

Report of the Academics First Workgroup

June 18, 2012

Workgroup:

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Charge:

In February 2012, Dr. Suzanne Ortega, UNC Senior Vice President for Academic Affairs, charged the Academics First Workgroup with the task of advancing the work initiated by the UNC Faculty Assembly and described in the Assembly's *Academics First* working papers (Appendix A). The goal of the Workgroup was to recommend system-wide policies that would support campus efforts to enhance access, excellence, and undergraduate degree completion in as timely and efficient a manner as possible. Dr. Ortega asked that the Workgroup's recommendations include consideration of:

- Proposed changes to Minimum Admissions Requirement language (BOG policy 700.1.1 and BOG regulations, 700.1.1.1[R]) to promote access while maintaining success;
- A system-wide minimum standard for Satisfactory Academic Progress (SAP) and Good Academic Standing; and
- System-wide minimum standards on core academic processes, such as drop/add, course repeat, grade replacement, and withdrawal.

Process and Products:

The Workgroup met either face to face or by videoconference a total of six times and reviewed:

- BOG policy 400.1.5 and BOG regulation 400.1.5.1 [R];
- BOG policy 700.1.1 and BOG regulation 700.1.1.1[R];
- The *Academics First* working papers from the UNC Faculty Assembly;
- The results of the CAO Academics First feedback survey;
- UNC GA data on the First-Time Full-Time Recent HS Graduates In-State Freshmen Cohort meeting the 2013 MAR standards;
- UNC-GA data on Fall 2011 First-Time Degree-Seeking Undergraduates by Minimum Course Requirements; and
- Campus level information on Good Academic Standing/SAP/ Academic Eligibility Policies and Course Repeat and Replacement Policies.

The committee's discussions resulted in a draft revision of BOG policy 700.1.1 and the updating and alignment of the corresponding regulations (BOG 700.1.1[R]). Several members of the Workgroup also met with the Directors of Enrollment and their recommended changes to BOG 700.1.1[R] were incorporated in the final draft. To address the specific concerns of *Academics First*, a new draft of BOG policy 400.1.5 was written and named "Fostering Student Success." BOG 400.1.5 [R] was redrafted to align with the proposed policy revision. These new documents are attached as Appendix B.

Major changes recommended:

1. BOG 700.1.1 and 700.1.1 [R] Minimum requirements for Undergraduate Admission

In 2006 to ensure that students admitted to the University as first-time undergraduates are prepared to succeed, the Board of Governors adopted minimum course requirements (MCRs) that included a fourth unit of mathematics and minimum admissions requirements (MARs) that require that by 2013 admitted students will have a 2.5 weighted high school GPA and a minimum 800 SAT (or equivalent ACT). Because North Carolina college preparatory curricula now include a fourth unit of mathematics, it is primarily out of state applicants who fail to meet the MCRs. An increasing proportion of admitted students at all institutions now meet the 2013 MARs. In 2011, 93.91% of first time full time freshmen met the 2013 MAR standards. The draft revision of BOG policy 700.1.1 now simply states that there are minimum requirements that are specified in the regulations.

The proposed BOG 700.1.1[R] states the MCR and MARs adopted by the Board of Governors in 2006 and recognizes that some students merit special consideration. The proposed revised regulations define the special considerations and the use of Chancellor's exceptions for the admission of students who fail to meet any or all of the MCRs and MARs. The Workgroup was concerned that rigid adherence to the MARs would curtail access to the University for students with the potential to succeed. Each of the UNC institutions serves a different population of students and all institutions monitor and support the success of their student bodies. It was not clear to the Workgroup that there was a single percentage of Chancellor's exceptions that would

work for all institutions. Thus, we proposed that Chancellor's exceptions could be applied to 1% of the applicants in a given term, but that based on institutional data about student success, Chancellors should have the opportunity to request an increase in the percentage of exceptions.

The proposed regulations also clarify the admissions requirements for students with previous post-secondary credit. The regulations now distinguish between transfer applicants and dually enrolled applicants who obtain college credit while still enrolled in high school. The Workgroup recommends that all dually-enrolled students be treated as first time undergraduates for purposes of financial aid, student services, and housing, but as new transfer students for purposes of admissions if they complete at least 30 hours of undergraduate credit as specified with at least a 2.0 Grade Point Average. As in the case of other transfer students, no reporting of scores would be required. In all other cases, dually enrolled students would be treated as new first-time undergraduates.

2. Draft BOG 400.1.5 and BOG 400.1.5[R] Fostering Student Success

Policy 400.1.5: Improving Retention and Graduation Rates was last amended in 2007 and the corresponding regulations have not been revised since 1993. The Workgroup observed that the policy and regulations were duplicative and consisted primarily of a list of best practices. The Workgroup recommends that the best practices material be eliminated from the policy statement and that both documents be refocused on the academic policy issues discussed in *Academics First*, namely a uniform definition of Satisfactory Academic Progress, Good Academic Standing, and the Course Adjustment Period and conditions for course withdrawal and course repeat.

The Workgroup recommends that

- All undergraduates be required to earn a minimum 2.0 Grade Point Average (GPA) to remain in good standing,
- A course adjustment period during which students can drop and add courses without penalty be established prior to the census date,
- Campus policies be established to govern course withdrawal without academic penalty for serious extenuating circumstances or military service,
- Campuses place limits on other course withdrawals and repeats, and
- Campus policies be established to limit grade replacement or exclusion.

The Workgroup declined to set uniform limits for course withdrawal or repeat or for grade replacement or exclusion, believing that the details of these policies must be left to the judgment of faculty on the campuses. Data are not available to understand the way in which policy changes might interact with each other on individual campuses. The proposed regulations do, however, recommend standardizing other aspects of the withdrawal and repeat policies across the system. At a minimum,

- Course repeat policies should conform to Title IV federal financial aid requirements and students receiving financial aid should not be treated differently than other students; and
- Except in those specific instances in which students may withdraw without academic penalty, all courses and grades must be reflected on transcripts, count toward attempted hours, and be used in the calculation of Satisfactory Academic Progress and the tuition surcharge.

The proposed regulations also define course loads for undergraduates and specify the need for each campus to establish a structure to monitor student success, establish goals for retention and graduation, develop additional measures of student achievement, review curricular requirements to reduce obstacles to degree completion, and ensure the availability of adequate advising.

Attachments:

Appendix A: Academics First

Appendix B: Draft UNC Policies 700.1.1 and 400.1.4 and corresponding regulations.

Fostering Student Success

The University of North Carolina's policies on student success adopted by the Board of Governors direct constituent institutions to:

- set academic progress and degree attainment as primary outcomes
- promote academic quality, rigor, and integrity;
- make possible "seamless" educational opportunities across the UNC campuses, with the North Carolina Community College system, and early college high schools

Improving retention, graduation rates, and time to degree are important aspects of such policies. However, the Board of Governors also recognizes that students come into the system from a number of different life circumstances and their paths to success vary accordingly. Policies, therefore, set parameters within which a campus can best meet the needs of its diverse student populations.

University-Wide Policies

The Board of Governors has adopted the following policies for all institutions comprising the University of North Carolina except the North Carolina School of Science and Mathematics.¹

1. Campuses will follow the credit hour limits determined by the Board of Governors for four-year and five-year baccalaureate degree programs in BOG 4.1.5[R]
2. Campuses will develop academic policies within the regulations established by the UNC General Administration on:
 - a. Satisfactory Academic Progress (SAP)
 - b. Course Adjustment Periods ("Drop/Add")
 - c. Course Withdrawal
 - d. Grade Exclusion or Replacement
 - e. Minimum, Maximum, and Average Course Load

¹ The North Carolina School of Science and Mathematics shall track data on student attrition, completion rates of its high school curriculum, and high school graduation. See G.S. 116-235.

3. Campuses will establish a student success and support structure to review and to issue regular reports on:
 - a. retention, academic progression, graduation, and time to degree
 - b. course scheduling as it relates to whether courses required for graduation are offered on a timely basis and with an adequate number of sections and seats
 - c. course offerings and grade requirements to assess if any undue additions to general education requirements exist or if such requirements unintentionally lengthen time to graduation
 - d. the academic advisement system to ensure students receive appropriate assistance in proceeding toward graduation in a timely manner
4. Campuses will be compliant with Title IV regulations that define student eligibility for and receipt of federal financial aid.
5. Campuses will be compliant with the Comprehensive Articulation Agreement with the NCCCS and are encouraged to develop policies that promote seamless transfer among schools in the University of North Carolina system.

These policies are designed to ensure that campus and system-wide policies and practices facilitate behaviors that support retention and timely graduation.

The President shall establish regulations to implement the requirements of this policy.

Regulations Related to Fostering Student Success

I. Limiting Hours for Baccalaureate Degree Programs

Baccalaureate degree programs shall be limited to no more than 128 semester hours. Any requirement beyond 128 hours must be approved by the Board of Governors. Any program authorized by the Board of Governors to require 135 semester hours or more shall be officially designated as a five-year baccalaureate program.

- A. Campuses shall observe these guidelines in all proposals for new degree programs.
- B. Campuses must publicize the normal number of hours and projected length of full-time enrollment required to obtain the baccalaureate degrees in both printed and online catalogs. During orientation sessions and in publications, campuses must provide a description of factors that may extend the length of time to successful completion of the degree for individual students.

II. Student Success Policies

A. Satisfactory Academic Progress and Good Academic Standing

Satisfactory Academic Progress and Good Academic Standing are determined by:

1. Term Grade Point Average
2. Cumulative Grade Point Average
3. Number of successfully completed credit hours

Upon initial admission, a student is in good academic standing. If a student meets the criteria in all three areas, the student is considered to be making Satisfactory Academic Progress, remains in Good Academic Standing, and is eligible to continue enrollment in the University.

All undergraduates in the University of North Carolina system must earn and maintain a minimum cumulative GPA of 2.0 to be in Good Academic Standing.

All campuses in the University of North Carolina system must develop an academic progress policy that defines the ratio of attempted to earned hours required for

continued enrollment. Title IV regulations for Satisfactory Academic Progress shall be the minimum allowable standard.

Any student falling below one or more of the standards for Satisfactory Academic Progress and Good Academic Standing may be subject to dismissal from the University.

Campuses may develop policies that allow students falling below one or more of these standards to be placed on academic warning and/or academic probation². These policies must, at the minimum, be in accord with Title IV regulations and should include the use of academic success contracts where appropriate.

These policies must be widely distributed in all campus academic and financial aid materials. Students should be informed of these policies at orientation.

B. The Course Adjustment Period (“Drop/Add”)

The Course Adjustment Period will be established as the time during which students may drop or add courses without academic penalty (i.e., no impact on the Grade Point Average (GPA) or attempted hours). Campuses may choose to make the period for adding courses and the period for dropping courses the same or different; however, both the drop and add periods must be concluded by the census date.³

Campuses may set policies that allow faculty to drop students administratively if they do not attend the course by the end of the Course Adjustment Period.⁴ These policies must be publicized to students. Faculty using this option must have a limited window to take such action in order to complete the drop without causing the student to incur financial penalties other than those normally applied during the

² Campuses are not under obligation to enact policies for either academic probation or warning below the allowable standards.

³ For regular term instruction, the census date is the 10th class day of the fall and spring semesters. For summer sessions, degree credit extension courses, and any other degree-credit courses taught on an irregular calendar, the census date is the class day representing the passage of 10 percent of the instructional period. Policy Manual 400.1.8[R]

⁴ If the course is offered online, the instructor may administratively drop the student from the course if the student has not signed in by the end of the course adjustment period.

course adjustment period. Campuses may allow faculty to add students into those seats in a timely fashion under clear guidelines set by the campus.

Campus business practices⁵ determine if adjustments made during “drop/add” result in any refund or additional charges to the student. Any financial repercussions to students must be publicized in campus academic and financial aid policy describing the Course Adjustment Period.

Title IV regulations shall be the minimum standard for all policies related to student refunds during the course adjustment period.

C. Course Withdrawal⁶

Students are expected to complete all the courses for which they are registered at the close of the Course Adjustment Period. These courses must be recorded on the transcript and receive a grade that is used in the calculation of a GPA, count as attempted hours, count toward the tuition surcharge calculation⁷, and conform to all financial aid and Satisfactory Academic Progress rules *unless* withdrawal is permitted under conditions described below:

1. Extenuating circumstances and military service⁸.

Campuses will develop policies that permit a student to withdraw from a course or courses at any time and without academic penalty for serious extenuating circumstances or for military service. These policies must describe a clear process that defines the documentation required, the nature of the review by a designated campus body or official, and an opportunity for appeal at the campus level.

Any approved withdrawal for extenuating circumstances must be noted on the transcript, but it will not count in the calculation of the GPA or in the calculation of attempted hours.

Campuses must have a separate transcript notation appropriate for students who withdraw for active or reserve military service. These withdrawals will not count in the calculation of the GPA or in the calculation of attempted hours.

⁵ All campus business practices must conform to UNC FIT Student Account Standards.

⁶ All campus policies on withdrawal must include policies about refunds and conform to UNC FIT Financial Aid and Student Account Standards.

⁷ Summer courses are excluded from the tuition surcharge.

⁸ A more complete discussion of policies regarding military service can be found at Policy TBD.

Courses that are not appropriately documented as approved for withdrawal must be noted on the transcript, and have a grade assigned that is calculated in the GPA and counted in the calculation of attempted hours.

2. Course withdrawals without extenuating circumstances and/or military service

After the initial course adjustment period, campuses may develop policies that allow students to withdraw from one or more courses without meeting the standards for withdrawals for extenuating circumstances and/or military service. These policies must specify the maximum number⁹ of such withdrawals permitted over the course of a student's degree or degrees. The policies must be consistent with campus goals for timely graduation of students.

Any policy developed for course withdrawal under this section must require:

- a. that a W be recorded on the transcript
- b. that the course(s) count as attempted hours
- c. that the course(s) count in surcharge calculations
- d. that the course(s) are subject to all financial aid and SAP rules and calculations

Campus policies must include a deadline for such withdrawal at a date no later than the completion of 60% of the term¹⁰.

D. Course Repeats

Campus policies on course repeats must conform, at the minimum, to Title IV Federal Financial Aid standards with regard to course repeats. Students receiving financial aid cannot be treated differently from students not on such aid.

In addition, all campus policies on course repeats must, at the minimum:

- Include on the student transcript all attempts to complete a course,

⁹ The committee suggests four courses or up to 16 semester hours be set as a maximum, although examination of campus level data should be used determine the most appropriate number to balance use of resources and support of student success.

¹⁰ The calculation of this date should begin with the first day of classes and conclude on the last day of regular class meetings. It should exclude the reading day and exam period.

- Count all attempts to complete a course in calculations of satisfactory academic progress,
- Count all attempts to complete a course in the surcharge calculation in accordance with BOG 100.1.5[R], and
- Use all grades earned in a course in the calculation of the GPA, unless the grade can be excluded through a grade exclusion or replacement policy.

E. Grade Exclusion or Replacement

Campuses must develop policies on grade exclusion or replacement¹¹. These policies must specify a maximum number allowed¹² and should support campus goals for student success. Campus policies that permit either replacement or exclusion must provide for:

- the inclusion on the transcript of both the initial grade earned for the course and a notation of its exclusion from or replacement in the calculation of the GPA, and
- the inclusion of the course(s) in both the calculations of satisfactory academic progress and the tuition surcharge.

F. Minimum, Maximum, and Average Course Load

A minimum “full-time” undergraduate load is defined as 12 credit hours per semester. In advising and other communications, campuses shall encourage full-time students to consider an average semester load of 15 credit hours, when possible, to stay on track for a timely graduation. Campuses may allow students in good academic standing to enroll in up to 18 semester hours in a fall or spring term without any special permission. No student shall exceed 18 semester hours in a fall or spring term without special permission as designated by campus policy. Campuses shall develop appropriate policies for a maximum load in summer terms.

III. Student Success Review and Reporting

¹¹ The development of a policy does not imply that a campus must allow grade replacement and/or exclusion. A policy may simply state that the campus does not allow such.

¹² The committee discussed two courses or up to 8 semester hours be set as a maximum, although examination of campus level data should be used determine the most appropriate number to balance use of resources and support of student success.

Campuses will establish a student success support structure of one or more committees comprised of the appropriate officials from areas such as admissions, registrar's office, financial aid, advising, the counseling center, the cashier's office, and faculty governance to review and to issue regular reports on:

A. Retention and Graduation

Each campus shall, in consultation with General Administration, establish goals for retention¹³ and graduation¹⁴ for first-time, full-time students. Campuses shall also work with General Administration to develop a tracking model for the retention and graduation rates of transfer students.

General Administration will report annually on the success of first time and transfer students at both the campus and system level.

B. Additional Success Measures

Campuses shall work with the General Administration to develop common output measures of student success and achievement in support of academic progress goals.

C. Review of Course Scheduling and Offerings

Campuses shall develop policies to monitor whether all courses necessary for graduation are offered on a timely basis and with an adequate number of sections.

As a part of this review, campuses shall determine:

- if general education requirements (e.g., themes, designators, etc.) allow appropriate student progress,

¹³ For purposes of reporting on first-time, full-time students, retention rate shall be defined as "the percentage of first-time degree-seeking undergraduates from the previous fall who are again enrolled in the current fall." (<http://nces.ed.gov/ipeds/glossary/>)

¹⁴ For purposes of reporting, graduation rate data shall be collected as defined by "the number of students entering the institution as full-time, first-time undergraduate students in a particular year (cohort), completing their program within 150 percent of normal time to completion. It shall be calculated by race/ethnicity and gender." (<http://nces.ed.gov/ipeds/glossary/>)

- If excessive or unnecessary specification or augmentation of general education courses for certain majors places an undue burden on students changing majors, and
- If excessive GPA or course grade requirements for admission to or completion of a major are delaying student progress toward graduation.

These evaluations will be prepared on a three-year cycle and will examine data from the previous three academic years. General Administration will consult with campuses to develop the reporting format and required data.

D. Advising

Campuses shall develop policies to monitor the availability of appropriate and timely academic advising, particularly for first-time undergraduates and first-semester transfer students to:

- assist students in making effective decisions
- increase the potential for students selecting appropriate courses and schedules
- provide students with assistance in selecting a major in a timely fashion
- prevent excessive changes of major
- increase student awareness of an appropriate course load and academic assistance available to them.

This review should take place on a three-year cycle and examine data from the previous three academic years. General Administration will consult with campuses to develop the reporting format and required data.

IV. Regulations on Student Financial Aid and Title IV

All campuses will develop financial aid disclosure practices that will, at the minimum, include entrance and exit counseling for students receiving financial aid.¹⁵

All campus policies will be compliant with Title IV Regulations, including, but not limited to, the following:

A. Common definition of the federal Title IV regulation that defines a student as eligible for federal financial aid for up to 150% of normal time to graduation.

¹⁵ All campus policies on disclosure practices must conform to UNC FIT Financial Aid and Student Account standards.

Four-year degree requirements in the University of North Carolina system range from 120 hours as the minimum for a four year degree and 128 hours as the maximum. The system will use 120 hours as the common definition for defining federal financial aid eligibility, making 180 hours the limit for 150% of normal time to graduation.

Campuses will define procedures whereby a student completing 180 or more attempted hours will undergo an automatic review to determine continued federal financial aid eligibility. If the student is enrolled in a program requiring more than 120 hours, the appropriate allowance will be calculated on campus based on the exact number of credits required for that degree.

These policies must be widely distributed in all campus academic and financial aid materials.

B. Guidelines to monitor first undergraduate degree completion

Federal regulations require that campuses monitor first undergraduate degree completion and offer no additional federal grant aid (e.g. Pell, SEOG) after a student earns the initial undergraduate degree. Under federal rules, a student can take out federal loans for a second degree, if eligible. To enforce compliance, campuses must develop protocols for

- monitoring student degree completion each term (fall, spring, summer), and
- for advising students of their status.

These policies must be widely distributed in all campus academic and financial aid materials.

V. Compliance with the Comprehensive Articulation Agreement (CAA) with the North Carolina Community College System and Transfer within the UNC System

Campuses will be compliant with the Comprehensive Articulation Agreement with the NCCCS.

Campuses will be encouraged to develop policies that provide a student at any UNC campus who has successfully completed¹⁶ the general education requirements will be considered, if applying as a transfer student, to have completed general education requirements at another UNC campus.

¹⁶ To be eligible for inclusion in this policy, a student must have an overall GPA of at least 2.0 on a 4.0 scale at the time of transfer and a grade of "C" or better in all core courses.

Any change by a campus in its General Education requirements must be consistent with the CAA.

VI. Information Distribution

To ensure that students receive policy information that is both comprehensive and timely, campuses must develop broad based communications plans that inform students about,

- Recommended course loads, required numbers of earned hours, and the projected length of full- time enrollment needed to obtain the baccalaureate degrees;
- Factors that may extend the length of time to successful completion of the degree;
- Requirements for good standing and Satisfactory Academic Progress; and
- The course adjustment period and other policies on course withdrawal, course repeat, and grade replacement or exclusion and their potential financial consequences.

DRAFT

The UNC Policy Manual
700.1.1**Minimum Requirements for Undergraduate Admission**

The University of North Carolina and its constituent institutions are committed to equality of opportunity. The University administers nondiscriminatory admissions policies by fairly evaluating the records of applicants.

I. Minimum Course Requirements

All students seeking admissions as first-time undergraduates¹ should hold a high school diploma or its equivalent. Additionally, the University of North Carolina Board of Governors has, since 1988, established minimum course requirements for admission² as first-time undergraduates.

II. Minimum Admissions Requirements

All applicants for first-time admission as undergraduates must meet minimum high school GPA *and* SAT or ACT scores.

The President shall establish regulations to implement the requirements of and to delineate exceptions to this policy.

¹ A first-time undergraduate shall be defined as a student with no prior post-secondary experience attending any institution for the first time at an undergraduate level. This includes students enrolled in academic or occupational programs. It also includes students enrolled in the fall term who attended college for the first time in the prior summer term and students who entered with advanced standing (college credits earned before graduation from high school).

² The standard course of study required for graduation from the North Carolina School of Science and Mathematics shall meet or exceed these minimum course requirements. See G.S. 116-235.

The UNC Policy Manual
700.1.1[R]

**Regulations on Minimum Requirements for Undergraduate Admission
and Admission of Students Requiring Special Consideration**

- I. **Minimum Undergraduate Course Requirements (MCR):** For students applying for first-time undergraduate admission after completing high school, the following courses will be required. An institution may add specific requirements.

Six course units³ in **language**, including

- four units in **English** emphasizing grammar, composition, and literature, and
- two units of a **language other than English**.

Four course units of **mathematics**, in any of the following combinations:

- algebra I and II, geometry, and one unit beyond algebra II,
- algebra I and II, and two units beyond algebra II, or
- integrated math I, II, and III, and one unit beyond integrated math III.

(The fourth unit of math affects applicants to all institutions except the University of North Carolina School of the Arts.) It is recommended that prospective students take a mathematics course unit in the twelfth grade.

Three course units in **science**, including

- at least one unit in a life or **biological science** (for example, biology),
- at least one unit in **physical science** (for example, physical science, chemistry, physics), and
- at least one **laboratory course**.

Two course units in **social studies**, including one unit in **U.S. history**, but an applicant who does not have the unit in U.S. history may be admitted on the condition that at least three semester hours in that subject will be passed by the end of the sophomore year.

- II. **Minimum Admissions Requirements (MAR):** All applicants for first-time admission as undergraduates must have:
- A. a minimum 2.5 weighted high school GPA, and
 - B. a minimum SAT of 800 or ACT of 17.

³ "Course units" as defined in these requirements may include those high school-level courses taken and passed by an applicant after graduating from high school, as well as those taken while enrolled as a high school student. For some transfer students and students who graduated from high school prior to 1990, special considerations have been made.

III. Campus Criteria

Any campus may set admissions requirements that exceed minimums established by the Board of Governors upon the approval of their campus Board of Trustees.

IV. Applicants Who May Require Special Consideration⁴

Each campus shall establish a policy describing the admission of students requiring special consideration. This policy must include faculty participation in the decision-making process. All policies regarding special consideration and any subsequent changes to the policy must be approved by the campus Board of Trustees.

Special considerations are defined by the following:

A. Students Applying for Admission as First-Time Undergraduates⁵

1. Institutions may waive some or all of the minimum course requirements and minimum admissions requirements for applicants who:
 - (a) are at least 24-years old with fewer than 30 post-secondary credits.
 - (b) have superior academic records in high school. These applicants must have completed the eleventh grade and met virtually all of the minimum course requirements as well as requirements for high school graduation.
 - (c) do not meet the minimum high school course unit requirements for admission to the University of North Carolina School of the Arts.
2. Institutions may set special undergraduate admissions requirements for:
 - (a) graduates of home schools
 - (b) graduates of non-traditional high schools

These requirements serve in place of conventional measures of high school performance such as class rank and course grades. They recognize that course content and rigor may be difficult to evaluate.

⁴ Students requiring special consideration would not otherwise be admissible at the institution. Further evaluation of their records is necessary. Any student admitted who requires special consideration must show demonstrable promise for academic success at the institution.

⁵ For students entering with at least two years of active duty military service who do not fall under this policy, see Policy TBD.

In instances where an admissions officer requires supplemental information about academic performance in order to enforce the Board of Governor's standards, the ACT with writing or SAT-II achievement tests shall be considered acceptable. This regulation limits the supplemental information an admissions officer may request to one of the two tests. Admissions officers should refrain from setting any minimum scores on these tests unless and until they have been validated⁶ for predicting graduation and retention and found to be nondiscriminatory with regard to these applicants.

B. Chancellor's Exceptions

1. A Chancellor's exception may be applied to any first-time undergraduate who:
 - (a) does not meet the minimum course requirements **OR**
 - (b) does not meet the SAT/ACT minimum requirement **OR**
 - (c) does not meet the minimum high school GPA requirement **OR**
 - (d) does not meet any combination of the above three requirements.

The maximum number of Chancellor's Exceptions is limited to one percent (1%) of the total number of applicants accepted as first-time undergraduates in the semester of admittance⁷.

A chancellor may seek to exceed this 1% exception rate by submitting a report to the President. This report will detail the success of previous Chancellor's Exceptions in terms of campus goals for retention from the 1st to 2nd year and campus goals for four-year and six-year graduation rates. The report must compare the percentage of students demonstrating success in these categories who were admitted as exceptions against the percentage of students demonstrating success in these categories who were admitted without special consideration or exceptions.

If The President accepts the report, the President and the Chancellor will establish a specific percentage of exceptions for the next academic year.

⁶ Validation can be either through national, UNC system, or campus data.

⁷ Calculation of the exceptions for fall term will include students granted admission and requiring exception in the preceding summer terms.

V. Admission of Students with Previous Post-Secondary Credit

1. Transfer⁸ or Dually-enrolled applicants⁹ who:
 - (a) have received the associate or arts, the associate of science, the associate of fine arts, the baccalaureate, or any higher level degree, or
 - (b) have completed with at least a 2.0 GPA the 44-hour general education core courses needed to satisfy the requirements of the Comprehensive Articulation Agreement between the University of North Carolina and the North Carolina Community College system, or
 - (c) have completed with at least a 2.0 GPA a minimum of six (6) semester hours of degree-credit in each of the following subjects: English, mathematics, the natural sciences, the social and behavioral sciences, and a second language;

will be considered to have satisfied the minimum course requirements and minimum admissions requirements.¹⁰

VI. Reporting Requirements

A report of the admission of students requiring special consideration and Chancellor's Exceptions must be made annually to the Board of Trustees at each respective campus. Notation of any special consideration or exceptions under any of the categories established in this regulation will be required annually as a part of the student data file. Responsibility for oversight rests with the Chancellor.

⁸ A transfer applicant is a student entering the institution for the first time, but who is known to have previously attended a post-secondary institution at the same level (e.g., undergraduate, graduate). For purposes of admission, a transfer applicant is any student with 30 hours or more of undergraduate credit earned in a post-secondary institution. Any student with less than 30 hours of undergraduate credit earned in a post-secondary institution will be required to go through the first-time undergraduate admissions process, unless special considerations as outlined in this regulation apply.

⁹ A dually-enrolled applicant is a student who is enrolled in college courses while still enrolled in high school. For purposes of admission, all dually-enrolled applicants will seek admission under the first-time undergraduate admissions process. All dually-enrolled students will be considered first-time undergraduates for purposes of financial aid, student services, and housing. Admissions officers will waive MAR and MCR for dually-enrolled applicants who meet the criteria set in section V above (and no reporting of SAT scores or high school GPA will be required in the Student Data File), or who demonstrate they are on-track to complete such by their high school graduation. Dually-enrolled applicants who do not meet any of the thresholds in Section V must meet MAR and MCR and SAT scores and high school GPAs must be submitted in the Student Data File. Campuses are encouraged to develop appropriate orientation, advising, first-year experience requirements, etc. for students entering in this category with 30 hours or more of credit.

¹⁰ For specific information on the military as the institution of transfer and military credits, see Policy TBD.