

**A PLAN TO IMPLEMENT A UNIFORM SYSTEM  
OF GRANTING COURSE CREDITS FOR MILITARY TRAINING  
TO STUDENTS ENROLLED IN CONSTITUENT INSTITUTIONS OF  
THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM AND  
THE UNIVERSITY OF NORTH CAROLINA**

A Report to the:  
Joint Legislative Education Oversight Committee,  
Co-chairs of the House Homeland Security, Military, and Veterans Affairs  
Committee, &  
Co-chairs of the Legislative Research Commission Study Committee on Civilian  
Credit for Military Training

Respectfully Submitted By:  
The University of North Carolina Board of Governors, &  
The State Board of Community Colleges

As Required by  
Section 3 of Session Law 2014-67 (SB 761)

January 1, 2015

## **I. Executive Summary**

The North Carolina State Board of Community Colleges and the Board of Governors of the University of North Carolina are pleased to submit this shared plan for implementing a uniform system of granting course credits to students enrolled in our constituent institutions and community colleges, based on students' military training and experience, as well as a process for the transfer of course credits between constituent institutions and community colleges. This plan has been developed as required by Section 3 of S.L. 2017-67 (SB 761), "An Act to Enhance the Effectiveness of the Occupational Licensing of Military Service Members and Veterans and to Direct the Board of Governors of the University of North Carolina and the State Board of Community Colleges to Submit a Plan that Will Ensure that College Credits are Uniformly Granted to Students with Military Training." It represents our systems' shared commitment to serving students and prospective students who have received military training, to providing clear and consistent information to our constituents about credit that military service members and veterans can receive in certificate, diploma, and degree programs across our systems, and to assuring that such credit can transfer to other programs where relevant.

Roughly 116,000 military personnel are stationed in North Carolina, and approximately 770,000 veterans make their homes in the State. Many active-duty personnel seek to enroll in college- and university-level courses while serving, and base education personnel at MCB Camp Lejeune and Fort Bragg suggest that a high proportion of the North Carolina-based service members who separate from their service branch each month will seek to use their veterans education benefits immediately after separation. Facilitating access to educational pathways for these active-duty personnel and veterans includes awarding "credit where it's due," i.e., awarding academic credit for training experiences that align with and demonstrate mastery of the college-level learning outcomes that are part of courses and curricula within the Community College and University systems of the state. Further, this access includes assuring that information about the award of credit is easy to find and consistently communicated to students and prospective students. The plan that we have developed will put a process in place to assure both of these goals.

This plan provides a summary of work completed towards these goals to date and a survey of current practice within our systems which we will leverage and bring to scale, a set of principles that will guide the leadership of our systems, an identification of challenges that we will address as we move forward with reviewing potential credit and making credit award decisions, an outline of the responsibilities of an advisory council that will oversee this work, an outline of the responsibilities of the individual institutions in our systems.

Finally, this plan establishes an expected timeline for the completion of critical milestones. Major milestones include, but are not limited to the establishment of a Military Credit Advisory Council, identification of military courses and occupational specialties for which individual institutions are currently awarding academic credit, identification of high-priority military courses and occupational specialties for credit review, establishment of discipline-focused military credit review groups, identification of policy changes needed within each system to support the efforts outlined in this plan, determination of data needed to track outcomes, and establishment of a process to communicate award of credit to students and between systems and institutions. The expectation is that most of these milestones will be completed by Fall 2015.

## **II. Initial Analysis, Work Accomplished, & Current Practice**

As reported in our progress report in September 2014, we convened a working group soon after the passage of SB 761 to review existing practices and identify important aspects of any plan and its implementation. The working group is composed of senior leaders from the offices of the North Carolina Community College System and the University of North Carolina's General Administration as well as faculty and academic leaders from constituent institutions, both community colleges and universities, who have been involved in serving military-affiliated students (members of the working group are listed in Appendix A). The working group has met in person or via teleconference five times since the passage of SB 761, with each meeting focused on identifying best practices, discussing lessons learned from existing practices at our institutions that will be important as we scale our efforts to span our systems, developing a plan for coordinated review of military training experiences, and defining important aspects of a communication strategy with students, faculty and other members of our communities.

In addition to our working group meetings, we began investing immediately in resources that will support our goals of serving current and prospective students who have received military training. To that end, the State Board of Community Colleges committed \$150,000 to the development of processes for prior learning assessment and competency-based education, including processes specific to military-affiliated students. Similarly, the Board of Governors of the University of North Carolina and the UNC General Administration have committed funds to enhance online coursework within its system (<https://online.northcarolina.edu/>) and have approved the hiring of a full-time Director of Prior Learning Assessment and Military Credit to support efforts to further enhance award of credit for workplace training, including military training. In addition, we convened a state-wide conference with the American Council on Education's (ACE) Center for Education Attainment and Innovation, so that faculty and staff from across our two systems could learn more about the ACE process for review of military courses and occupations and how ACE makes recommendations regarding potential academic credit. This conference, co-sponsored by East Carolina University (ECU), was held on the ECU campus on November 6, 2014 and was attended by approximately 120 faculty and staff from UNC and NCCCS campuses.

We have identified several best practices in approaches to awarding credit for military training and communicating the award of credit to students. By identifying these best practices from both outside and within our systems, we can leverage this experience and apply it to a more comprehensive and consistent strategy. Specifically, we have examined ongoing work in this area by the American Council on Education, the Texas Workforce Commission in collaboration with seven Texas community colleges, and the Minnesota State Colleges and Universities. These efforts have informed our plan with regard to specific goals, potential barriers, and appropriate timelines that we must consider in our work. For example, the Texas program has identified a need for resources to support a strengthened web portal for veterans and service members to obtain information about credit opportunities and request review of a transcript for additional credit. Similarly, the Minnesota program has invested in staff at the system and institution level who are focused not only on facilitating review of military courses and occupational experiences for possible credit, but also on sharing those decisions across the system to facilitate more consistent adoption of those credit decisions.

Additionally, we surveyed current practice within our own systems of higher education. In June 2013 the UNC Board of Governors approved the Military Student Success Policy, UNC Policy 700.7.1 (see Appendix B). Included in the policy is a section on military credit that recognizes the value of the education, training and experience that military students bring to the university and directs constituent campuses to establish a process by which this learning can be evaluated for possible course credit. Such military learning may include, but is not limited to recruit training, military occupational specialty (MOS) training and education, Defense Language Institute coursework and exams, and Community College of the Air Force coursework. Although all 16 universities within the UNC system award at least some credit for military training, much of that credit is awarded in the form of general elective credit, which may be of limited value in moving students towards degree completion. In 2010, the North Carolina Association of Community College Presidents requested a Curriculum Improvement Project to review existing curriculum programs and integrate new and emerging skills into colleges' technical education pathways. With its required implementation by fall 2014, the Code Green Super CIP, as the project is known, changed the traditional business model of NC Community Colleges by developing a range of competency-based technical core courses with specific learning outcomes to facilitate awarding academic credit for equivalent course work on a non-credit basis. In addition to these system approaches that provide a framework for establishing a more comprehensive approach to awarding academic credit for varied types of prior learning, including military training, we have identified campuses in our two systems that already award significant credit for military training and have put in place policies and processes for review of additional military courses and experiences. These campuses include Fayetteville Technical Community College, Central Carolina Community College, the University of North Carolina at Pembroke, East Carolina University, Western Carolina University, and Appalachian State University. Additional detail about these campuses' approaches is provided below.

Fayetteville Technical Community College (FTCC). FTCC has developed and implemented a process for review of military training that has resulted in the mapping of more than 100 military occupational specialties (MOS), as evaluated by the American Council on Education and FTCC faculty, to an Associate in General Education (AGE) or other specific Associates degrees. The amount of credit varies by MOS and military skill level (e.g., an Infantryman at military skill level 10 will receive 16 credits towards the AGE, whereas an Infantryman at skill level 40 will receive 31 credits). In addition to reviewing ACE recommendations for credit, FTCC has developed relationships with many of the major components of the United States Army Training and Doctrine Command (TRADOC) resulting in access to additional training materials and documents not evaluated by ACE. This access has resulted in a more comprehensive review of training yielding additional credit for many Soldiers. Specific military courses have also been evaluated by FTCC faculty for specific Associate degrees; for example, soldiers who have completed certain courses in the Special Forces Medical Sergeant's program may earn credit toward an Associate of Applied Science in Emergency Medical Science. Information about these credit awards is provided by FTCC, listed by MOS and skill level where appropriate, on its website. This service is provided not only for the Army but for the Marine Special Operations Command and numerous USMC MOS. FTCC has also invested in a custom built OCR reading software program that scans the JST and instantly converts the military courses listed on the JST into FTCC courses. This software provides both timely and accurate transcript evaluation for service members of all branches of the military.

Central Carolina Community College. CCCC is a Serviceman's Opportunity College (SOC) and supports the concept that military personnel should be encouraged to begin their post-secondary education while serving their country. Under the Serviceman's Opportunity College program, servicemembers are encouraged to submit evaluations of CLEP test results, DANTES test results, military service school records, Military Occupation Specialty (MOS) evaluations, and prior college coursework for transfer credit. Central Carolina's Veterans' Upward Bound Program assists veterans in the development of academic and other requisite skills necessary for acceptance and success in a program of postsecondary education. The program provides assessment and enhancement of basic skills through counseling, mentoring, tutoring and academic instruction in the core subject areas to increase the rate at which participants enroll in and complete postsecondary education programs.

University of North Carolina at Pembroke (UNCP). UNCP assists and supports military-affiliated students through the Military and Veteran Services Office. The Military and Veteran Assistance team provides education assistance and coordinates support services for military veterans, active duty service members, and their family members. This team is a collaboration of representative staff, administration, and fellow veteran students providing "veteran friendly" services that assist all military-affiliated students from application to graduation. UNCP offers credit for four courses in physical education and health for all active duty and veteran service members who show completion of Basic Training, and use ACE recommendations as a starting point for deciding the discipline areas in which to award credit and amounts of credit for other military courses. Several courses are specifically mapped to meet specific degree requirements, such as credits in computer applications, military leadership, and foreign language. The mapping of military courses to academic credit at UNCP is entered into the campus' student information system and available for student search purposes through the university's online transfer tool.

East Carolina University (ECU). ECU has a strong outreach program for service members and veterans, with staff support in admissions, financial aid, and registration services, among other student support services. Joint Services Transcripts (JST) submitted by students are uploaded to the ECU information system and forwarded to the student's academic advisor to request review of the transcript and associated ACE recommendations. Any approved credit recommendation is forwarded to the Office of the Registrar for posting to the student's record. ECU automatically awards one semester hour of physical fitness credit and two semester hours of health credit to each student with a JST. ECU's future plans include adding approved JST credits to the university articulation tables, development of a workflow process for departments to use when evaluating the JST for documentation of the course being reviewed and improving the communication of information regarding the JST to our academic departments.

Western Carolina University (WCU). WCU has a Military Student Services office that provides support to students in the admissions process as well as facilitating access to tuition assistance, VA education benefits, and academic credit, among other services. WCU offers credit based on ACE recommendations to students in a variety of degree programs, but limits awards to those credit hours that will facilitate degree completion (i.e., credit is not awarded if it does not count towards the requirements of the student's selected degree program). In addition, for soldiers at a skill rating of 40 within the U.S. Army Special Operations Command occupational specialty 18D Medical Sergeant, WCU awards 41 credit hours towards the 128 required hours for a Bachelor of Science in Emergency Medical Care.

Appalachian State University (ASU). ASU's faculty created an articulation agreement in Communication Studies that awards 23-32 general education credits for the following US Army Special Operations Command occupational specialties: 18B Weapons Sergeant; 18C Engineer Sergeant; 18D Medical Sergeant; 18E Communications Sergeant; 18F Intelligence Sergeant; 18Z Special Forces Senior Sergeant; 37 (PSYOP); and 38 (Civil Affairs). The review process used by ASU's faculty to make the determinations of the credit award for this degree will serve as a guide for review of additional courses and occupational specialties. ASU also uses credit evaluators in the ASU Office of Transfer Services to serve as a liaison between students who are requesting credit and the departmental faculty who conduct the review.

### **III. Potential Challenges to Address**

In surveying other states and our own campuses regarding the policies and processes that are currently in place for award of credit for military training, the SB761 working group identified several challenges that will be important to address in the work that will follow the submission of this plan. These challenges include the following:

- Many faculty and staff at our institutions have limited experience in working with military courses and Joint Services Transcripts. Thus, they have limited knowledge about the scope and breadth of training that the military provides and about the faculty-driven review process coordinated by the American Council on Education (ACE).
- Many hours of training received by an active duty service member or veteran may not easily translate into college credit. Frequently, military training counts primarily toward elective credit, not specific degree requirements.
- The alignment of degree requirements with ACE's recommendations regarding potential academic credit for certain military courses or occupational specialties may be difficult to reconcile; for example ACE's recommendations may suggest that a given military course is consistent with two (2) semester hours of credit, but a required course in a curriculum in our institutions may be a three (3) semester hour credit course.
- Information about the content of many courses may be difficult for faculty and staff to obtain if they require additional information beyond that found in ACE's Military Guide in order to make a decision regarding the alignment of a military course with college or university course learning objectives.
- Information about awards of credit across the Community College and University systems is limited and not well known by faculty, which may contribute to the inconsistency in decisions regarding award of credit for specific military courses or occupational specialties.
- Regional and specialty accreditors, while permitting award of credit for prior learning in principle, also require significant documentation of policies and procedures used in the determination of awards of academic credit and require evidence that institutions are following all established policies and procedures when making such awards.

### **IV. Guiding Principles**

As a result of the best practices identified by the SB761 working group, the current practices in our institutions, and the challenges that we identified that are facing our institutions as they consider award of credit, we agreed upon the following guiding principles that have supported our work thus far and that we recommend continue to guide all efforts to review and approve

academic credit for military training and to communicate credit decisions to students and prospective students. These principles are consistent with the goals of the Senate Bill to assure a more uniform system of granting course credits and facilitate transfer of course credits between constituent institutions.

- Policies and processes developed as a result of this effort must be consistent with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) principles of accreditation and the policies of relevant specialty accreditors (e.g., the National Council for Accreditation of Teacher Education, the Association to Advance Collegiate Schools of Business, the Accreditation Commission for Education in Nursing).
- Policies and processes developed as a result of this effort must take into account existing policies within the North Carolina Community College System and the University of North Carolina system and the constituent institutions within the systems with regard to admissions, programs of study, student registration and transcripting, student billing and financial aid, articulation agreements between institutions, and student progress/awarding of degrees.
- Nationally recognized methods for evaluating military courses and military occupational specialties should be considered and used as a basis for review and decision-making whenever possible.
- Decisions about award of credit should be driven by faculty with expertise that is relevant to the disciplines associated with training experiences that are under consideration.
- Decisions about award of credit should be, as much as possible, focused on facilitating student progress and degree completion; thus, a high priority should be given to credit that fulfills specific certificate or degree requirements rather than general elective requirements.
- Communication about policies, processes, and award of credit for military training should be consistent across institutions, easily accessible by individuals both within and outside constituent institutions, and student-focused.

#### **V. Creation & Responsibilities of the Military Credit Advisory Council (MCAC)**

We are directing that our respective Systems appoint a Military Credit Advisory Council (MCAC) no later than February 1, 2015 to guide the review and award of credit, and that the MCAC be composed of no fewer than eight (8) and no more than twelve (12) individuals. The membership of the MCAC should be evenly balanced between representatives of community colleges and representatives of universities. Membership should include, to the extent possible, appropriate staff from the North Carolina Community College System Office and the University of North Carolina General Administration office, representatives from constituent institutions with expertise in the administrative and logistical issues associated with review and award of credit (e.g., academic officers, registrars, transfer office staff, academic advisors), and faculty members from constituent institutions.

In keeping with the goals of the Senate Bill, the work of the MCAC will focus on facilitating policy review and improvement to support consistent award of academic credit, directing reviews of military training and experience that include faculty from across both systems, assuring that decisions regarding academic credit that arise from these reviews are applied consistently at institutions with relevant degree programs, addressing the impact of these

decisions on existing transfer/articulation agreements, and communicating opportunities for academic credit to students, prospective students, and others. The responsibilities of the MCAC shall include the following:

- Identify policy changes needed within each system to support the efforts outlined in this plan, and work with system office staff to facilitate those changes.
- Identify high-priority military courses and military occupational specialties (MOSs) that should be reviewed first. Identification of high-priority courses and MOSs should consider the following:
  - Courses and MOSs for which academic credit is already being awarded by at least one institution within the Community College or University systems;
  - Courses and MOSs identified by educational liaisons at North Carolina military bases or installations as high priority due to the number of active duty or veteran service members who could present these credentials to the systems;
  - Courses and MOSs that are relevant to occupational areas that are high priority within the state (e.g., health care, advanced manufacturing, analytics, energy, and logistics);
  - Courses that are associated with service members' or veterans' completion of a College Level Examination Program (CLEP) or DANTES Subject Standardized Test (DSST) examination that would facilitate faculty review;
  - Courses and exams taken at the Defense Language Institute.
- Convene discipline-focused review groups composed of faculty from community colleges and universities to review selected courses and MOSs, and charge these groups to use information gathered from ACE, from military schoolhouses and educational liaisons, and from their institutions to determine appropriate award of credit. Assure that review groups are making determinations that (1) assure consistency of award of credit across institutions wherever possible, (2) are transparent in the description of how credit will be applied to specific degree programs at constituent institutions, (3) address relevant accreditation policies and principles and adhere to appropriate policies at local institutions, and (4) address the transferability of credit between institutions, including any articulation agreements that may be affected by the decisions.
- Establish an expedited review process by which decisions made at one constituent institution regarding award of credit for a military course or MOS may be shared with other institutions for consideration and, where appropriate, adoption.
- Collaborate with the UNC-NCCCS Transfer Advisory Committee regarding the 2014 Comprehensive Articulation Agreement (CAA) and Servicemembers Opportunity Colleges (SOC) Degree Network System (DNS) articulation agreements and Community College of the Air Force Associate of Applied Science degrees to determine transferable courses and how they will be integrated with the CAA, and make recommendations to constituent institutions regarding any relevant policy changes that may need to be considered at the institutional level.
- Establish a communication process to assure that decisions regarding award of credit are available across the two systems and are kept up-to-date.
- Compile and maintain a database of credit that is awarded through the system-wide processes described here, as well as credit that is awarded within certificate and degree programs in the Community College and University systems.
- Empanel a technical advisory committee to determine the specifications and resources necessary for the publication of the database described above to a publicly-available



website and for the maintenance of such a website. This website should be designed to be an easily accessible, student-focused portal that includes information about the credit that a service member or veteran may receive in certificate, diploma, or degree programs at NCCCS or UNC institutions. Such a database should be searchable by service branch, military courses taken, MOS, dates of service, and skill level of the student or prospective student. The website should also link clearly to constituent institutions as well as to career advising tools, resources for financial assistance, and other appropriate resources for service members and veterans.

- Determine what data are needed to track the success of efforts made under this plan and, where such data are not currently collected by the Community College or University systems, develop a plan for data collection and reporting. The determination should take into consideration the existing policies regarding military student success (e.g., UNC Policy 700.7.1) and other relevant policies that require collection of data regarding military-affiliated students.
- Coordinate the development and dissemination of technical assistance programming to support best practices in review and award of military credit for faculty and staff at constituent institutions, and seek resources to support faculty and staff participation in such technical assistance programs and the review process.

## **VI. Responsibilities of UNC Constituent Institutions & Community Colleges**

The responsibilities of the constituent institutions within the University system and the local community colleges under this plan include the following:

- Designate a point of contact between the institution and the MCAC to facilitate sharing of information regarding award of credit for military training and associated policies or procedures. This point of contact should be identified by both name and position within the institution, to support continuity of communication.
- Identify military courses or MOSs for which the institution is currently awarding academic credit, and share this information with the MCAC, including information about the types of credit awarded, number of credit hours awarded, certificate, diploma, or degree programs to which the credit may be applied, and the process used for local review.
- Identify institution-specific policies that may be affected by the award of credit for military training and share this information with the MCAC. Such policies may include, but are not limited to, regional or specialty accreditation policies, bilateral articulation agreements, policies on student progress or student standing.
- Develop policies related to the transferability of credit awarded as part of the Servicemembers Opportunity Colleges (SOC) Degree Network System (DNS) articulation agreements and Community College of the Air Force Associate of Applied Science degrees, based on the results of the collaboration between the MCAC and the UNC-NCCC Transfer Advisory Committee, as described above.
- Facilitate dissemination of information regarding policies and procedures for award of credit and regarding the applicability of credit to certificates or degree programs via an institutional website or other means, and assure such information is up-to-date.

## VII. Milestones and Timeline

The MCAC provide will provide updates to the Board of Governors of the University of North Carolina and the State Board of Community Colleges in the first quarter of each year from 2015 through 2017. Such updates should be based on the following table, which lists critical milestones in the implementation of this plan, along with a timeline for when these milestones are expected to be achieved. Updates to the two Boards will include a review of milestones achieved, identification of any delays experienced and a plan for resolving those delays, identification of resources needed to complete any milestones, and plans for the coming year.

**Table 1. Milestones in the plan to award academic credit for military training in the NCCC and UNC systems.**

<u>Milestone</u>	<u>Target Completion Date</u>
MCAC is empaneled and holds first meeting	February 1, 2015
High priority military courses and occupational specialties are identified	Spring 2015
Military courses and occupational specialties for which individual institutions in either system are awarding academic credit are identified and support for decisions are documented for sharing	Spring 2015
Data points that will be needed to track progress and awards of credit are identified	Summer 2015
A process to collect relevant data and share between systems is established	Fall 2015
Initial UNC-NCCC discipline-focused faculty review groups are identified and convened	Fall 2015
Specifications for website and other communication regarding academic credit are completed and resource needs identified	Fall 2015
Policy changes needed within each system and on each campus to support plan efforts are identified	Fall 2015
Policies related to transfer of credit awarded as part of the NC CAA, SOC DNS articulation agreements and Community College of the Air Force Associate of Applied Science degree developed	Spring 2016

## APPENDIX M

<b><u>Milestone</u></b>	<b><u>Target Completion Date</u></b>
Publication of initial credit decisions	Spring 2016
Ongoing UNC-NCCC discipline-focused faculty review groups convened for review of additional courses/MOSs; updating of new credit award decisions	Spring 2016 – ongoing

## **Appendix A**

### **Members of the NCCC- UNC SB761 Working Group**

#### North Carolina Community Colleges Representatives:

- Lisa Chapman, Senior Vice President/Chief Academic Officer, NCCCS
- Kim Sepich, Associate Vice President of Student Services, NCCCS
- Barbara Boyce, Associate Vice President of Workforce Development & Continuing Education, NCCCS
- Wesley Beddard, Associate Vice President for Programs, NCCCS
- David Brand, Vice President for Academic and Student Services, Fayetteville Technical Community College
- Billy Buckner, Associate Vice President for Military and Veteran Programs, Fayetteville Technical Community College
- Pamela Senegal, Vice President of Economic and Community Development, Central Carolina Community College

#### University of North Carolina Representatives:

- Katharine Stewart, Vice President for Academic Planning and Quality, UNC General Administration
- Ann Marie Beall, Director of Military Education, UNC General Administration
- John Fletcher, Associate Provost for Enrollment Services, East Carolina University
- Briana Ford, Director of Military Student Services, Western Carolina University
- Jane Rex, Director, Office of Transfer Services, Appalachian State University
- Cammie Hunt, Associate Vice Chancellor for Engaged Outreach, University of North Carolina - Pembroke

## **Appendix B**

### **UNC Policy 700.7.1**

#### **Military Student Success**

The University of North Carolina is committed to the success of military-affiliated students.<sup>1</sup> This policy, and its associated regulations and guidelines, provide a framework for the constituent institutions of the University of North Carolina to develop and maintain a comprehensive network of services for military-affiliated students seeking to meet their educational goals. The President shall establish regulations to implement the requirements of these policies and to promote the general welfare of service members, veterans, spouses, and dependent family members at the constituent institutions.

##### **A. Admission of Active Duty Service Members and Veterans**

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.

For purposes of undergraduate admission to any constituent institution of The University of North Carolina, any individual having completed a minimum of two years of cumulative active duty service in the United States Armed Forces who otherwise meet the criteria for a transfer student will be considered a transfer student in the admissions process pursuant to 700.1.1.1[R], Special Consideration 3, with the branch of service functioning as the institution of transfer. If discharged from active duty, the veteran must have received an Administrative Discharge. This policy shall not apply to veterans receiving a “Bad Conduct or Dishonorable Discharge.”

Under conditions set forth by the President in regulations associated with this policy, applicants in this profile may be offered special consideration with regard to the minimum admissions and minimum course requirements for transfer students.

Nothing in this policy guarantees admission for students who do not meet institutional academic standards for admission. Constituent institutions retain sole authority for admissions determinations.

##### **B. Military-Affiliated Student Data**

The President shall establish appropriate and uniform data collection procedures to enable the constituent institutions to identify and track the academic progress of service members, veterans, spouses, and dependent family members for the purposes of evaluating and reporting retention, graduation and the length of time to degree.

<sup>1</sup> For the purposes of this policy, “military-affiliated students” shall include students who are service members (including National Guard and Reserve members), veterans, spouses of service members or veterans, or dependent family members of service members or veterans.

### C. Residency Status of Military-Affiliated Students

North Carolina created and maintains its public institutions of higher education primarily for the benefit of the residents of North Carolina, and its institutions are generously supported by the General Assembly and the public. Active duty personnel in the United States Armed Forces, and their spouses, dependent children and dependent relatives and members of the North Carolina National Guard may be eligible for in-state tuition under the conditions established by General Statutes of the state of North Carolina and enacted by regulations in the North Carolina State Residence Classification Manual and in association with this policy.

### D. Campus Support Structures for Military-Affiliated Students

The constituent institutions of the University of North Carolina shall develop and maintain campus-based support networks as well as a comprehensive series of community, regional, and national referrals for military-affiliated students to assist in successful navigation of their educational goals. These services shall include, but not be limited to, admissions, financial aid, housing, student affairs, health services and counseling, and academic affairs.

### E. Military Credit Transferability

The University of North Carolina recognizes the value of the education, training and experience that military students bring to the university. The university and its constituent campuses shall establish a process by which this learning can be evaluated for possible course credit. Such military learning may include but will not be limited to recruit training, military occupational specialty (MOS) training and education, Defense Language Institute foreign language coursework and exams, Community College of the Air Force (CCAF) coursework, CLEP (College-Level Examination Program) and DANTES Standardized Subject tests. The American Council on Education (ACE) credit equivalency recommendations serve as the standard reference work for recognizing learning acquired in the military.<sup>2</sup>

### F. Call to Duty

The University of North Carolina supports students called to active duty or training in the United States Armed Forces, including service in the National Guard or Reserve.<sup>3</sup> The policies of the University shall assist, whenever possible, the student in withdrawing and re-entering the university without financial or academic hardship. Such policies shall include but are not limited to:

<sup>2</sup> Nothing in this policy prevents constituent institutions from evaluating military learning independent of the ACE evaluation.

<sup>3</sup> Campuses may choose whether to extend some or all of the benefits of these policies to the spouse or child of a person called to active duty. Campuses may also choose to include spouses and children of persons called to active duty under the extenuating circumstances regulation (BOG Policy 400.1.5[R]).

- Military Withdrawal
- Refunds of Tuition, Fees, and Other Expenses
- Academic Credit
- Deferral of Enrollment
- Military Leave of Absence
- Re-admission into the University
- Scholarship Status