will confirm the accuracy of the numbers shown above under Standards 10, A,(2)(a), 10, A,(2)(b), and 10, A, (2)(c) of this report. South College-Asheville apologized for confusion in the calculation of these ratios. South College stated that the auditors who prepare the annual financial statements have provided direction and the statistical calculations have been rectified and are available for review. These statistical calculations were reviewed by members of the Team.

The Team of Examiners recommended that South College-Asheville revise its organizational structure and/or its organizational chart so that the two are consistent. South College responded that the organizational chart for South College-Asheville has been revised to indicate that the Dean of Academic Affairs position is currently vacant, and the position of Placement Director has been removed from the chart.

The Team of Examiners recommended that South College-Asheville provide students with a list of emergency medical facilities. South College-Asheville responded that it currently provides medical facility telephone numbers to students for assistance in areas such as drug and alcohol dependency and local numbers for counseling in all areas. In addition to those numbers provided, the college has composed a list of emergency

medical facilities and services with an attached list of all emergency numbers for both the city of Asheville and Buncombe County.

The Team of Examiners recommended that South College-Asheville provide adequate back-up support in its Office of Financial Aid when the College does not have a Director of Financial Aid. The Institution concurred with this recommendation; college staff is instructed to contact the support aid staff members who will work on any issues requiring immediate attention and provide resolution.

The Team of Examiners recommended that all television advertisements for South College-Asheville show the facilities, including the computer laboratory, of South College-Asheville rather than those of another institution. South College responded that the television commercials for South College-Asheville are produced by a nationally recognized and respected advertising company that focuses on educational institutions. All shots are of individuals working in the advertised field (i.e. medical assistant, surgical technologist, paralegal, business).

The Office of the President recommends that South College-Asheville be licensed to offer two new associate degree programs: an Associate of Applied Science in Criminal Justice and an Associate of Applied Science in Physical Therapy Assistant. Additionally, the Office of the President recommends that South College-Asheville be licensed to offer the Bachelor of Science degree in Legal Studies.



The University of North Carolina

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February 24, 2005

MEMORANDUM

TO: Committee on Educational Planning, Policies, and Programs

FROM: Molly Corbett Broad *MCB*

SUBJECT: Licensure of Proposed Charlotte School of Law in Charlotte, North Carolina

The Board of Governors of The University of North Carolina is charged under North Carolina General Statute Section 116-15 with responsibility for licensing nonpublic educational institutions to conduct post-secondary degree activity in North Carolina. On February 8, 1974, the Board adopted its rules and standards for licensing nonpublic educational institutions to confer degrees. Following several refinements of the rules and standards, the Board on October 9, 1998, approved the present revision in compliance with 1984 amendments to G.S. 116-15 and in recognition of the growing importance of distance learning in the delivery of instruction.

On January 16, 2004, Donald E. Lively, then Chancellor and Professor of Law of Florida Coastal Law School in Jacksonville, Florida, indicated that he would apply for licensure for a proposed law school in Charlotte, North Carolina. Florida Coastal School of Law (FCSL) in Jacksonville, Florida has operated since 1996, and it is accredited by the American Bar Association (ABA).

On April 14, 2004, Donald Lively forwarded a letter to the Office of the President indicating his intent to apply for a license to operate a postsecondary institution in the State of North Carolina. On April 28, 2004, the Office of the President received an application for licensure for the proposed Charlotte School of Law, Inc.

After reviewing the application for the proposed school of law, Dr. Howard-Vital identified and appointed a Team of Examiners to examine the application and to conduct a site visit at the model for the proposed law school —Florida Coastal School of Law—also owned by the same company. Specific team members were appointed because of their expertise in legal education. The purpose of the team's examination and site visit was to determine if Florida Coastal School of Law, as a model, complied with the licensure standards contained in The University of North Carolina Board of Governors' Rules and Standards: Licensing Nonpublic Institutions to Conduct Degree Activity in North Carolina (1998). Particular attention was paid to identifying team members who represented public and private institutions in North Carolina (as stated in the Rules and Standards).

Appalachian State
University

East Carolina
University

Elizabeth City
State University

Fayetteville State
University

North Carolina
Agricultural and
Technical State
University

North Carolina
Central University

North Carolina
School of
the Arts

North Carolina
State University
at Raleigh

University of
North Carolina
at Asheville

University of
North Carolina
at Chapel Hill

University of
North Carolina
at Charlotte

University of
North Carolina
at Greensboro

University of
North Carolina
at Pembroke

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North Carolina
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University

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Employer

The Team visited Florida Coastal School of Law on November 3-5, 2004 and submitted its preliminary report on February 14, 2005.

The Team recommended that Charlotte School of Law be licensed subject to completion of all recommendations of the Team of Examiners. A summary of the site visit, the review process, and the recommendation of the Office of the President is attached for your examination.

Subsequently, by letter dated February 17, 2005, Charlotte School of Law notified the Office of the President that it accepts all of the Team's recommendations, has implemented some already, and will implement the remainder, immediately. The Office of the President concurs with the Team's recommendations and accepts the commitment of Charlotte School of Law to implement them. Therefore, I recommend that a regular license be issued to the Institution to conduct the Juris Doctor (J.D.) degree program in Charlotte, North Carolina, subject to annual reports and review at any time. In addition to the interim reviews discussed in the Team's report, after two years have elapsed following licensure, Charlotte School of Law will be reviewed again, to judge whether the Institution continues to maintain standards for licensure.

Enclosure: Summary

March 2005

Summary of Activities for Licensure Application for the Charlotte School of Law

Corporate Background

InfiLaw, Inc. is the holding company that owns Charlotte School of Law as well as two other law schools, Florida Coastal School of Law and Phoenix International School of Law. Florida Coastal School of Law, founded in 1995 as a Florida licensed independent law school in Jacksonville, Florida, started its first class in 1996. It was provisionally accredited by the American Bar Association in 1999, and fully accredited in 2002.

In July of 2003, Sterling Capital Partners, L.P., of Chicago, formed the FCSL Acquisition Corp. and the FCSL Holding Company to purchase Florida Coastal School of Law. After review and approval by the ABA Committee on Accreditation, the Council of Legal Education, the Florida Commission on Independent Colleges and the U.S. Department of Education, the acquisition was completed in January, 2004.

On January 15, 2004, FCSL Holding Company changed its name to Legal Education Holding Company. Legal Education Holding Company changed its name to InfiLaw, Inc. on August 3, 2004. This holding company is located in Naples, Florida and facilitates the operation of the law school. Finally, FCSL Acquisition Corp. changed its name to Florida Coastal School of Law, Inc., which is located in Jacksonville, Florida, and operates and manages the law school.

The holding company formed the Phoenix International School of Law in the spring of 2004. Phoenix International School of Law was licensed by the State of Arizona in summer of 2004. It started its first class in January of 2005.

The holding company has applied for and is currently awaiting licensure for Charlotte School of Law and expects to start classes in the spring of 2006. CSL will have its own Board of Trustees, recruit its own Dean and faculty, and operate its academic program independently from the other InfiLaw schools. It will be able to fund student scholarships immediately. CSL will seek accreditation by the American Bar Association and anticipates being accredited by the time of the graduation of its first entering class of students.

Background on Charlotte School of Law

On January 13, 2004, Donald E. Lively, then Chancellor and Professor of Law of Florida Coastal Law School in Jacksonville, Florida, visited the Office of the President of The University of North Carolina to discuss the licensure process for opening a law school in Charlotte, North Carolina. On January 16, 2004, Chancellor Lively indicated that he would apply for licensure for a law school in Charlotte. On April 14, 2004, Donald Lively forwarded a letter to the Office of the President indicating his intent to apply for a

license to operate a postsecondary institution in the State of North Carolina. On April 28, 2004, the Office of the President received an application for licensure for Charlotte International School of Law, Inc. from Donald E. Lively, and Senior Vice President for New School Development, Legal Education Holding Corporation. Charlotte International School of Law, Inc. and Legal Holding Company are chartered in the State of Delaware. Copies of the Articles of Incorporation are in the Office of the President. At the request of the team of examiners, the name of Charlotte International school of Law was changed to Charlotte School of Law.

Florida Coastal School of Law (FCSL) in Jacksonville, Florida has operated since 1996, and it is accredited by the American Bar Association (ABA).

Team of Examiners

After reviewing the application for the proposed school of law, Dr. Howard-Vital identified and appointed a team of examiners to examine the application and to conduct a site visit at a functioning law school —Florida Coastal School of Law—also owned by Infilaw. Specific team members were appointed because of their expertise in legal education. The purpose of the team's examination and site visit was to determine if Florida Coastal School of Law, a model of the proposed Charlotte School of Law, complied with the licensure standards contained in The University of North Carolina Board of Governors' Rules and Standards: Licensing Nonpublic Institutions to Conduct Degree Activity in North Carolina (revised November 2004). Particular attention was paid to identifying team members who represented public and private institutions in North Carolina (as stated in the Rules and Standards).

The following team members were identified. A brief biographical sketch is included to demonstrate their areas of expertise in legal education at the end of the Summary.

James P. White, Chair, Team of Examiners

James P. White is currently Professor of Law at the School of Law at Indiana University in Indianapolis. He retired in 2000 after 26 years as Consultant on Legal Education with the American Bar Association but continues to serve as Consultant Emeritus. The Office of Legal Education is responsible for law school accreditation.

Richard Danner

Richard A. Danner is Senior Associate Dean for Information Services, and Archibald C. and Frances Fulk Ruffy Research Professor of Law at Duke University. He has expertise in law libraries, legal education, legal research and bibliography, and statutory interpretation.

Percy Luney, Jr.

Percy Luney, Jr. is the Dean and Professor of Florida A & M University, College of Law. Mr. Percy Luney began his career at North Carolina Central University School of Law where he served as the assistant dean and dean of the school. He brings expertise in administration of law schools.

Deborah Weissman

Ms. Weissman is Professor of Law and Director of Clinical Programs. She has had extensive experience in all phases of legal services advocacy, labor law and education-related civil rights law, family law, and issues related to social justice.

Vice President and Legal Counsel Leslie Winner and Associate Vice President Michelle Howard-Vital from the Office of the President of The University of North Carolina served as ex-officio members of the team of examiners.

The Site Visit

On September 30, 2004, prior to the visit of the team of examiners, Professor James White, chair of the team, and Dr. Howard-Vital met with representatives of Infilaw and the Florida Coastal School of Law in Jacksonville, Florida for a preliminary visit to get to know the Institution and the institutional representatives and set the stage for the site visit.

For the November 3-5 site visit of the team of examiners, Dr. Howard-Vital requested that the team: 1) review the Florida Coastal School of law as a model for the proposed Charlotte School of law, 2) examine the application for the proposed Charlotte School of Law to determine if the proposed curriculum and plans for hiring faculty were in compliance with licensure standards, and 3) write a report of their findings for the Board of Governors with a recommendation to grant, or not to grant, a license to the proposed Charlotte School of Law. Moreover, the team was instructed to employ the Rules and Standards for review of the application and site visit.

Because the licensure application stated that the goal of the proposed Charlotte School of Law is to “qualify its graduates for admission to the bar and to enable them to participate effectively in the legal profession,” the American Bar Association’s standards for accreditation were also consulted. While the Board of Governors’ Rules and Standards reference the Juris Doctor (J.D.) degree, certain sections in the American Bar Association’s standards for legal education were viewed as relevant to assessing the goals of the proposed Charlotte School of Law, since the ABA sections provide further specification of what is needed to qualify graduates for admission to the bar and to participate effectively in the legal profession. In particular the team was advised to supplement the BOG Rules and Standards with the ABA standards (Chapters) as follows: Standard 3, Program of Study supplemented with ABA Chapter 3, Program of Legal Education; Standard 4, Facilities and Library supplemented with ABA Chapter 7, General Requirements (physical facilities, technological capability, and the law library); and Standard 5, Faculty and Other Personnel Qualifications supplemented with ABA Chapter 4, The Faculty.

During the site visit, the team of examiners reviewed the curriculum, faculty credentials, library resources, budget data, educational facilities, enrollment data, the faculty handbook, audited financial statements, and other exhibits. During the visit, the Team

met with numerous individuals at Florida Coastal School of Law including Richard Federico, Principal, Sterling Capital Partners, and Rick Inatome, CEO of Infilaw.

A Preliminary Report to the President of The University of North Carolina Team of Examiners for the Licensure Visit for the proposed Charlotte School of Law Charlotte, North Carolina, was forwarded to the Office of the President by the chair of the team of examiners on February 14, 2005. The preliminary report was sent to representatives of the proposed Charlotte School of Law and to Ms. Liz Riley, counsel for the proposed law school, to review for errors of fact or omissions by Dr. Howard-Vital on February 14, 2005. Additionally, Dr. Howard-Vital requested that the Institutional representatives respond to the eight recommendations contained in the report, as soon as possible. Ms. Riley forwarded the proposed Institution's responses and corrections of facts to the Office of the President on February 16, 2005. The Team replied to the proposed Institution's responses on February 22, 2005 and indicated their overall satisfaction with the responses (with one or two changes in the final report).

In its Report, the team of examiners recommended that Charlotte School of Law be licensed to offer the J. D. degree in Charlotte, North Carolina contingent upon the following recommendations that are contained in the report.

In recommendation one, the team states that immediately after the proposed Charlotte School of Law opens a limited site visit should occur to review the Institution's facilities and the library. This site team should report on whether the building and the library are satisfactory. Infilaw responded that the proposed Charlotte School of Law would welcome a site visit by a team to review its facilities and library. Infilaw stated that it is further amenable to keeping the Office of the President apprised through reports, or other pertinent information, on the developing status of the facilities and library.

In the second recommendation, the team requires another team visit to the proposed Charlotte School of Law during its second semester of the first year of operation to determine that the School is in compliance with the Rules and Standards for Licensing Nonpublic Institutions to Conduct Post-Secondary Degree Activity in North Carolina. Infilaw responded that the proposed Charlotte School of Law would welcome also a site visit by appropriate representatives to confirm compliance with the Rules and Standards. Further, Infilaw stated that the Office of the President would be apprised of its operations through reports and other relevant materials.

In recommendation three, the team requests that the proposed Charlotte School of Law clarify the availability of student loans and identify sources for students to obtain loans, prior to the Institution's eligibility for federally guaranteed student loans. Infilaw replied that private alternative loans would be available to students, at competitive rates and terms, from sources such as Sallie Mae and National Education. Additionally, the proposed Charlotte School of Law plans to provide scholarships averaging \$5,000 per student.

In recommendation four, the team asks that the proposed Charlotte School of Law clarify the availability of health care services and the degree of responsibility of the Institution

for providing such services. Infilaw stated that the proposed Charlotte School of Law would not provide on-campus health care services. The availability of local health care services, resources and facilities will be publicized through the proposed Institution's catalogue. The Institution anticipates participating in a program that will facilitate student access to purchase health and life insurance from an outside vendor. This practice is being implemented at Florida Coastal School of Law.

The team also recommends, in recommendation five, that the Institution make available resumes of the dean, faculty and staff to the Board of Trustees of the Charlotte School of Law when appointments are complete. Infilaw responded that the proposed Charlotte School of Law would forward the aforementioned information to the Office of the President, at such time that appointments are made.

In recommendation six, the team requires that the proposed Charlotte School of Law demonstrate to the Office of the President of The University of North Carolina that it holds the appropriate tuition guaranty bond, as delineated in the Rules and Standards, prior to accepting tuition from students. Infilaw responded that it will provide evidence to the Office of the President that it holds the appropriate tuition guaranty bond, prior to the acceptance of tuition from students.

In the seventh recommendation, the team states that the proposed Charlotte School of Law should provide a copy of its By-Laws, or in the alternative, provide the Office of the President a copy of the By-Laws when they are adopted. Infilaw responded that it would provide copies of the By-Laws when they are adopted.

In the last recommendation, the team requires that the proposed Charlotte School of Law demonstrate that it has provision to dispose of permanent and other student records in accordance with the regulation of the Division of Archives and History of the State of North Carolina. Infilaw agreed to make arrangements with the North Carolina Division of Archives and History for the maintenance and/or disposition of student records, as required by law.

The Office of the President recommends that the Charlotte School of Law be licensed to offer the Juris Doctor (J.D.). The Office of the President also concurs with the team's recommendations concerning follow-up visits, as described in this summary.

Brief Biographical Sketches for Team of Examiners

Jim White, Chair, Team of Examiners

Professor White is currently on the faculty at Indiana University in Indianapolis. He holds an A.B., 1953; J.D., 1956, University of Iowa, LL.M., 1959, George Washington University.

James Patrick White retired in 2000 after 26 years as Consultant on Legal Education with the American Bar Association but continues to serve as Consultant Emeritus. The Office of Legal Education is responsible for law school accreditation, collection of statistics, and interfacing with other legal education entities. Mr. White continues to represent the ABA in a number of international legal education activities.

Before joining the Indiana University faculty in 1996, Mr. White taught at the University of North Dakota School Of Law and was a Carnegie Postdoctoral Fellow in University Administration at the University of Michigan. He also taught at George Washington University National Law Center and the University Of Iowa College Of Law. Jim White served as chair of the Advisory Committee for Fulbright Scholar Awards in Law. He served as Dean for Academic Planning and Development for IUPUI from 1973 to 1978. Mr. White is a life fellow of the American Bar Foundation, a life member of the Order of the Coif. He has received honorary degrees from the following Institutions during the past two decades: LL.D., 1984, University of the Pacific; LL.D., 1989, John Marshall Law School; LL.D., 1989, Widener University; JurD., 1991, Whittier School of Law; LL.D., 1993, Campbell University; LL.D., 1995, Southwestern University; LL.D., 1995, Quinnipiac College; LL.D., 1997, California Western; LL.D., 1999, Roger Williams University; LL.D., 2001 New England School of Law; LL.D., 2001, Seattle University.

The Association of American Law Schools, the Law School Admission Council, the ABA Central and Eastern European Law Initiative and the Board of Governors of the American Bar Association passed special resolutions of appreciation for Jim White's leadership in legal education. The American Bar Association and friends have established an annual endowed lecture on legal education at the law school in his honor.

Richard Danner

Richard A. Danner is Senior Associate Dean for Information Services, and Archibald C. and Frances Fulk Rufty Research Professor of Law. In addition to his administrative responsibilities, he teaches a course on legislation, which focuses on statutory interpretation, and he has taught legal research and writing. His primary academic interests are in legislation, legal education, and legal research and bibliography. Mr. Danner has written recently on the impacts of information technology on legal education and the profession of law librarianship in the Journal of Legal Education, The Law Librarian, and Law Library Journal. His most recent work focuses on effects of electronic publication on the scholarly communication in law. Richard Danner is the author of Strategic Planning: A Law Library Management Tool for the '90s and Beyond (2d ed. 1997) and Legal Research in Wisconsin (1980), and contributes to journals in law and librarianship. He is the editor of Toward a Renaissance in Law Librarianship (1997) and co-editor (with Bernal) of Introduction to Foreign Legal Systems (1994). From 1984-94, Richard Danner served as editor of the American Association of Law Libraries Law Library Journal.

Professor Danner has been active in the affairs of the American Association of Law Libraries, the International Association of Law Libraries, the American Bar Association Section of Legal Education and Admissions to the Bar, and the Association of American Law Schools. He served as President of AALL in 1989-90 and has chaired several AALL special committees and task forces; he presently sits on the IALL Board of Directors, and on the Executive Committee of the AALS.

Professor Danner came to Duke from the University of Wisconsin-Madison in 1979, where he served as environmental law librarian while completing his degrees in law and library science.

Percy Luney, Jr.

Percy Luney, Jr. is the Dean of Florida A & M University, College of Law. Percy Luney received his A.B. in 1970 in geology from Hamilton College and his J.D. at Harvard in 1974. After earning his law degree, Mr. Luney served as an attorney-advisor for the U.S. Department of Interior. He worked as legal counsel and special assistant to the president at Fisk University from 1977-79 before joining the law firm of Birch, Horton, Bittner, Monroe, Pestinger & Anderson in Washington, D.C. as an associate. Percy Luney began his career at North Carolina Central University School of Law as the assistant dean in 1980 and became dean of the school in 1994.

Mr. Luney has served as a visiting professor at several universities including, Doshisha University Faculty of Law in Kyoto, Japan; Washington University School of Law; and University of Oregon School of Law.

From 1998 to 2000, Luney served as president of the National Judicial College in Reno, which is the oldest judicial education and training Institution in the United States. There he supervised the construction of a \$6 million, 32,000 square foot addition to the college and a \$2 million renovation project. He opened a new National Center on the Courts and Media and raised an \$800,000 matching endowment for the Center.

Deborah Weissman

Ms. Weissman is a Phi Beta Kappa graduate of Syracuse who co-founded the Project for Prisoners' Rights while in law school. She has had extensive experience in all phases of legal services advocacy, working on labor law and education-related civil rights law cases with the Legal Aid Society of Albuquerque, New Mexico, from 1975 to 1980, on family law and civil rights impact cases with Bay Area Legal Service in Tampa, Fla., from 1990 to 1994, and most recently, with Legal Services of North Carolina, where she served as deputy director from 1994 to 1995 and as executive director from 1996 to 1998. Ms. Weissman, who was also a partner in the civil rights firm of Heath, Rosenthal and Weissman in Syracuse, NY from 1980-1989, has worked on major litigation, administrative and legislative campaigns, and community outreach programs in many areas of law. She joined the UNC School of Law faculty in 1998 and became the director

of clinical and externship programs in 2001. She teaches domestic violence law, civil lawyering process, civil clinic, including immigration law matters, and a new policy clinic addressing issues related to gender-based violence in the local and international realm, which will provide students with the opportunity to engage in law related projects addressing ongoing human rights initiatives in this area. Deborah Weissman is the chair of the North Carolina Commission on Domestic Violence. Her research interests have focused on understanding and addressing problems of social justice.

Vice President and Legal Counsel Leslie Winner and Associate Vice President Michelle Howard-Vital from the Office of the President of The University of North Carolina served as ex-officio members of the team of examiners.

ACADEMIC PROGRAM DEVELOPMENT SEMI-ANNUAL STATUS REPORT-3/05

(Changes from 9/04 Report appear in BOLD)

Institution/Program Title/Level	CIP CODE	Proposal Due Date	Status
Baccalaureate Level - Placed in System for Planning			
ECU			
Sports Studies	31.0506	5/25/05	Intent to Plan Received 5/25/04
Geology	40.9691	12/21/05	Intent to Plan received 12/21/04
Applied Math	27.0301	2/27/05	Intent to Plan Received 2/27/04
ECSU			
Graphic Design	50.0402	4/1/04	Intent to Plan Received 4/1/03
Earth and Environmental Science	02.0101	7/1/04	Intent to Plan Received 7/1/03
Theatre Arts (General)	50.0501	1/5/06	Intent to Plan Received 1/5/05
FSU			
Biotechnology	41.0101	10/23/04	Intent to Plan Received 10/23/03
Communication	9.0101	1/13/05	Intent to Plan Received 1/13/04
Forensic Science	43.0106	1/13/05	Intent to Plan Received 1/13/04
Health and Physical Education	31.0501	3/11/05	Intent to Plan Received 3/11/04
Management Information Systems	52.1201	3/11/05	Intent to Plan Received 3/11/04
NCA&TSU			
Sport Science and Fitness Management	31.0504	4/21/04	Intent to Plan Received 4/21/03
Criminal Justice	43.0104	4/23/04	Intent to Plan Received 4/23/03
Computer Engineering	14.0901	4/23/04	Intent to Plan Received 4/23/03
Interdisciplinary Engineering	14.0101	2/9/05	Intent to Plan Received 2/9/04
NCCU			
Informatics	11.0401	2/9/05	Intent to Plan Received 2/9/04
NCSU			
Africana Studies	5.0201	2/23/05	Intent to Plan Received 2/23/04
International Studies	30.2001	2/23/05	Intent to Plan Received 2/23/04
Sports Management	31.0504	2/23/05	Intent to Plan Received 2/23/04
UNCA			
Women's Studies	05.0207	8/23/05	Intent to Plan Received 8/23/04
Religious Studies		1/17/06	Intent to Plan Received 2/17/05
UNC-CH			
Disaster Management	30.9999	1/30/05	Intent to Plan Received 1/13/04
Southern Studies	5.0102	3/8/05	Intent to Plan Received 3/8/04
UNCC			
Geology	40.0601	10/29/05	Intent to Plan Received 10/29/04
Environmental Sciences	30.0104	5/5/04	Intent to Plan Received 5/5/03
Meteorology	40.0404	4/6/05	Intent to Plan Received 4/6/04
UNCP			
Nursing	15.1601	5/5/04	Intent to Plan Received 5/5/03
Biotechnology	26.0699	2/5/05	Intent to Plan Received 2/5/04
Musical Theatre	50.0903	10/1/05	Intent to Plan Received 10/1/04
UNCW			
German Studies	16.0501	7/8/04	Intent to Plan rec'd 7/8/03
WCU			
High-Definition TV & Digital Motion Pic	09.9999	6/23/05	Intent to Plan Received 6/23/04
Health Systems	51.0701	9/15/05	Intent to Plan Received 9/15/04
WSSU			
Biotechnology and Biomedical Sciences	26.0616	7/27/04	Intent to Plan rec'd 7/27/03
Computer Technology	11.0101	9/3/05	Intent to Plan Rec'd 9/3/04
Justice Studies	43.0104	6/19/05	Intent to Plan Rec'd 6/19/04

Institution/Program Title/Level	CIP CODE	Proposal Due Date	Status
Baccalaureate Level - Request for Authorization to Establish Received			
ECU			
Geology	40.9691	12/21/05	Received 1/3/05
ECSU			
Graphic Design	50.0402	6/25/05	Approved by BOG 9/10/04
NCA&TSU			
Sport Science and Fitness Management	31.0504	4/21/04	Approved by BOP 1/14/05
Computer Engineering	14.0901	4/23/04	Approved by BOG 9/10/04
UNC-C			
Meteorology	40.0404	4/6/05	Approved by BOG 9/10/04
UNC-P			
Nursing	15.1601	5/5/04	Approved by BOG 9/10/04
Biotechnology	26.0616	2/5/04	To Planning Committee 3/17/05
Musical Theatre	50.0903	10/1/05	Approved by BOG 1/14/05
WCU			
Health Systems	51.0701	9/1/04	Approved by BOG 1/14/05
WSSU			
Biotechnology and Biomedical Sciences	26.0616	7/27/04	Approved by BOG 9/10/04
Justice Studies	43.0104	6/19/05	Approved by BOG 2/11/05

Institution/Program Title/Level	Rec. CIP	Proposal Due Date	Status
Master's Level - Placed in System for Planning			
ASU			
Music Therapy	51.2305	11/9/05	Intent to Plan Received 11/19/04
Rehabilitation Counseling	51.2310	2/8/06	Intent to Plan Received 2/8/05
ECU			
Communication	9.0101	5/24/05	Intent to Plan Received 5/24/04
Software Engineering	14.0903	12/2/05	Intent to Plan Received 12/21/04
ECSU			
Public Adminsitration	44.0401	9/3/04	Intent to Plan Received 9/3/03
Mathematics	27.0101	4/23/04	Intent to Plan Received 4/23/03
Master's in School Administration	13.1299	1/5/06	Intent to Plan Received 1/5/05
Special Education	13.0409	1/5/06	Intent to Plan Received 1/5/05
FSU			
International Studies	45.0901	1/20/06	Intent to Plan Received 1/20/05
Master of Arts in Teaching	13.1299		Intent to Plan Received
NCA&T			
Computational Science and Engineering	14.9999	2/9/05	Intent to Plan Received 2/9/04
Reading	13.1315	8/19/05	Intent to Plan Received 8/19/04
Master of Arts in Teaching	13.1299	8/19/05	Intent to Plan Received 8/19/04
NCCU			
Bioinformatics	26.0699	5/5/04	Intent to Plan Received 5/5/03
NCSU			
Social Work	44.0701	11/24/04	Intent to Plan Received 11/24/03
UNC-CH			
Disaster Management	30.9999	1/30/05	Intent to Plan Received 1/30/04
UNCC			
Clinical Exercise Physiology	31.0505	11/19/04	Intent to Plan Received 11/19/03
Computer Science and Info Systems	11.0101	5/5/04	Intent to Plan Received 5/5/03
UNCG			
Biochemistry	26.0202	4/29/05	Intent to Plan Received 4/29/04
UNCP			
Social Work	44.0701	2/1/06	Intent to Plan Received 2/1/05
UNCW			
Computer Science & Info Systems	11.0101	5/5/03	Intent to Plan Received 2/5/03
WCU			
Social Work	44.0701	12/2/04	Intent to Plan Received 12/2/03
Master of Construction Management	15.1001	3/23/05	Intent to Plan Received 3/23/04
Science & Entrepreneurship	52.0701	1/5/06	Intent to Plan Received 1/5/05
Sport Management	31.0504	3/5/06	Intent to Plan Received 3/5/05
WSSU			
English as a Second Language	13.1401	7/9/04	Intent to Plan Received 7/9/03
Occupational Therapy	51.2306	8/27/05	Intent to Plan Received 8/27/04
Master's Level - Request for Authorization to Establish			
ASU			
Music Therapy	51.2305	11/19/04	Approved by BOG 2/11/05
FSU			
Master of Arts in Teaching	13.1299		Approved by BOG 1/14/2005
NCA&T			
Reading	13.1315	8/19/05	To Planning Committee 3/17/05
Master of Arts in Teaching	13.1299	8/19/05	To Planning Committee 3/17/05
NCSU			
Social Work	44.0701	11/24/04	To Planning Committee 3/17/05
UNCC			
Clinical Exercise Physiology	31.0505	11/19/04	Approved by BOG 9/10/04
UNCW			
Computer Science & Info Systems	11.0101	5/5/03	Approved by BOG 2/11/05
WCU			
Social Work	44.0701	12/2/04	Approved by BOG 9/10/04
Master of Construction Management	15.1001	3/23/05	Approved by BOG 10/8/04
WSSU			
Occupational Therapy	51.2306	8/27/05	Approved by BOG 1/14/05

Institution/Program Title/Level	Rec. CIP	Proposal Due Date	Status
Doctoral Level - Request for Authorization to Plan Received			
ECU			
Physical Therapy	51.2308		Request to Plan Received 3/21/03
Health Psychology	42.9999		Request to Plan Received 11/10/03
NCA&TSU			
Leadership Studies	51.0201		Request to Plan Received 5/9/03
Energy and Environmental Studies	30.9999		Request to Plan Received 5/9/03
NCSU			
Communication, Rhetoric, & Digital Media	30.9999		Request to Plan Received 2/28/03
Fisheries and Wildlife Sciences	3.0101		Request to Plan Received 3/7/05
UNC-CH			
Occupational Science	51.2306		Request to Plan Received 5/1/03
UNCC			
Health Psychology	42.9999		Request to Plan Received 10/1/2003
Health Services	51.2201		Request to Plan Received 10/1/2003
History	54.0101		Request to Plan Received 4/30/04
Organizational Science	30.9999		Request to Plan Received 4/30/04
Business Administration	52.0201		Request to Plan Received 4/30/04
Geography and Urban Regional Analysis	45.0701		Request to Plan Received 10/1/04
UNC-G			
Community Health Education	51.2207		Request to Plan Received 5/1/03
Nursing	51.1608		Request to Plan Received 9/2/03
Communication Sciences and Disorders	51.0201		Request to Plan Received 4/30/04
UNC-P			
Doctor of Optometry	51.0000		Request to Plan Received 11/1/04
WCU			
Doctorate of Physical Therapy	51.2308		Request to Plan Received 9/2/04
Doctoral Level - Approved for Planning			
ECU			
Health Psychology	42.9999	9/9/06	Approved for Planning 9/04
Physical Therapy	51.2308	11/13/05	Approved for Planning 11/03
NCA&TSU			
Leadership Studies	51.0201	11/13/05	Approved for Planning 11/03
Energy and Environmental Studies	30.9999	11/13/05	Approved for Planning 11/03
NCSU			
Communication, Rhetoric, & Digital Media	30.9999	11/13/05	Request to Plan Received 2/28/03
UNC-CH			
Occupational Science	51.2306	11/13/05	Request to Plan Received 5/1/03
UNCC			
Health Services Research	51.2201	5/13/06	Approved for Planning 5/04
Health Psychology	41.9999	9/9/06	Approved for Planning 9/04
Organizational Science	30.9999	11/11/06	Approved for Planning 11/04
Business Administration	52.0201	1/14/07	Approved for Planning 1/05
UNCG			
Community Health Education	51.2207	11/13/05	Approved for Planning 11/03
Nursing	51.1608	11/13/05	Approved for Planning 11/03
Doctoral Level - Request for Authorization to Establish Received			
ECU			
Physical Therapy	51.2308	11/13/05	Approved by BOG 11/04
NCA&TSU			
Leadership Studies	51.0201	11/13/05	Approved by BOG 11/04
Energy and Environmental Studies	30.9999	11/13/05	Approved by BOG 11/04
NCSU			
Communication, Rhetoric, & Digital Media	30.9999	11/13/05	Approved by BOG 11/04
UNC-CH			
Occupational Science	51.2306	11/13/05	Approved by BOG 11/04
UNCC			
Health Psychology	41.9999	9/9/06	Request to Establish Received 12/1/04
Health Services Research	51.2201	5/13/04	Request to Establish Received 10/1/04
UNC-G			
Community Health Education	51.2207	10/4/06	Request to Establish Received 10/4/04
Nursing	51.1608	11/13/05	Approved by BOG 11/04

**Economic Contributions of Foreign Students in North Carolina and
on UNC Campuses, 2003-2004**

March 17, 2005

Each year, NAFSA (Association of International Educators) produces a report on the economic impact of foreign students and their families on the U. S. economy. According the NAFSA report covering academic year 2003-2004, *The Economic Benefits of International Education to the United States: A Statistical Analysis*, of the 55 United States and territories reporting a net contribution of \$12.87 billion to the U.S. economy by foreign students, North Carolina ranked twentieth, with a total net contribution of \$195.1 million to the state economy.

Of the 71 North Carolina institutions of higher education reporting (Attachment A), the net contribution to the state economy by foreign students at the sixteen UNC campuses totaled over \$103 million. This represents 53% of the state total, \$195.1 million.

**Net Contribution to the North Carolina Economy by Foreign Students
on UNC Campuses, 2003-2004:**

ASU	\$ 1,553,400.00
ECU	3,424,300.00
ECSU	29,700.00
FSU	235,100.00
NCA&T	4,162,500.00
NCSA	810,800.00
NCSU	25,799,200.00
NCCU	No data
UNCA	534,000.00
UNCC	21,810,000.00
UNC-CH	26,670,800.00
UNCG	9,784,400.00
UNCP	1,252,000.00
UNCW	1,654,800.00
WCU	5,112,000.00
WSSU	<u>208,700.00</u>
	\$103,041,700.00

UNC TOTAL CONTRIBUTION: \$103,041,700.00
NC TOTAL CONTRIBUTION: \$195,134,000.00
UNC PERCENT OF STATE TOTAL: 52.81%

US TOTAL CONTRIBUTION: \$12,873,000,000
NC PERCENT OF US TOTAL: 1.52%

Attachment

BEB: Foreign Students Contribution to NC Economy BOG 3 17 05

North Carolina

Total Number of Foreign Students: 8,826

Part 1: Net Contribution to State Economy by Foreign Students (2003-04)

Contribution from Tuition and Fees to State Economy:	\$130,634,000
Contribution from Living Expenses:	\$152,551,000
Total Contribution by Foreign Students:	\$283,185,000
Less U.S. Support of 34.0%	- \$96,215,000
Plus Dependents' Living Expenses:	+ \$8,163,000

Net Contribution to State Economy by Foreign Students and their Families:

\$195,134,000

Part 2: Contribution to State Economy by Foreign Students' Dependents (2003-04)

Spouses' Contribution		Children's Contribution	
Percent of Married Students:	13.9%	Number of Couples in the U.S.:	1,230
Percent of Spouses in the U.S.:	85.0%	Number of Children per Couple:	0.6
Number of Spouses in the U.S.:	1,230	Number of Children in the U.S.:	738
Additional Expenses for a Spouse: (% of student living expenses)	25.0%	Additional Expenses for a Child: (% of student living expenses)	20.0%
Spouses' Contribution:	\$5,516,000	Children's Contribution:	\$2,648,000
(No. of spouses x 85% x 25% x student living expenses)		(No. of couples x .6 x 20% x student living expenses)	

Net Contribution to State Economy by Foreign Students' Dependents: **\$8,163,000**

Part 3: Foreign Student Contribution from Tuition/Fees and Living Expenses (2003-04)

Institution and City	# of Foreign Students	Tuition and Fees (thousands)	Living Expenses and Dependents (thousands)	Less U.S. Support (thousands)	Total Contribution (thousands)
Alamance Community College, Graham	24	\$136.9	\$282.4	\$23.5	\$395.8
Appalachian State University, Boone	78	\$725.1	\$1,071.8	\$243.5	\$1,553.4
Asheville Buncombe Technical Community College, Asheville	12	\$68.5	\$141.2	\$11.7	\$197.9
Barton College, Wilson	27	\$325.3	\$483.3	\$259.0	\$549.6
Belmont Abbey College, Belmont	33	\$414.2	\$746.5	\$371.4	\$789.3
Brevard College, Brevard	9	\$103.5	\$145.1	\$8.7	\$239.9
Caldwell Community College & Tech. Institute, Hudson	3	\$17.6	\$52.0	\$3.9	\$65.7
Campbell University, Buies Creek	147	\$1,718.7	\$2,502.1	\$562.6	\$3,658.2
Cape Fear Community College, Wilmington	6	\$34.2	\$70.6	\$5.9	\$98.9
Catawba College, Salisbury	24	\$382.0	\$450.3	\$266.9	\$565.4

Catawba Valley Community College, Hickory	4	\$23.5	\$47.8	\$4.0	\$67.4
Chowan College, Murfreesboro	5	\$60.6	\$79.6	\$45.0	\$95.3
Coastal Carolina Community College, Jacksonville	4	\$23.5	\$47.8	\$4.0	\$67.4
College of the Albemarle, Elizabeth City	40	\$228.2	\$470.6	\$39.2	\$659.7
Davidson College, Davidson	58	\$1,359.7	\$1,080.7	\$1,116.9	\$1,323.5
Duke University, Durham	1,581	\$42,870.0	\$42,073.7	\$34,092.7	\$50,851.0
Durham Technical Community College, Durham	135	\$770.2	\$1,219.9	\$111.6	\$1,878.4
East Carolina University, Greenville	188	\$1,930.1	\$2,556.2	\$1,062.0	\$3,424.3
Elizabeth City State University, Elizabeth City	2	\$15.9	\$27.7	\$14.0	\$29.7
Elon University, Elon College	65	\$978.1	\$1,042.3	\$242.0	\$1,778.4
Fayetteville State University, Fayetteville	14	\$120.4	\$147.7	\$33.1	\$235.1
Fayetteville Technical Community College, Fayetteville	10	\$57.1	\$117.6	\$9.8	\$164.9
Gardner-Webb University, Boiling Springs	59	\$729.5	\$849.5	\$221.6	\$1,357.4
Greensboro College, Greensboro	10	\$144.5	\$151.9	\$135.4	\$161.0
Guilford College, Greensboro	33	\$568.1	\$523.4	\$499.1	\$592.3
Guilford Technical Community College, Jamestown	90	\$513.5	\$1,058.8	\$88.1	\$1,484.2
Haywood Community College, Clyde	2	\$12.2	\$23.2	\$2.0	\$33.5
High Point University, High Point	86	\$1,072.2	\$2,152.6	\$1,468.7	\$1,756.1
Isothermal Community College, Spindale	1	\$5.7	\$11.8	\$1.0	\$16.5
Johnston Community College, Smithfield	2	\$11.4	\$23.5	\$2.0	\$33.0
Lees-McRae College, Banner Elk	40	\$524.9	\$648.1	\$535.6	\$637.5
Lenoir-Rhyne College, Hickory	9	\$120.9	\$128.4	\$77.0	\$172.3
Livingstone College, Salisbury	43	\$446.3	\$703.7	\$368.2	\$781.7
Louisburg College, Louisburg	5	\$45.6	\$62.2	\$6.1	\$101.8
Mars Hill College, Mars Hill	22	\$287.0	\$409.0	\$223.0	\$473.0
Mayland Community College, Spruce Pine	1	\$6.1	\$11.6	\$1.0	\$16.7
Meredith College, Raleigh	21	\$291.3	\$371.1	\$84.8	\$577.6
Methodist College, Fayetteville	56	\$803.3	\$955.5	\$564.1	\$1,194.8
Montreat College, Montreat	12	\$164.5	\$109.1	\$41.7	\$231.9
Mount Olive College, Mount Olive	20	\$192.1	\$251.5	\$142.2	\$301.4
Nash Community College, Rocky Mount	1	\$5.7	\$9.5	\$0.9	\$14.4
North Carolina Agricultural and Technical State University, Greensboro	190	\$1,951.5	\$3,028.6	\$817.6	\$4,162.5
North Carolina School of the Arts, Winston- Salem	32	\$381.5	\$443.8	\$14.4	\$810.8
North Carolina State University, Raleigh	1,505	\$22,278.5	\$26,418.0	\$22,897.3	\$25,799.2
North Carolina Wesleyan College, Rocky Mount	2	\$20.6	\$31.8	\$16.8	\$35.6
Pfeiffer University, Misenheimer	132	\$1,513.4	\$2,073.7	\$635.3	\$2,951.8
Queens University of Charlotte, Charlotte	43	\$590.5	\$723.3	\$235.2	\$1,078.6
Randolph Community College, Asheboro	2	\$11.4	\$23.5	\$2.0	\$33.0
Rowan-Cabarrus Community College, Salisbury	11	\$62.8	\$129.4	\$10.8	\$181.4
Salem College, Winston-Salem	48	\$683.1	\$1,191.4	\$854.3	\$1,020.2
Sandhills Community College, Pinehurst	20	\$114.1	\$329.8	\$24.8	\$419.1
Shaw University, Raleigh	79	\$611.9	\$1,238.8	\$591.9	\$1,258.8
South Piedmont Community College, Polkton	4	\$24.5	\$46.4	\$4.0	\$66.9

Southeastern Baptist Theological Seminary, Wake Forest	69	\$487.7	\$836.4	\$463.0	\$861.0
Southeastern Community College, Whiteville	4	\$24.5	\$46.4	\$4.0	\$66.9
St. Andrews Presbyterian College, Laurinburg	41	\$560.9	\$613.6	\$536.6	\$637.9
St. Augustine's College, Raleigh	65	\$522.8	\$1,177.2	\$773.8	\$926.2
Stanly Community College, Albemarle	1	\$5.7	\$11.8	\$1.0	\$16.5
University of North Carolina at Asheville, Asheville	42	\$372.1	\$609.3	\$447.4	\$534.0
University of North Carolina at Chapel Hill, Chapel Hill	1,427	\$18,111.0	\$22,733.0	\$14,173.3	\$26,670.8
University of North Carolina at Charlotte, Charlotte	873	\$8,611.5	\$17,030.7	\$3,832.2	\$21,810.0
University of North Carolina at Greensboro, Greensboro	487	\$5,609.0	\$6,969.9	\$2,794.5	\$9,784.4
University of North Carolina at Pembroke, Pembroke	54	\$569.0	\$864.5	\$181.6	\$1,252.0
University of North Carolina at Wilmington, Wilmington	71	\$678.9	\$1,236.3	\$260.4	\$1,654.8
Vance-Granville Community College, Henderson	6	\$34.2	\$57.3	\$5.1	\$86.4
Wake Forest University, Winston-Salem	179	\$4,020.6	\$3,448.5	\$1,835.0	\$5,634.1
Wake Technical Community College, Raleigh	140	\$798.8	\$1,334.2	\$119.6	\$2,013.4
Warren Wilson College, Asheville	46	\$753.2	\$690.5	\$263.3	\$1,180.4
Western Carolina University, Cullowhee	242	\$2,610.5	\$3,631.8	\$1,130.2	\$5,112.0
Wingate University, Wingate	15	\$198.6	\$243.2	\$201.7	\$240.1
Winston-Salem State University, Winston-Salem	14	\$112.9	\$189.8	\$94.0	\$208.7