



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

September 15, 2021 at 1:15 p.m.
Via Videoconference and PBS North Carolina Live Stream
University of North Carolina System Office
Center for School Leadership Development, Board Room
Chapel Hill, North Carolina

AGENDA

OPEN SESSION

- A-1. Approval of the Minutes of July 21, 2021.....Temple Sloan
- A-2. Academic Affairs Update Kimberly van Noort
- A-3. 2020-2021 Annual Report of the
Committee on Educational Planning, Policies, and Programs Kimberly van Noort
- A-4. North Carolina Area Health Education Centers (AHEC) Update Hugh Tilson
- A-5. Proposed Revisions to Section 700.1.1 of the UNC Policy Manual Kimberly van Noort
- A-6. UNC System Academic Degree Program Actions..... David English
- A-7. Comprehensive Articulation Agreement Annual Report..... David English
- A-8. Licensure Program Approvals Daniel Harrison
- A-9. Early College High School Graduates ReportBethany Meighen
- A-10. Adjourn

DRAFT MINUTES OPEN SESSION

July 21, 2021 at 1:30 p.m.
University of North Carolina System Office
Center for School Leadership Development, Board Room
Chapel Hill, North Carolina

This meeting of the Committee on Educational Planning, Policies, and Programs was presided over by Chair Temple Sloan. The following committee members were present, constituting a quorum: Anna Nelson, Kirk Bradley, Joel D. Ford, Thomas C. Goolsby, Sonja Nichols, and Raymond Palma.

Chancellors participating were Franklin Gilliam, Todd Roberts, and Elwood Robinson. Chair of the UNC Faculty Assembly Timothy Ives joined.

Staff members participating included Kimberly van Noort and David English from the UNC System Office.

OPEN SESSION

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

Chair Sloan the meeting to order at 1:33 p.m. on Wednesday, July 21, 2021.

Chair Sloan reminded all members of the committee of their duty under the State Government Ethics Act to avoid conflicts of interest and appearances of conflict of interest. He asked if there were any conflicts or appearances of conflict with respect to any matter coming before the committee. No members identified any conflicts at the time.

Chair Sloan called for a motion to approve the Open and Closed Session minutes of May 26, 2021.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the Open and Closed Session minutes of May 26, 2021, as distributed.

Motion: Joel D. Ford

Motion carried

2. Academic Affairs Update (Item A-2)

Dr. Kimberly van Noort gave a report about activity across the 17 UNC System institutions.

3. Intercollegiate Athletics and Athletic Financial Transparency Report (Item A-3)

As required each year, the UNC System Office provided a report to the Board summarizing the academic characteristics and performance of the UNC System's student-athletes. Information was presented regarding the academic profile of freshmen student-athletes and various academic success indicators for the 2018-19 and 2019-20 academic years.

4. UNC System Academic Program Actions (Item A-4)

The University of North Carolina at Chapel Hill requested the establishment of the following degree programs: Master of Applied Professional Studies, Master of Public Policy, and Master of Science in Medical Science.

Chair Sloan called for a motion to approve the establishment of the three degree programs at North Carolina State University.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the requested establishments of the Master of Applied Professional Studies, Master of Public Policy, and Master of Science in Medical Science at the University of North Carolina at Chapel Hill and for submission to the full board through the consent agenda.

Motion: Anna Nelson

Motion carried

The University of North Carolina Wilmington requested establishment of the following degree programs: Bachelor of Science in Engineering in Intelligent Systems Engineering and the Bachelor of Science in Cyber Security.

Chair Sloan called for a motion to approve the establishment of the two degree programs at the University of North Carolina Wilmington.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the requested establishment of the Bachelor of Science in Engineering in Intelligent Systems Engineering and the Bachelor of Science in Cyber Security Science degree programs at the University of North Carolina Wilmington and for submission to the full board through the consent agenda.

Motion: Joel D. Ford

Motion carried

5. Proposed Update Uniform Articulation Agreement AAS in Early Childhood Education and BA Birth Kindergarten Programs (Item A-5)

A proposed update to the Uniform Articulation Agreement (UAA) in Early Childhood Education (AAS) and Birth-Kindergarten Programs (BA) between the North Carolina Community College System (NCCCS) and University of North Carolina System institutions was presented and recommended by the System Office.

Chair Sloan called for a motion to approve the proposed update.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the proposed update to the Uniform Articulation Agreement AAS in Early Childhood Education and BA Birth Kindergarten Programs and recommend approval to the Board of Governors for a vote through the consent agenda.

Motion: Joel D. Ford

Motion carried

6. Uniform Articulation Agreement: AA/AS Teacher Preparation and Education Preparation Programs (Item A-6)

A new articulation agreement is proposed: the Associate in Arts in Teacher Preparation (AATP) and the Associate in Science in Teacher Preparation (ASTP) Uniform Articulation Agreement is an agreement jointly created by the North Carolina Community College System (NCCCS) Education Faculty and University of North Carolina System Educator Preparation Programs. The AATP and ASTP Articulation Agreement is focused on facilitating transfer for students who begin education studies at a community college and then transfer to one of the UNC System Educator Preparation Programs (EPP).

Chair Sloan called for a motion to approve the new articulation agreement.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the establishment of the Associate in Arts in Teacher Preparation (AATP) and Associate in Science in Teacher Preparation (ASTP) Uniform Articulation Agreement is an agreement jointly created by the North Carolina Community College System (NCCCS) Education Faculty and University of North Carolina System Educator Preparation Programs.

Motion: Kirk Bradley

Motion carried

7. Annual Educator Preparation Reports (Item A-7)

A review of the following reports due to the Joint Legislative Education Oversight Committee was presented: Annual Report on Teacher Education, Annual Report on the UNC-NCCCS 2+2 E-Learning Initiative, School Leadership Supply and Demand Report, UNC-NCCCS Joint Initiative for Teacher Education and Recruitment Annual Report.

8. **Adjourn.** There being no further business and without objection, the meeting adjourned at 2:32 p.m.

Kirk Bradley, Secretary



AGENDA ITEM

A-2. Academic Affairs Update..... Kimberly van Noort

- Situation:** The committee will hear an update on recent activities involving Academic Affairs.
- Background:** The University of North Carolina System's Division of Academic Affairs complements the University's core academic mission, supports faculty, and ensures success for research and sponsored and international programs. The division also provides assistance for student affairs and other access and outreach activities.
- Assessment:** Information will be provided to the committee on recent updates in Academic Affairs at the UNC System Office and across the 17 institutions.
- Action:** This item is for information only.

**BOARD OF GOVERNORS AWARDS FOR EXCELLENCE IN TEACHING
2021 USE OF ADDITIONAL FUNDS SUMMARY REPORT**

CAMPUS	AWARD RECIPIENT	TITLE	DEPARTMENT	AMOUNT OF AWARD
ASU	Brian Zimmer	Senior Lecturer	Geological & Environmental Sciences	\$1,500.00
	Christine Leist	Associate Professor	Hayes School of Music	1,000.00
	Sushmita Chatterjee	Assoc Professor Int Dir of GWSS	Interdisciplinary Studies	1,000.00
	Bonnie Guy	Professor	Marketing & Supply Chain Management	1,000.00
	Phillip Ardoin	Professor/Chairperson	Government & Justice Studies	1,000.00
	Patrick O Shea	Associate Prof/Grad Program Director	Leadership & Edu Studies	1,000.00
			STATE FUNDS	6,500.00
			CAMPUS FUNDS	0.00
			TOTAL ASU FUNDS AWARDED	6,500.00
ECU	Dennis Barber	Assistant Professor	Miller School of Entrepreneurship	1,000.00
	Holly Wei	Associate Professor	Advanced Nursing Practice and Education	1,000.00
	Brittany Thompson	Teaching Instructor	School of Communication	1,000.00
	Tony Thompson	Associate Professor	Mathematics, Science, and Instructional Technology Education	1,000.00
	Jakob Jensen	Associate Professor	Human Development and Family Science	1,000.00
	David Loy	Associate Professor	Recreation Sciences	1,000.00
	Miscellaneous	Plaques		500.00
				STATE FUNDS
			CAMPUS FUNDS	0.00
			TOTAL ECU FUNDS AWARDED	6,500.00
ECSU	Akbar Eslami	Professor	Mathematics, Computer Science & Engineering Technology	1,300.00
	Kacey DiGiacinto	Associate Professor	Health and Human Studies	1,200.00
	Hirendranath Banerjee	Professor	Natural Sciences	1,000.00
	Kim Downing	Associate Professor	Health and Human Studies	2,000.00
	Dipendra Sengupta	Professor	Mathematics, Computer Science & Engineering Technology	2,000.00
	Roberto Frontera-Suau	Professor	Natural Sciences	2,000.00
			STATE FUNDS	9,500.00
			CAMPUS FUNDS	0.00
			TOTAL ECSU FUNDS AWARDED	9,500.00

CAMPUS	AWARD RECIPIENT	TITLE	DEPARTMENT	AMOUNT OF AWARD	
FSU	Bolarinwa Ekezie	Assistant Professor	Health Care Admin	500.00	
	Caroline Glackin	Associate Professor	Management	500.00	
	Ashley Holder	Assistant Professor	Elementary Ed	500.00	
	Danielle Graham	Assistant Professor	Biology	500.00	
	Ali Siamaki	Associate Professor	Chemistry	500.00	
	Longfei Wu	Assistant Professor	Computer Science	500.00	
	Eugenie Almeida	Professor	Communications	500.00	
	Monica Goodwin	Assistant Professor	Air Force ROTC	500.00	
	Kimberly Hardy	Assistant Professor	Social Work	500.00	
	Druann Heckert	Professor	Sociology	500.00	
	Bradley Kadel	Associate Professor	History	500.00	
	Sondra Martin	Professor	Performing and Fine Arts	500.00	
	Davin Smith	Instructor	ARMY ROTC	500.00	
	Carole Weatherford	Professor	English	500.00	
	Bolarinwa Ekezie	Assistant Professor	Health Care Admin	1,000.00	
	Ashley Holder	Assistant Professor	Elementary Ed	1,000.00	
	Danielle Graham	Assistant Professor	Biology	1,000.00	
	Bradley Kadel	Associate Professor	History	1,000.00	
	Ashley Holder	Assistant Professor	Elementary Ed	4,000.00	
	Miscellaneous	Plaques		48.00	
				STATE FUNDS	9,500.00
				CAMPUS FUNDS	5,548.00
			TOTAL FSU CAMPUS FUNDS AWARDED	15,048.00	
NCA&T	Comfort Okpala	Professor	Leadership Studies and Adult Education	1,000.00	
	Ahmed Megri	Associate Professor	Civil, Architectural and Environmental Engineering	1,000.00	
	Mark Burkey	Professor	Economics	1,000.00	
	Deana Melton	Associate Professor	Kinesiology	1,000.00	
	Nicholas Luke	Associate Professor	Mathematics and Statistics	1,000.00	
	Lifeng Zhang	Associate Professor	Nanoengineering	1,000.00	
	Andrea Ofori-Boadu	Assistant Professor	Built Environment	1,000.00	
				STATE FUNDS	6,500.00
			CAMPUS FUNDS	500.00	
			TOTAL NCA&T FUNDS AWARDED	7,000.00	

CAMPUS	AWARD RECIPIENT	TITLE	DEPARTMENT	AMOUNT OF AWARD	
NCCU	Monique Holsey-Hyman	Assistant Professor	Social Work	3,166.00	
	Nigel Pierce	Assistant Professor	Curriculum and Instruction	3,166.00	
	LaShawn Wordlaw	Associate Professor	Public Health Education	3,166.00	
STATE FUNDS				9,500.00	
CAMPUS FUNDS				0.00	
STATE FUNDS UNSPENT				2.00	
TOTAL NCCU FUNDS AWARDED				9,498.00	
NC STATE	Laura Clarke	Professor	Physics	650.00	
	Chandra Cox	Professor	Art and Design	650.00	
	David Crouse	Professor	Crop and Soil Sciences	650.00	
	Russell Gorga	Professor	Textile Engineering, Chemistry and Science	650.00	
	Marc Grimmett	Professor	Educational Leadership, Policy and Human Development	650.00	
	Hasan Jameel	Jordan Family Distinguished Professor for Natural Resource Innovation	Forest Biomaterials	650.00	
	Russell King	Henry A. Foscue Distinguished Professor	Edward P. Fitts Department of Industrial and Systems Engineering	650.00	
	Paul Mulvey	Associate Professor	Management, Innovation and Entrepreneurship	650.00	
	Shevaun Neupert	Professor	Psychology	650.00	
	Lysa Posner	Professor	Molecular Biomedical Sciences	650.00	
	STATE FUNDS				6,500.00
	CAMPUS FUNDS				0.00
TOTAL NC STATE FUNDS AWARDED				6,500.00	
UNCA	Erica Abrams Locklear	Professor	English	2,500.00	
	Sarah Judson	Associate Professor	History	1,750.00	
	Jennifer Rhode-Ward	Professor	Biology	1,750.00	
	Ashley Moraguez	Assistant Professor	Political Science	1,750.00	
	Brian Graves	Lecturer	English	1,750.00	
	Jeremias Zunguze	Assistant Professor	Africana Studies	1,750.00	
	Gilliam Jackson	Adjunct	Languages & Literatures	1,750.00	
STATE FUNDS				9,500.00	
CAMPUS FUNDS				3,500.00	
TOTAL UNCA FUNDS AWARDED				13,000.00	

CAMPUS	AWARD RECIPIENT	TITLE	DEPARTMENT	AMOUNT OF AWARD
UNC-CH	Kenya McNeal-Trice	Clinical Professor	Pediatrics-Education	5,000.00
	Mina Hosseinipour	Clinical Professor	Med-Infectious Diseases	5,000.00
	Eileen Burker	Professor	Allied Health Sciences	5,000.00
	Martinette Horner	Clinical Assistant Professor	School of Education	5,000.00
			STATE FUNDS	6,500.00
			CAMPUS FUNDS	13,500.00
			TOTAL UNC-CH FUNDS AWARDED	20,000.00
UNCC	Sarah Wells	Lecturer	Chemistry	650.00
	Benita Staples	Part Time Instructor	Geography and Earth Sciences	650.00
	Kirill A. Afonin	Associate Professor	Chemistry	3,000.00
	Jamie Brandon	Clinical Assistant Professor	Nursing	300.00
	Maren Coffman	Associate Professor	Nursing	300.00
	Larissa Huber	Professor	Public Health Sciences	300.00
	Lee-Ann Kenny	Clinical Assistant Professor	Nursing	300.00
	Sarah Laditka'	Professor	Public Health Sciences	300.00
	Kelly Powers	Assistant Professor	Nursing	300.00
	Ticola Ross	Clinical Assistant Professor	Social Work	300.00
	Mary Smith	Senior Lecturer	Nursing	300.00
	David Verrill	Lecturer	Kinesiology	300.00
	Kelsey Klotz	Lecturer	Music	1,000.00
	Jonie Stumbo	Teacher	External to UNCC	1,000.00
	Washington Elementary School			
	Kristen Beach	Associate Professor	Special Education & Child Development	1,500.00
	Erik Byker	Associate Professor	Reading and Elementary Education	1,500.00
	Carl Westine	Assistant Professor	Educational Leadership	1,500.00
	Jae Hoon Lim	Associate Professor	Educational Leadership	1,500.00
	Clare Merlin-Knoblich	Assistant Professor	Counseling	2,500.00
	Richard Lambert	Professor	Educational Leadership	2,500.00
			STATE FUNDS	6,500.00
			CAMPUS FUNDS	13,500.00
			TOTAL UNCC FUNDS AWARDED	20,000.00

CAMPUS	AWARD RECIPIENT	TITLE	DEPARTMENT	AMOUNT OF AWARD
UNCG	LaTasha Velez	Assistant Professor	Library and Information Science	1,000.00
	Sara Estle	Lecturer	Psychology	1,000.00
	Jennifer Wilson	Clinical Assistant Professor	Nursing	1,000.00
	Eric Josephs	Assistant Professor	Nanoscience	500.00
	Elizabeth Webb	AP Assistant Professor	Social Work	1,000.00
	Erin Speer	Assistant Professor	Theatre	1,000.00
	Ambrose Jones, III	Associate Professor	Accounting and Finance	1,000.00
			STATE FUNDS	6,500.00
			CAMPUS FUNDS	0.00
			TOTAL UNCG FUNDS AWARDED	6,500.00
UNCP	Ki Chae	Associate Professor	Counseling	1,750.00
	Kelly Ficklin	Assistant Professor	Elementary Education	1,750.00
	Matthew Hassett	Assistant Professor	Sociology and Criminal Justice	1,750.00
	Brandon Sanderson	Professor	Art	1,750.00
	Tamera Savage	Assistant Professor	Social Work	1,750.00
	Judith Paparozzi	Part-Time Lecturer	Sociology and Criminal Justice	750.00
				STATE FUNDS
			CAMPUS FUNDS	0.00
			TOTAL UNCP FUNDS AWARDED	9,500.00
UNCW	Amanda Boomershine	Professor	Department of World Languages and Cultures	1,500.00
	Amanda Boomershine	Professor	Department of World Languages and Cultures	5,000.00
	Amanda Williard	Professor	Department of Biology and Marine Biology	5,000.00
	Amy Taylor	Professor	Department of Early Childhood, Elementary, Middle, Literacy and Special Education	5,000.00
	Brian Arbogast	Professor	Department of Biology and Marine Biology	5,000.00
	Eman Ghoneim	Professor	Department of Earth and Ocean Sciences	5,000.00
	Julie-Ann Scott	Professor	Department of Communication Studies	5,000.00
	Brian Chandler	Associate Professor	Department of World Languages and Cultures	1,000.00
	Victor Malo-Juvera	Associate Professor	Department of English	1,000.00
	Mr. Mark Sorensen	Professor	Department of Theatre	1,000.00
	William Kerler	Associate Professor	Department of Accountancy	1,000.00
	Michele Parker	Professor	Department of Educational Leadership	1,000.00
	Jacquelyn Lee	Associate Professor	School of Social Work	1,000.00
	Kelley Hanna	Lecturer	Department of World Languages and Cultures	1,000.00

CAMPUS	AWARD RECIPIENT	TITLE	DEPARTMENT	AMOUNT OF AWARD
UNCW (cont.)	Barbara Pennington	Lecturer	School of Nursing	1,000.00
	David Pernell	Senior Lecturer	Department of Communication Studies	1,000.00
	Stephan Woditschka	Lecturer	Department of Biology and Marine Biology	1,000.00
	Kelli Jacobs	Graduate Teaching Assistant	Department of English	250.00
	Riley Lewis	Graduate Teaching Assistant	Department of Instruction Technology, Foundations and Secondary Education	250.00
	Alexandra Hartline	Graduate Teaching Assistant	Department of Biology and Marine Biology	250.00
	Carrie Rowlands	Graduate Teaching Assistant	Department of Biology and Marine Biology	250.00
	Rebecca Werner	Graduate Teaching Assistant	Department of Public and International Affairs	250.00
	Miscellaneous	Benefits/Taxes	FICA 3,463; TSERS \$1,734; ORP \$4,764	9,961.00
			STATE FUNDS	6,500.00
			CAMPUS FUNDS	46,211.00
			TOTAL UNCW FUNDS AWARDED	52,711.00
	UNCSA	Eva Draw	Associate Professor	School of Dance
Cameron Knight		Associate Professor	School of Drama	2,500.00
Kjersten Lester-Moratzka		Associate Professor	School of Design and Production	2,500.00
Joseph Pecoraro		Professor	School of Music	2,500.00
Mike Wakeford		Professor	Division of Liberal Arts	2,500.00
		STATE FUNDS	9,500.00	
		CAMPUS FUNDS	3,000.00	
		TOTAL UNCSA FUNDS AWARDED	12,500.00	
WCU	Wesley Stone	Professor	Engineering & Technology	1,000.00
	Eleanor Petrone	Assistant Professor	English	1,000.00
	Heidi Turlington	Instructor	Teaching & Learning	1,500.00
	Amy Murphy-Nugen	Assistant Professor	Social Work	500.00
	David Wells	Assistant Professor	Nursing	500.00
	Katie Zejdlik-Passalacqua	Assistant Professor	Anthropology & Sociology	1,000.00
	David Solomon	Assistant Professor	Psychology	500.00
	Debby Singleton	Instructor	Human Services	500.00
	Andrew Carnes	Assistant Professor	Management, Economics, Project Management	1,000.00
		STATE FUNDS	6,500.00	
		CAMPUS FUNDS	1,000.00	
		TOTAL WCU FUNDS AWARDED	7,500.00	

CAMPUS	AWARD RECIPIENT	TITLE	DEPARTMENT	AMOUNT OF AWARD
WSSU	Eric Greaux	Associate Professor	Education	4,500.00
	Kimya Nance	Assistant Professor	Liberal Studies	3,500.00
	Hye Young Kim	Associate Professor	Nursing	3,500.00
	David Stewart	Associate Professor	Art + Visual Studies	3,500.00
	Tangela Towns	Associate Professor	Accounting Economics and Finance	3,500.00
	Tanya Walker-Bethea	Associate Professor	Behavioral Sciences	3,500.00
	Debzani Deb	Associate Professor	Computer Science	3,500.00
	Denise Nation	Associate Professor	History, Politics & Social Justices	3,500.00
			STATE FUNDS	9,500.00
			CAMPUS FUNDS	19,500.00
			TOTAL WSSU FUNDS AWARDED	29,000.00
NCSSM	Tamar Avineri	Instructor of Mathematics	Mathematics	2,500.00
	Michael Bruno	Chair and Instructor of Chemistry	Science	2,500.00
	Erin Quinlan	Instructor of Biology	Science	1,125.00
	Kat Cooper	Instructor of Chemistry	Science	1,125.00
	Forrest Hinton	Instructor of Mathematics	Mathematics	1,125.00
	Christine Belledin	Instructor of Mathematics	Mathematics	1,125.00
			STATE FUNDS	9,500.00
			CAMPUS FUNDS	0.00
			TOTAL NCSSM FUNDS AWARDED	9,500.00
			STATE FUNDS AVAILABLE	134,500.00
			STATE FUNDS UNSPENT	2.00
			STATE FUNDS EXPENDED	134,498.00
			ADDITIONAL CAMPUS FUNDS EXPENDED	106,259.00
			2021 GRAND TOTAL AWARDS	240,757.00



AGENDA ITEM

- A-3. 2020-21 Annual Report of the
Committee on Educational Planning, Policies, and Programs Kimberly van Noort

Situation: Each standing committee submits an annual report of its activities to the Board of Governors.

Background: Under the UNC Policy Manual, Section 302 E of *The Code*, “Each standing committee shall make a written report to the Board of Governors at least annually, reviewing the work of the committee during the preceding year.”

Assessment: The annual report on the activities of the Committee on Educational Planning, Policies, and Programs for the fiscal year 2020-2021 is ready for review and submission.

Action: This item requires a vote by the committee to accept the report for submission to the Board of Governors.

DUTIES AND MEMBERSHIP

The Committee on Educational Planning, Policies, and Programs is one of four standing committees established by the Board of Governors on September 15, 1973. There are now six standing committees. The committee consists of no fewer than five voting members as designated by the chair of the Board of Governors for one-year terms, starting at the first meeting after July 1 of the year and continuing until their successors are appointed. As a matter of practice, the chair may also appoint additional members, and chancellors further staff the committee as ex-officio members. It is the duty of the committee to receive advice and recommendations of the president and, in turn, make recommendations to the Board of Governors in all areas pertaining to the development of a coordinated system of higher education in North Carolina, including:

- (a) the definition of mission and assignment of functions of each constituent institution;
- (b) the review of requests for the initiation of new degree programs and recommendations for the termination of existing programs; and
- (c) the provision of supportive services, facilities, and other resources for the instructional, research and public service programs of the constituent institutions.

The committee shall also advise and assist the president and the Board by maintaining close liaison with the State Board of Education, the State Board of Community Colleges, and private colleges and universities. It shall further recommend to the Board procedures and guidelines for the licensing of non-public educational institutions. [Section 301 C, *The Code*]

In July 2020, the following persons were appointed or reappointed to the committee: Mr. Jimmy D. Clark; Mr. Thomas C. Goolsby; Mr. Steven B. Long; and Ms. Anna Nelson. The Board chair subsequently appointed Mr. Sloan as committee chair, Ms. Nelson as vice chair, and Mr. Long as secretary. The ex-officio members on the committee were Chancellor Johnson Akinleye (North Carolina Central University), Chancellor Todd Roberts (NC School of Science and Mathematics), Chancellor Elwood Robinson (Winston-Salem State University), and Mr. Isaiah Green (UNC Association of Student Governments).

The committee met in eight regular meetings between July 1, 2020, and June 30, 2021. The major actions of the committee are summarized as follows:

Academic Program Development

The committee recommended and the Board of Governors subsequently approved the establishment of the following new baccalaureate and master and doctorate degree programs on the dates indicated:

	Institution	Degree Level	Program Title	CIP #	Committee Approved	Board Approved
1.	ECU	MS	Planning and Development	03.0301	01/20/21	01/21/21
2.	NC A&T	PhD	Agriculture and Environmental Sciences	01.0000	01/21/21	01/22/21
3.	NCSU	M	Master of Advanced Architectural Studies	04.0902	05/26/21	05/27/21
4.	UNCG	PhD	Computer Science	11.0701	05/26/21	05/27/21

The committee recommended and the Board of Governors subsequently approved the discontinuation of the following baccalaureate and master degree programs on the dates indicated:

	Institution	Degree Level	Program Title	CIP #	Committee Approved	Board Approved
1.	UNCP	BS	Biotechnology	26.1201	09/16/20	09/17/20
2.	UNCP	BS	Middle Grades Education (6-9)	12.1203	09/16/20	09/17/20
3.	NCSU	BS	Turfgrass Science	01.0607	11/18/20	11/19/20
4.	NCSU	BLA	Landscape Architecture	04.0601	11/18/21	11/19/21
5.	WSSU	EDS	Educational Leadership	13.0401	01/20/21	01/21/21

Reports and Recommendations, Received and Adopted

The committee and the Board of Governors approved the following reports and recommendations:

	Reports	Committee Approved	Board Approved
1.	Annual Report of the Committee on Educational Planning, Policies, and Programs	07/21/20	07/22/20
2.	Emergency Waiver to Section 700.1.1 of the UNC Policy Manual	07/21/20	07/21/20
3.	Early College High School Graduates Report	09/16/20	09/17/20
4.	Comprehensive Articulation Agreement Annual Report	10/21/20	10/22/20
5.	North Carolina Health Education Centers Report: Outcomes of North Carolina Medical School Graduates	10/21/20	10/22/20
6.	2020 UNC Peer Study	11/18/20	11/19/20
7.	Faculty Teaching Workload Report	05/26/21	05/27/21
8.	Waiver of the SAT/ACT Requirement Section 700.1.1 through fall 2022 under the Section 700.1.1. of the UNC Policy Manual.	05/26/21	05/27/21
9.	Faculty Workload Teaching Report	05/26/21	05/27/21

The committee also received and discussed the following reports/topics:

	Reports/Topics	Presented to Committee
1.	AHEC Annual Report on Primary Care Physicians	09/20/20
2.	Excellence in Teaching Awards Use of Funds Report	09/20/20
3.	Comprehensive Articulation Agreement between the University of North Carolina and the North Carolina Community College System Technical Revisions 2020	09/20/20
4.	Future Teachers of North Carolina Program Annual Report to the Joint Legislative Education Oversight Committee as required by G.S. 116-41.32	11/17/21

	Reports/Topics	Presented to Committee
5.	North Carolina Teaching Fellows Program Annual Report to the Joint Legislative Education Oversight Committee as required by G.S. 116-209.62(j)	01/21/21
6.	Career and College Promise and Cooperative Innovation High Schools Report	02/17/21
7.	AHEC Pandemic Health Care Workforce Report 2021	04/16/20

Policy Revision Approvals

	Subject	Committee Approved	Board Approved
1.	Emergency Waiver to Section 700.1.1 of the UNC Policy Manual	07/22/20	07/23/20
2.	Revisions to Section 400.1.6 of the UNC Policy	11/18/20	11/19/20
3.	Revisions to Section 700.1.3 of the UNC Policy Manual	04/21/21	04/22/21

Other Committee and Board Actions

	Subject	Committee Approved	Board Approved
1.	2020 Governor James E. Holshouser, Jr. Award for Excellence in Public Service Nominees, Recommendations, and Selections	01/21/21	01/22/21
2.	2021 Board of Governors Awards for Excellence in Teaching Selections	02/17/21	02/18/21
3.	2021 O. Max Gardner Award Nominees, Recommendation, and Selection	04/21/21	04/22/21

Licensure of Nonpublic Educational Institutions

The committee recommended and the Board of Governors subsequently approved the licensure of the following degree programs on the dates indicated:

	Institution and Degree	Committee Approved	Board Approved
1.	Webber University/Saint Andrews's: RN to BSN	09/20/20	09/21/20
2.	Troy University: MSW	09/20/20	09/21/20
3.	Northcentral University: PhD Marriage and Family Therapy	09/20/20	09/21/20
4.	Johnson and Wales-Charlotte: limited license	09/20/20	09/21/20
5.	Webber University/Saint Andrews's: MA Ed	01/21/21	01/22/21
6.	Watts Collage of Nursing: interim license to full license	01/21/21	01/22/21
7.	Thales College: BA Liberal Arts	01/21/21	01/22/21
8.	University of Southern California: MPA	01/21/21	01/22/21
9.	Johnson and Wales University: BSBA – Entrepreneurship	05/23/21	05/24/21
9.	ECPI: PhD in Psychology and PhD in Nursing Practice in Executive Leadership	05/23/21	05/24/21
10.	California State University: limited license	05/23/21	05/24/21



AGENDA ITEM

A-4. North Carolina Area Health Education Centers (NC AHEC) Update.....Hugh Tilson

Situation: Update from NC AHEC regarding ongoing efforts to align health workforce needs and educational efforts.

Background: The NC AHEC program began in 1972 to address national and state concerns with the supply, distribution, and retention of health care professionals. Currently there is a network of nine regional AHECs, and the Duke AHEC program. The NC AHEC has identified critical shortages in clinical and other placements.

Assessment: The NC AHEC is currently embarking on new efforts to collect concrete data and information to assist with the alignment of needs and programs to fill those needs.

Action: This item is for information only.



AGENDA ITEM

A-5. Proposed Revisions to Section 700.1.1 of the UNC Policy Manual Kimberly van Noort

Situation: Section 700.1.1 of the UNC Policy Manual, Policy on Minimum Eligibility Requirements for Undergraduate Admission for the University of North Carolina (UNC) System, stipulates minimum undergraduate admissions criteria for all UNC constituent institutions. The standards apply for any student applying for full-time first-time (freshman) admissions. The proposed policy revision would establish a guaranteed admission program for graduates of the residential program at the North Carolina School of Science and Mathematics (NCSSM) as freshman students at the other UNC System constituent institutions.

Background: NCSSM was authorized by the North Carolina General Assembly in 1978 and first enrolled students in 1980. The nation's first public, residential high school with a specialized curriculum in science and mathematics became the seventeenth constituent institution of the UNC System in 2007. NCSSM offers a world-class residential education to North Carolina high school juniors and seniors at no cost. Talented students from across North Carolina are identified and enrolled through an annual admission process.

Consistently recognized as one of the top high schools in the country, NCSSM provides students with an academically rigorous education that prepares them for success in college and beyond. Students receive national scholarship recognition and are accepted at some of the most well-known colleges and universities in the country. Between 300 and 350 students graduate from NCSSM each year: of those students, approximately 55 percent matriculate as a freshman at a UNC System institution. The proposed policy revision would provide a guarantee of freshman admission for NCSSM graduates who satisfy the program criteria to all UNC System institutions.

Assessment: NCSSM has a forty-year history of providing a world-class educational environment. Graduates of the school are academically prepared, technically advanced, innovative, and have demonstrated their ability to live and work independently. It is in the interest of the UNC System and the State of North Carolina to retain as many of these students as possible, as they represent the future of our state. The proposed policy revision would help address this objective. Approval of the proposed policy revision is recommended.

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

**Policy on Minimum Eligibility Requirements for Undergraduate
Admission for the University of North Carolina System**

I. Purpose. The University of North Carolina (UNC) Board of Governors has, since 1988, established minimum requirements for undergraduate admission to any constituent institution. These requirements serve to provide a common set of minimum standards to be considered for admission as an undergraduate student. Exceptions and special considerations to these minimum eligibility requirements are provided in Sections 700.1.1.1[R], 700.1.1.2[R], 700.7.1, and 700.7.1[R] of the UNC Policy Manual. Any constituent institution may set admissions requirements that exceed the minimums established in this policy upon the approval of their board of trustees.

II. High School Diploma. All students should hold a high school diploma or its equivalent.

III. Minimum Course Requirements. The following courses must be completed at the high school level, although those courses may be completed at an earlier time (e.g., middle school).

A. English: four course units emphasizing grammar, composition, and literature.

B. Mathematics: four course units in any of the following combinations:¹

1. Algebra I, algebra II, geometry, and one unit beyond algebra II; or

2. Algebra I, algebra II, and two units beyond algebra II; or

3. Common core math I, II, and III, and one unit beyond common core math III; or

4. Integrated math I, II, III, and one unit beyond integrated math III; or

5. NC Math 1, 2, 3, and one unit beyond NC Math 3 identified as meeting the 4th level mathematics requirement for admission to UNC System institutions.

C. Science: three course units, including:

1. Life or biological science (e.g., biology); and

2. Physical science (e.g., chemistry, physical science, physics); and
 3. One laboratory course.
- D. Second Language: two course units of a language other than English.
- E. Social Studies: two course units, including one unit in U.S. history.²

IV. High School Grade Point Average and Standardized Test Scores. Students must meet either the minimum high school grade point average (GPA) or standardized test score in order to be considered for admission. All applicants for admission, except those exempted by current UNC policy or regulation, must submit a standardized test score, even if they satisfy the minimum eligibility requirement through the high school GPA.

- A. High School GPA: A minimum weighted GPA of 2.5; or
- B. Standardized Test Scores: A composite ACT score of 19, or combined SAT (mathematics and evidence-based reading and writing) of 1010.
- C. Chancellor's Exceptions: The maximum number of chancellor's exceptions is limited to one percent of the total number of applicants accepted as first-time undergraduates each year. A chancellor's exception may be applied to the SAT/ACT minimum requirement or the high school GPA minimum requirement.

V. Graduates of Cooperative Innovative High Schools (Early College). Each UNC constituent institution must offer to any student who graduated from a cooperative innovative high school program with an associate degree and who applies for admission to a constituent institution the option of being considered for admission as a first-time (freshman) or as a transfer student.

- A. The constituent institution shall also provide written information to the student regarding the consequences that accompany each option and any other relevant information that may be helpful to the student when considering which option to select.
- B. Beginning March 1, 2017, the Board of Governors shall report annually regarding the number of students who graduated from a cooperative innovative high school program with an associate degree and which option was chosen by those students when applying for admission to a constituent institution.

VI. Graduates of North Carolina School of Science and Mathematics (NCSSM). Each UNC constituent institution must offer first-time (freshman) admission to any applicant attending the residential program at NCSSM. Such offer of admission shall be contingent upon the applicant:

- A. Successfully completing all NCSSM graduation requirements and remaining enrolled and in good standing at NCSSM through the time of the student's graduation. For the purposes of this policy, "in good standing" shall mean with no pending disciplinary charges or pending academic violations that could lead to dismissal as of the date of graduation;

B. Meeting the academic program requirements as outlined in Section 700.1.1.3[R] of the UNC Policy Manual;

C. Completing all application requirements established by the constituent institution by a standard public deadline; and

D. Satisfying the provisions of Section 700.5.1[R] of the UNC Policy Manual.

This guaranteed offer of admission shall apply only to acceptance to the respective constituent institutions, and shall not apply to any specific school, major, or program of study within the constituent institutions.³ Students may still apply for and be considered for admission into specific schools, majors, or programs under regular admissions procedures.

This section VI., shall be effective for all NCSSM students applying for first-time (freshman) admission at a constituent institution beginning with the 2022 fall semester.

VII. Notification of Stakeholders and Educational Policymakers. The president is directed to develop plans and further recommendations to inform key stakeholders and education policymakers of the changes in requirements.

VIII. Other Matters

A. Effective Date. With the exception of section VI., above, the requirements of this policy shall be effective for all first-time students applying for admission at a constituent institution for any semester beginning with the 2020 fall semester through the 2022 fall semester (including students who attended the institution for the first time in the prior summer term).

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

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

¹Students applying to the University of North Carolina School of the Arts must only complete three mathematics courses in order to be eligible for admission.

²An 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 be passed by the end of the sophomore (second) year.

³The provisions of this guarantee do not apply at the University of North Carolina School of the Arts, as every applicant to that institution undergoes an audition or interview for acceptance directly into a specific major.



AGENDA ITEM

A-6. UNC System Academic Degree Program Actions David English

Situation: Section 400.1.1[R] of the UNC Policy Manual, Regulation for Academic Program Planning and Evaluation, defines the academic program actions that require Board approval, and those that are delegated to staff at the University of North Carolina System Office. This report presents those program actions that require Board approval, and provides a listing of the academic program actions taken by UNC System Office staff since the last meeting of the Board.

Program Establishments (Vote Required)

The University of North Carolina at Charlotte requests establishment of the Bachelor of Arts in Interdisciplinary Studies (BA, CIP 30.0000)

The University of North Carolina at Charlotte requests establishment of the Bachelor of Science in Professional Studies (BS, CIP 30.0000)

Program Discontinuation and Consolidation (Vote Required)

The University of North Carolina at Pembroke requests discontinuation of the Master of Arts in Art Education (MA, CIP 13.1302).

Background: Per Section 400.1 of the UNC Policy Manual, the constituent institutions and the UNC System Office review degree program offerings and bring periodic requests for program establishment, discontinuation, and consolidation recommendations to the Board of Governors. Items such as change of delivery mode, change of program title or Classification of Instructional Program (CIP) codes, change of off-site locations, and change of speciality codes are delegated to UNC System Office Staff.

Assessment: Approval of the requested degree program establishments and discontinuation is recommended.

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

**Request for Authorization to Establish
Bachelor of Arts (BA) in Interdisciplinary Studies
CIP 30.0000
University of North Carolina at Charlotte**

I. Program Highlights

- The University of North Carolina at Charlotte proposes the establishment of a Bachelor of Arts (BA) in Interdisciplinary Studies.
- UNC Charlotte is committed to addressing cultural, educational, environmental, health, and social needs of the greater Charlotte region.
- The proposed program is a BA in Interdisciplinary Studies with concentrations in: Capitalism Studies, Health and Medical Humanities, and Women’s and Gender Studies. The program design would allow students to combine an interdisciplinary program, such as one of those listed, with a departmental emphasis to create an individually designed major reflecting a student’s interests.
- No new faculty lines or courses will be required for the program, as the academic content is already being taught at UNC Charlotte.

II. Academic Program Planning Criteria (UNC Policy 400.1)

1. **Existing Programs (Number, Location, Mode of Delivery).** Currently only East Carolina University offers a baccalaureate program in CIP 30.0000 (Multi-/Interdisciplinary Studies, General). Programs in other CIP codes often use the designation of interdisciplinary studies, and are common in the University of North Carolina System, with thirteen institutions offering programs.
2. **Relation to Campus Distinctiveness and Mission.** The UNC Charlotte program is well-connected to the historical mission and positioning of the institution. The proposed degree uses a rigorous academic approach that includes a commitment to applied knowledge. The interdisciplinary nature of the program will inspire production of new knowledge, which will benefit the state.
3. **Student Demand.** UNC Charlotte commissioned Hanover Research to conduct a market research study to examine potential student demand. The research study focused on Women’s and Gender Studies, as this is expected to be the largest concentration in the proposed degree program. Hanover used national, regional, and state data; it also gathered data from UNC Charlotte’s Office of Institutional Research and the academic program. Based on interviews they conducted with leaders of similar programs at UNC Charlotte’s peer institutions, Hanover found that the program “...has the potential to expand students’ curricular options without necessarily decreasing demand for other programs.” The proposed program is also expected to draw substantial enrollment from individuals looking to combine aspects of multiple academic areas of focus. For example, many students interested in pursuing a career in health are not interested in a clinical degree. Given the flexibility of this degree and the ability to link it with specific minors, students could gain preparation for a wide range of fields. Demand for programs in social services, community healthcare, public health, and community service is growing nationally, regionally, and in North Carolina, and an interdisciplinary degree with health-oriented options would lead to a variety of employment options.

4. **Potential for Unnecessary Duplication.** The interdisciplinary program is designed to allow flexibility in major selection for UNC Charlotte undergraduates. It is aligned with the needs of the business and health communities in Charlotte and will serve this region of the state. It does not duplicate other programs in the state that are either designed for partway home students or which offer different thematic concentrations. The unique feature of the program is that it is built around specific interdisciplinary programs while allowing student to gain depth in disciplinary content and methodology in a wide range of related fields.
5. **Employment Opportunities for Graduates.** Students will be competitive in the employment market as they will gain skills in information literacy, critical thinking, effective research, analytical writing, civic leadership, public speaking, and global citizenship. These same intellectual and practical skills are also crucial in preparing students for success in graduate and professional schools. By blending practical skills, the understanding of various complementary approaches to knowledge, theoretical work, and hands-on problem-solving activities through in-class projects and internship experiences, graduates will be well-equipped for almost any career or graduate/professional program.
6. **Faculty Quality and Number.** The faculty engaged in this proposed program are currently serving students in existing major and minor programs within the College of Liberal Arts and Sciences. No new courses are planned at this time. Their scholarly activity will continue, although connections with faculty across interdisciplinary units will provide the opportunity for greater collaborative research. Public service will be enhanced by the connections that the program will develop with outside entities as part of the work to establish internship opportunities for students. If UNC Charlotte meets their enrollment objectives, they will request a new lecturer position in year two and a new assistant professor position in year four. These positions will facilitate the capstone experiences for majors, continue to serve the broad undergraduate interest with elective offerings, and reduce dependence on adjunct faculty.
7. **Availability of Campus Resources (library, space, etc.)** Current campus resources are sufficient to launch the proposed program. UNC Charlotte anticipates that growth in the program will be proportionate to overall growth in the undergraduate student body. Specialized facilities are not required for the program. Existing faculty have offices and conference room and workroom space is available through the College of Liberal Arts and Sciences. Space for the unit that will direct the major has been identified in Fretwell building. Depending on program growth, additional faculty offices may be required. Existing technology and services will be adequate to support at the commencement of the program, and expansion will be commensurate with college growth.
8. **Relevant Lower-level and Cognate Programs.** This program builds upon the existing expertise found at the undergraduate level across the UNC Charlotte campus. Faculty from other associated academic departments will lend their knowledge and expertise to this program.
9. **Impact on Access and Affordability.** New resources are not currently needed, and the university anticipates that growth in the program will be proportionate to overall growth in the undergraduate student body. No additional state appropriations will be sought for this proposed program outside the enrollment growth formula.

UNC Charlotte is not requesting any program-specific fees for this program. Tuition and fees for the 2021-22 full-time (12+ credit hour) rates are as follows:

Full-Time 2021-22 Undergraduate Tuition and Fees per Year (In Dollars)

Category	Resident	Non-Resident
Tuition	3,812.00	17,246.00
Tuition Differential	--	--
Mandatory Fees (Athletics, Student Activities, Health Services, Educational & Technology, Campus Security, Debt Service, ASG)	3,185.00	3,185.00
Special Fees	--	--

10. Expected Quality. The interdisciplinary program is designed to permit flexibility in major selection for UNC Charlotte undergraduates. It is aligned with the needs of the business and health communities in Charlotte and will serve this region of the state. The unique feature of the program is that it is built around specific interdisciplinary programs while allowing student to gain depth in disciplinary content and methodology in a wide range of related fields.

11. Feasibility of Collaborative Program. UNC Charlotte have already created programming and a collaborative network with UNC Greensboro, UNC-Chapel Hill, North Carolina State University, and Appalachian State University focused on the women’s and gender studies concentration. There is the potential to expand those networks in the future to include the other concentrations included in the proposed program.

12. Other Considerations. None.

III. Summary of Review Processes

1. Campus Review Process and Feedback. The proposal was reviewed by UNC Charlotte’s faculty, dean, CFO, provost, and chancellor. Approval and support were provided at all levels.

2. UNC System Office Review Process and Feedback. Throughout the review process, UNC Charlotte provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support the statements made.

IV. Recommendation

It is recommended that the Board of Governors approve the University of North Carolina at Charlotte’s request to establish the Bachelor of Arts (BA) in Interdisciplinary Studies (30.0000) effective summer 2022.

**Request for Authorization to Establish
Bachelor of Science (BS) in Professional Studies
CIP 30.0000
University of North Carolina at Charlotte**

I. Program Highlights

- The University of North Carolina at Charlotte proposes the establishment of a Bachelor of Science (BS) in Professional Studies.
- The proposed multi/interdisciplinary major in Professional Studies is intentionally designed to allow transfer and returning students to build on past educational and professional experiences and work with professional staff to grow knowledge and skills needed to secure employment.
- Students complete a plan of study that includes a core of applied professional skills, an exploration of human social relationships and institutions, two concentrations, and culminates in a capstone project.
- No new faculty lines or courses will be required for the program, as the academic content is already being taught at UNC Charlotte.

II. Academic Program Planning Criteria (UNC Policy 400.1)

1. **Existing Programs (Number, Location, Mode of Delivery).** Currently only East Carolina University offers a baccalaureate program in CIP 30.0000 (Multi-/Interdisciplinary Studies, General). No other baccalaureate programs in the University of North Carolina System are focused on professional studies.
2. **Relation to Campus Distinctiveness and Mission.** UNC Charlotte has a mission to provide high quality educational programs that serve the needs of North Carolina citizens, with a particular focus on the greater Charlotte region, including nontraditional students. UNC Charlotte has been a pioneer in degree completion with its innovative 49er Finish program. The proposed Professional Studies degree expands these opportunities by creating an academic major specifically designed to complement the professional skills and experiences that “part-way home” students have garnered during their time in the workforce. The Professional Studies degree will be open to students with 75 or more earned hours. Expanding the credit hour eligibility requirements makes the proposed degree an option for over 1,200 stopped-out UNC Charlotte students who are not currently eligible for 49er Finish.
3. **Student Demand.** UNC Charlotte anticipates solid student demand for this degree completion program. The key benefit for students for initiating this program is to expand the degree completion pathway for part way home students and others with some college but no degree. With a focus significant number of individuals with some college, but no degree. Approximately 112,000 North Carolina residents and 49,000 South Carolina residents fit into this category with ten percent of those classified as “potential completers”. Potential completers were found more likely than other former students to re-enroll and finish college.
4. **Potential for Unnecessary Duplication.** The proposed program is designed as a path to the baccalaureate for individuals with some college, but no degree. As such, it will serve as a

complement to other similar programs in the UNC System, in support of current Strategic Plan goals surround degree completion.

5. **Employment Opportunities for Graduates.** This degree is designed for people already in the workforce who need to complete an undergraduate degree. The regional perspective for preparation of residents to fill the roles of the future shows that the educational attainment of the residents in the 10 counties in the Charlotte metro area is approximately 25 percent for some college and no degree, and 11 percent of the population has earned an associate degree. Employers in the Charlotte region benefit by having a local workforce ready to fill projected job vacancies and have additional depth of training in the workforce.
6. **Faculty Quality and Number.** Courses will be taught by faculty in the participating colleges. The hiring department determines the qualifications for the faculty assignment to the courses included in the concentrations that comprise the degree. Core courses will be delivered by faculty in the Department of Sociology, with support provided by staff in the Teaching and Learning Connection and the Career Center. All core course instructors meet accreditation requirements for undergraduate instruction, have a minimum credential of a master's degree, and significant professional experience in career services and teaching adult learners. All program faculty are expected to respond to industry trends and demand for knowledge and skills. The non-tenure track faculty will be primarily responsible for teaching the professional skills core and for assisting with design, administration, and assessment of the capstone course. If UNC Charlotte achieves their enrollment objectives, one non-tenure-track faculty member and one EHRA non-faculty position will be needed in the second year.
7. **Availability of Campus Resources (library, space, etc.)** J. Murrey Atkins Library currently has 791,855 books, over 1 million electronic books, 218,759 journals, and 460 databases in its collection. Many of the resources are interdisciplinary which would support the research needs for the new Professional Studies program. The library is currently undergoing a major renovation project that will increase study spaces for students on several floors of the library. The library is also building two new EZ-Video studios, where students can both practice and record presentations. UNC Charlotte students are also able to request items from other institutional libraries through Interlibrary Loan at no cost to the student.
8. **Relevant Lower-level and Cognate Programs.** The delivery of a multidisciplinary program draws heavily on courses that are part of other degree programs at UNC Charlotte. The nine credit hour concentrations are delivered in partnership with academic units in more than one college. Careful planning and consultation with incoming students will result in annual requests from affiliated departments to ensure capacity for students in the Professional Studies program.
9. **Impact on Access and Affordability.** One of the motivating factors in the new degree design is to provide an interdisciplinary pathway for students to meet the required breadth of more than one discipline and to efficiently apply earned credit toward graduation. Graduating students more quickly means that students are accumulating less debt and are able to enter or to move up in the workforce for higher earning potential. The proposed Professional Studies degree is designed to meet the needs nontraditional students who are often working part or full time. The proposed Professional Studies degree will be offered in an online format, which is designed to allow for students to continue in their current jobs while enrolling part-time or full-time.

UNC Charlotte is not requesting any program-specific fees for this program. Tuition and fees for the 2021-22 full-time (12+ credit hour) rates are as follows:

Full-Time 2021-22 Undergraduate Tuition and Fees per Year (In Dollars)

Category	Resident	Non-Resident
Tuition	3,812.00	17,246.00
Tuition Differential	--	--
Mandatory Fees (Athletics, Student Activities, Health Services, Educational & Technology, Campus Security, Debt Service, ASG)	3,185.00	3,185.00
Special Fees	--	--

- 10. Expected Quality.** The Bachelor of Science in Professional Studies consists of courses drawn from multiple departments and colleges. The core courses are delivered by faculty in the Department of Sociology in the College of Liberal Arts and Sciences and staff in the Teaching and Learning Connection, in partnership with the University Career Center. Concentrations in the degree are drawn from courses in the academic colleges and delivered by approved faculty in the specific disciplines. Staff in the Teaching and Learning connection work across the colleges to arrange courses offerings for the courses in the concentrations.
- 11. Feasibility of Collaborative Program.** The proposed program is designed for working adults, and therefore complements the efforts of other UNC System institutions in the goal of expanding access and increasing degree completion for adult learners.
- 12. Other Considerations.** None.

III. Summary of Review Processes

- 1. Campus Review Process and Feedback.** The proposal was reviewed by UNC Charlotte’s faculty, undergraduate council, dean, CFO, provost, and chancellor. Approval and support were provided at all levels.
- 2. UNC System Office Review Process and Feedback.** Throughout the review process, UNC Charlotte provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support the statements made.

IV. Recommendation

It is recommended that the Board of Governors approve the University of North Carolina at Charlotte’s request to establish the Bachelor of Science (BS) in Professional Studies (CIP 30.0000) effective summer 2022.

**Request for Authorization to Discontinue and/or Consolidate
Academic Degree Programs**

**The University of North Carolina at Pembroke – Master of Arts (MA) in Art Education –
(CIP 13.1302)**

Overview: The Master of Arts in Art Education (13.1302) at The University of North Carolina at Pembroke will be discontinued effective fall 2021. The request to permanently discontinue the degree program was approved by the head of the program, appropriate institutional committees, and chief academic officer.

The program is being discontinued due to a lack of student demand. Enrollment numbers declined steadily over the five previous years to a level insufficient to justify the program cost. In the fall 2020 application cycle, only two students applied to the MA program. The University of North Carolina at Pembroke also offers a Master of Art in Teaching (MAT) with Art Specialization which aligns with the Educator Preparation Program and teacher licensure requirements.

The two students currently enrolled in the program have been advised and are supported by individualized degree completion plans. No faculty or staff members will be reassigned due to the discontinuation of the program, as three required courses will still be offered under the MAT program and three new courses will continue to utilize their expertise.

Recommendation: It is recommended that the Board of Governors approve The University of North Carolina at Pembroke's request to discontinue the Master of Arts in Art Education (13.1302) effective fall 2021.

AGENDA ITEM

A-7. Comprehensive Articulation Agreement Annual Report David English

Situation: The revised *Comprehensive Articulation Agreement (CAA)* was signed by the UNC Board of Governors and the State Board of Community Colleges on February 21, 2014. The CAA was implemented in the Fall 2014 semester.

S.L. 2013-72 (HB 903) North Carolina General Statute 116-11(10c) requires the University of North Carolina System and the North Carolina Community College System to conduct biannual joint reviews of the *Comprehensive Articulation Agreement* to ensure that the agreement is fair, current, and relevant for all students and institutions and to report their findings to the Joint Legislative Education Oversight Committee, including all revisions to the *Comprehensive Articulation Agreement* and reports of noncompliance by November 1 of each year.

Background: This report summarizes ongoing efforts to implement and fulfill the CAA. The Transfer Advisory Committee (TAC) is committed to providing students and institutions with information and strategies to support both associate degree and baccalaureate degree completion. Information is provided on NCCCS transfer student enrollment and academic performance, efforts to improve transfer efficiency and effectiveness, status of compliance visits, and recommendations for future actions.

Assessment: The annual report demonstrates compliance with NCGS 116-11(10c). Third-round compliance visits are underway, and thus far all institutions have been found to be in compliance with the provisions of the CAA. There was a slight decline in the total number of NCCCS transfer students in fall 2020, which corresponds with enrollment trends. Students who obtain the Associate of Arts (AA) or Associate of Science (AS) degree prior to transferring continue to exhibit stronger academic performance following their first year at a UNC System institution. The TAC also identifies a number of areas of recommendation, including technological and operational improvements, continued partnerships with groups such as the NC State Belk Center for Community College Leadership and Research, myFutureNC, and the North Carolina Independent Colleges and Universities, and reviewing current processes and procedures for transfer student success

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

**REVIEW OF THE *COMPREHENSIVE ARTICULATION AGREEMENT* THAT EXISTS BETWEEN
CONSTITUENT INSTITUTIONS OF
THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
AND CONSTITUENT INSTITUTIONS OF
THE UNIVERSITY OF NORTH CAROLINA SYSTEM**

A Report to

The Joint Legislative Education Oversight Committee,
The Senate Appropriations Committee on Education/Higher Education, and
The House Appropriations Subcommittee on Education

Submitted by

The State Board of Community Colleges and
The Board of Governors of the University of North Carolina

November 1, 2021

As Required by

Session Law 2013-72 (HB 903)

**ANNUAL REPORT ON THE *COMPREHENSIVE ARTICULATION AGREEMENT* TO
THE JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE**

NOVEMBER 1, 2021

S.L. 2013-72 (HB 903) North Carolina General Statute 116-11(10c) requires the University of North Carolina System and the North Carolina Community College System to conduct biannual joint reviews of the *Comprehensive Articulation Agreement* to ensure that the agreement is fair, current, and relevant for all students and institutions and to report their findings to the Joint Legislative Education Oversight Committee, including all revisions to the *Comprehensive Articulation Agreement* and reports of noncompliance by November 1 of each year. The statute also requires the University of North Carolina System and the North Carolina Community College System jointly develop an articulation agreement advising tool for students, parents, and faculty to simplify the course transfer and admissions process.

SUMMARY

The revised *Comprehensive Articulation Agreement* (CAA) was signed by the UNC Board of Governors and the State Board of Community Colleges on February 21, 2014. The CAA was implemented in the fall 2014 semester. To date, the Transfer Advisory Committee (TAC) has completed two full rounds of compliance visits and is just beginning their third round. There have yet to be any reports of noncompliance by any institution.

The University of North Carolina (UNC) System and the North Carolina Community College System (NCCCS) continue to work to enhance educational opportunities for NCCCS students by improving transfer administration, utilizing data to assess transfer effectiveness, and facilitating communication between respective constituent institutions. The UNC Transfer Student website, the College Foundation of North Carolina, and published baccalaureate degree plans (BDPs) from each university provide access to details that students need to make informed choices when selecting institutions, degree programs, and courses. Online data dashboards containing transfer information for each community college and university, as well as aggregate information for the two systems, improves transparency and accountability through public access to transfer and performance data. Both systems of public higher education in the state of North Carolina continue to work together to develop and support degree-mapping tools to facilitate informed and efficient transfer.

This report summarizes ongoing efforts to implement and fulfill the CAA. The TAC is committed to providing students and institutions with information and strategies to support both associate degree and baccalaureate degree completion.

The most recent version of the 2014 CAA, complete with appendices, is available at https://myapps.northcarolina.edu/transfertoolbox/download/5/caa/619/caa_2020-tac-approved-08-28-20.pdf

CAA PROGRESS - 2021

Transfer Enrollment and Performance Data

The UNC System data dashboard provides essential data on transfer students to include enrollment trends, credit hours and degree transfers, graduation rates, grade point average, and performance in disciplines after transfer. Within the dashboard, data for individual community colleges and universities are available for deeper analysis. The UNC System data dashboard continues to be a vital resource in determining whether the 2014 CAA is having the desired impact on transfer student success and whether the changes in policy and practice put in place because of the CAA and the associated compliance site visits are achieving the desired positive outcomes. This information is critical to the decision-making process for both individual community colleges and universities, as well as for the two systems. Students who entered the NCCCS in fall 2014 and later are under the protections of the 2014 CAA, and a significant number continue to transfer to the UNC System as of fall 2020. This large number of transfer students who possess the protections of the 2014 CAA and their successful transfer to the state universities give a clear indication of the value of the 2014 CAA to students.

Transfer Student Enrollment

Prior to the COVID-19 pandemic, there was a steady increase in the enrollment of NCCCS transfer students into UNC System institutions. This increase is a clear result of the revised CAA, proper advising, and the strong collaboration between the UNC System and NCCCS. Data from fall 2019 and fall 2020 indicate slight decreases in associate degree completion among transfer students and in overall transfer enrollment. Since the majority of community college students do not complete their associate degrees in two years, the TAC anticipates an increasing trend in associate degree completion prior to transfer and in overall transfer enrollment as students, advisors, and institutions continue to gain a better understanding of the protections of the CAA and the wide-ranging benefits of degree completion.

Data illustrate a slight decrease in the number of NCCCS students transferring to the UNC System, down from 10,765 in fall 2019 to 10,409 in fall 2020. This represents a decrease of 356 students. Considering the impact that COVID-19 continues to have on higher education overall, a small decrease of 3.3% is understandable and not overly concerning (see Table 1; note that the overall trend since the update of the 2014 CAA has been markedly positive).

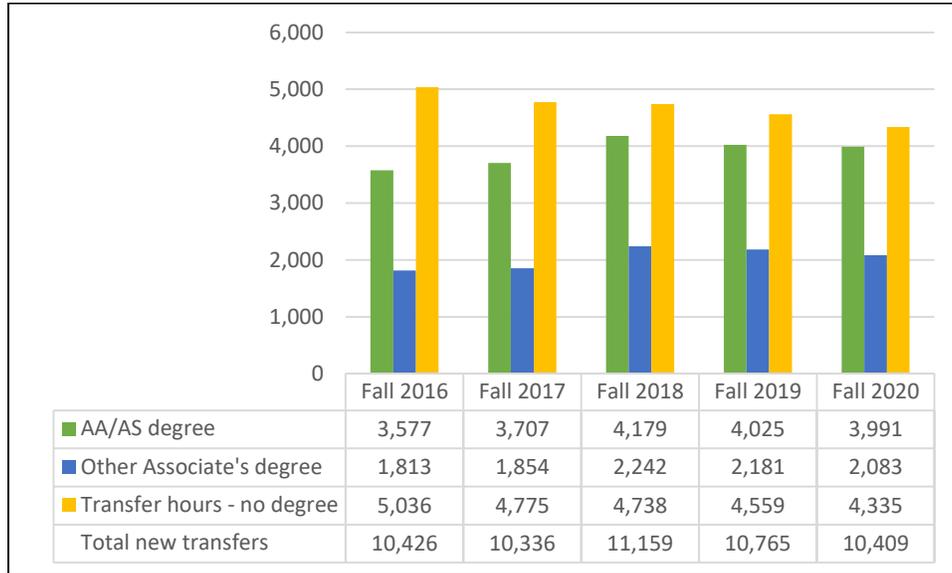
The number of NCCCS students transferring with a completed associate degree also dropped slightly (see Table 2) during the past year. In fall 2019, the total number of NCCCS students transferring with a completed degree (AA/AS or any other associate degree) was 6,206 compared to 6,074 students in fall 2020. This change represents a decrease of 132 students or 2.1% (see Table 2).

While the overall numbers of students transferring with completed degrees have increased since 2014, the number of NCCCS students who transfer to UNC System institutions with transfer credits but no degree has declined since the implementation of the revised CAA. In fall 2016, 5,036 NCCCS students transferred before completing an associate degree compared to 4,335 non-degree-earning students in fall 2020 (see Table 1). From fall 2016 to fall 2020, this number has decreased every year, and the overall decrease in the number of students transferring with credits but without a degree over this period totals 701 students or 13.9%. This decrease supports the sustained emphasis on degree completion at the community college level prior to transfer to a senior institution. The increase in overall transfer numbers

and the increase in degree completers prior to transfer illustrate the continued positive impact of the 2014 CAA on transfer student success in North Carolina.

Table 1

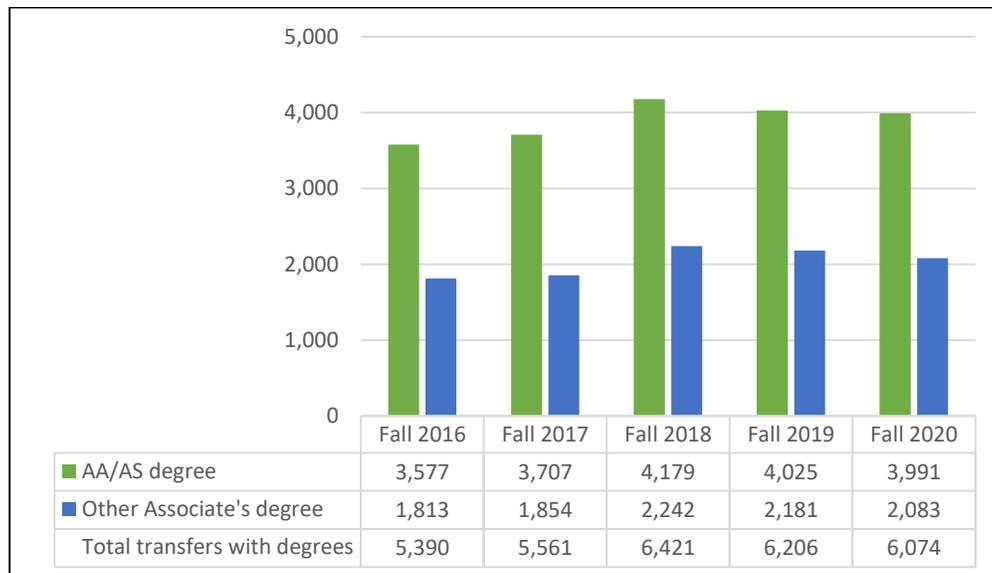
New NCCCS Student Enrollment in UNC System Institutions



Note: Data within Table 1 include the most current information posted on the UNC public dashboards and may differ slightly from previously reported information.

Table 2

NCCCS Student Transfers with Completed Associate Degree



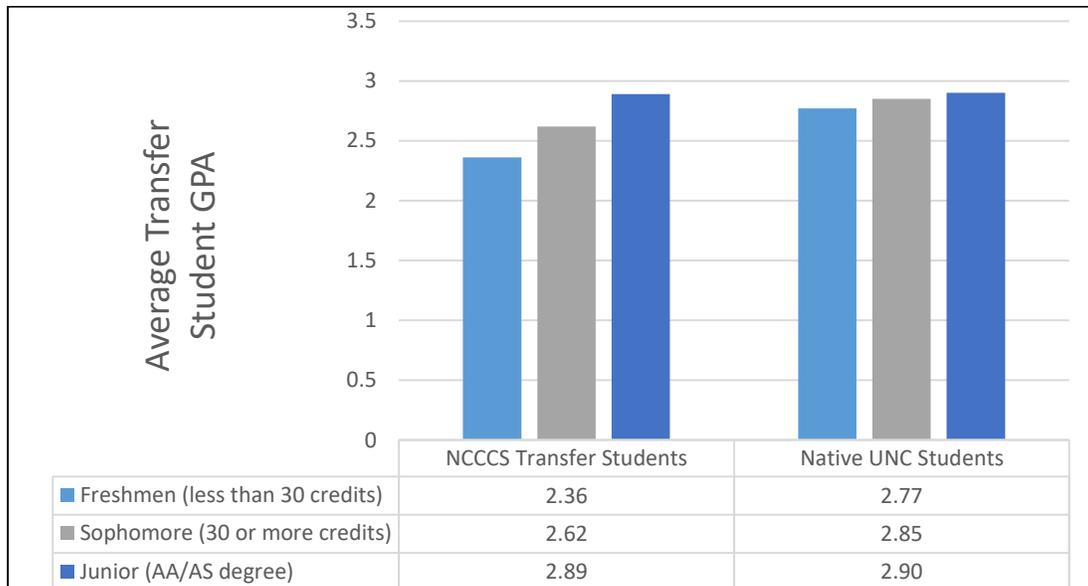
Note: Data within Table 1 include the most current information posted on the UNC public dashboards and may differ slightly from previously reported information.

Transfer Performance Data

The most recent data on transfer student performance (2020-2021 data for students who transferred in fall 2019) continue to indicate a strong correlation between degree and credit-hour completion prior to transfer and academic performance at the university (see Table 3). With regard to first-year performance, students who transfer from an NCCCS institution into a UNC System institution with fewer than 30 completed credit hours significantly lag behind those who started at a university as freshmen. This is also true of students who transfer before completing an associate degree but have more than 30 credit hours of transferable coursework: The overall first-year student GPA of non-degree-earning transfer students with more than 30 completed hours is lower compared to their native UNC System sophomore counterparts. Students who complete the associate degree prior to transfer and matriculate as juniors, however, perform comparably with native UNC System juniors. These results confirm the foundational principle of the CAA that transfer students who complete the associate degree prior to transfer will perform as well as students who began their higher education journeys at UNC System institutions.

Table 3

2020-21 Transfer Student Performance Grade Point Average After First Year



Note: Data indicated are reflective of first-year performance at UNC institutions for transfer students. This measurement was taken during fall 2020 to spring 2021 for the cohort entering in fall 2019.

Campus Compliance Site Visits

In January 2016, the Transfer Advisory Committee (TAC) established a process for reviewing the institutional transfer credit policies and procedures of UNC System institutions once every two years to ensure compliance with the CAA. (The North Carolina School of the Arts is not included in the compliance visits because it has very few transfer students). The TAC completed its first round of reviews for the 15 UNC System institutions in November 2017 (see Table 4). The second round of reviews began in October 2018 and was completed in November 2019. The third round of reviews began in March 2020 and is projected to be completed in fall 2021. To date, each institution has been found in compliance with the CAA after each site visit review of its policies.

Table 4

Dates of TAC Site Visits to each UNC System Institution

Institution	First-round Visit	Second-round Visit	Third-round Visit
Appalachian State University	07/25/2016	10/18/2018	04/24/2020
East Carolina University	09/15/2016	10/11/2018	10/30/2020
Elizabeth City State University	09/16/2016	10/12/2018	10/29/2020
Fayetteville State University	10/18/2017	10/29/2019	Fall 2021 TBD
North Carolina A&T University	03/29/2017	04/30/2019	05/04/2021
North Carolina Central University	11/17/2016	11/28/2018	05/27/2021
North Carolina State University	11/16/2016	11/07/2018	04/26/2021
UNC Asheville	04/17/2017	04/17/2019	06/09/2021
UNC-Chapel Hill	04/05/2017	05/01/2019	04/27/2021
UNC Charlotte	04/13/2016	10/16/2018	04/08/2020
UNC Greensboro	04/14/2016	10/18/2018	03/10/2020
UNC Pembroke	10/18/2017	10/28/2019	Fall 2021 TBD
UNC Wilmington	10/20/2017	10/17/2019	Fall 2021 TBD
Western Carolina University	04/19/2017	03/28/2019	04/19/2021
Winston-Salem State University	06/23/2016	11/16/2018	05/27/2020

TAC/CAA Campus Site Visit Process and Compliance Feedback Reports

The UNC System sends a CAA Review Form to each of the universities at least one month prior to the scheduled site visit. The TAC continued to refine this form in the past year to make it more useful to the institution under review and to the TAC site visit team. Accompanying this form, the UNC System Office provides data concerning transfer statistics and asks the university to reflect on their observations from these data on the CAA Review Form. A site visit team consisting of one TAC representative from the NCCCS and one from the UNC System reviews the forms along with other information from the Data Dashboard and the institution's website to assess transfer student admissions and performance data, completion rates, transfer credits accepted, total credits accumulated upon baccalaureate degree completion, most popular transfer student majors, top feeder community colleges, currency of baccalaureate degree plans (BDPs), and institutional practices. The TAC site visit team then interviews key transfer personnel at the UNC System institution and meets with NCCCS transfer students to hear about their transition experience.

Upon completion of the compliance visit, the site visit team submits feedback reports to the entire TAC for review and approval. The UNC System Office then sends the approved reports to each university provost for distribution to appropriate university personnel. To date, all UNC System institutions have been found to be in compliance with the provisions and guidelines of the CAA. TAC members continue to observe a growing familiarity with the tenets and provisions of the CAA now that the third round of site visits have begun. Furthermore, many UNC System institutions have implemented additional practices to form stronger partnerships with their community college neighbors. For example, several UNC System institutions have developed co-admission or provisional admission programs that allow university advisors the opportunity to work more closely with prospective transfer students. Additionally, several community colleges are offering dedicated space on their campuses for UNC System institution advisors to visit and work with students to be sure they are on a seamless path to transfer.

COVID-19 Impacts on Site Visits

As with so many other institutions and processes, the work of the TAC was disrupted, but not impeded, by the worldwide COVID-19 pandemic. All 2020 site visits and those during spring 2021 were scheduled in a virtual setting, and it is likely that fall 2021 site visits will be scheduled in that same manner as well. The main difference between these virtual visits and the traditional in-person visits has been the reduction in time spent with university representatives and the lack of student interaction. Fortunately, as university personnel are becoming more familiar with the CAA, the time required to address concerns and to hear of successes is not as great as in the initial rounds of visits. However, the lack of interaction with NCCCS transfer students is not ideal, and concerted efforts to meet with these students will be undertaken with site visits scheduled for fall 2021.

Community College Transfer Survey

As three cycles of site visits are nearing a close, even though it is not mandated by CAA legislation, the TAC feels it would be beneficial to get a community college perspective on the transfer process, as well. To that end, since it is not feasible to conduct 58 individual site visits, members of the TAC have worked to develop and pilot a survey that could be administered to the community colleges on a regular basis to gather feedback on how well the transfer process is working. The survey is still in the development and

review stages, but it is nearing readiness for deployment across the NCCCS. This survey will provide additional insight on strengths and weaknesses within the transfer partnership between the two systems and can suggest areas to be strengthened through additional guidelines.

Transfer Credit Appeal Procedure

Students who believe the terms of the CAA have not been adhered to by universities to which they are admitted may appeal by following the Transfer Credit Appeal provision in Appendix E of the CAA. Student awareness and use of the appeal process remain quite limited though, with no formal appeals having been filed to date. When faculty and staff advisors at NCCCS institutions have conveyed concerns about CAA adherence to the TAC, the issues have been resolved through conversations between TAC members and UNC System Office personnel. This process has worked well for situations of which college and university personnel have been made aware and given the opportunity to make satisfactory resolutions or explanations; however, there may be other undocumented cases whereby students are being deprived of the guarantees of the CAA but are also unaware of their options for recourse. Thus, the TAC is examining ways to encourage the appeals process, thereby creating a history of documented issues and their eventual resolutions. This would create greater transparency in the appeals process, strongly advocate for transfer student rights, and provide a record of issues and associated resolutions should those issues arise again in the future at a different institution. The TAC continues to promote greater awareness of the Transfer Credit Appeal provision among transfer students by recommending it be a required topic in the ACA 122 – College Transfer Success courses taken at NCCCS institutions.

Baccalaureate Degree Plans

The 2014 CAA requires UNC System institutions to develop and maintain baccalaureate degree plans (BDPs) to outline community college and university courses that lead to timely baccalaureate degree completion for each major plan of study that the university offers. While there remain varied approaches for maintaining these BDPs, more institutions are centralizing the responsibility for BDP maintenance in hopes of creating consistent and accurate BDPs while also being able to respond to course and program updates in a timely manner. The TAC continues to share best practices for BDP maintenance with UNC System institutions during site visits and is hopeful to develop a BDP template that would be acceptable to all universities and friendly to student use. It may also be beneficial to consider adopting BDPs for other types of degrees that are not part of the CAA (e.g., Associate in Fine Arts, Associate in Applied Science, Associate in Engineering, etc.).

CAA Revisions

This year, four new courses were added to the Pre-major/Elective course list. These courses were CJC 113 – Juvenile Justice, CJC 212 – Ethics & Community Relations, CSC 249 – Data Structures & Algorithms, and CSC 251 – Advanced JAVA Programming. These additions to the CAA were presented to appropriate personnel in both systems, with the expectation that BDPs will continue to be updated to reflect these changes in the next academic term.

UNC System Common Numbering System

The UNC System has undertaken the creation of a common numbering system for lower division courses which should further alleviate transfer issues between the two systems of higher education. While not

directly tied to the work of the TAC, the efforts on these fronts have involved various TAC members, and they are kept abreast of the progress from UNC System representatives.

Data Improvements and Equity

At the request of TAC, the UNC System Data and Analytics team has been able to provide more detailed information on their data dashboard. Specifically, they have been able to break out the category previously labeled as “other associate degrees” into more specific degrees (e.g., Associate in Fine Arts, Associate in Applied Science, Associate in Engineering, etc.). The TAC will soon formally ask for a further disaggregation of data by demographic variables such as racial/ethnic group identity and socioeconomic status. This will help the TAC identify any inequities in the transfer process. Knowledge of the differences in the experience of the transfer process will help facilitate important equity-related conversations at future TAC site visits.

Data Sharing Between the NCCCS and the UNC System

Furthermore, the TAC has approached both system offices regarding the possibility of implementing seamless data sharing between the two systems. This technology solution could interact with student records in both systems and assign university credit automatically without the need for regular human interaction and manual evaluation of transcripts. Such a system may require a substantial initial investment, but it would position colleges to repurpose personnel from data-processing to coaching transfer students, would facilitate curriculum alignment, and would maximize the common numbering systems soon to be present within both systems.

UNC System Director of Community College Partnerships

The UNC System has experienced regular turnover in their Director of Community College Partnerships position (established in 2017) but has recently filled the role by Dr. Eric Fotheringham. He has been able to revive many of the services that had been vacated by his predecessor and has proven a great addition to the TAC team. The TAC is pleased to be able to partner with Dr. Fotheringham in this role, as he has been a great transfer ally.

Academic Alignment and Appeal Procedures

The TAC has realized that regular improvement and revision to the existing CAA is necessary to ensuring the document remains relevant and continues to serve the needs of all stakeholders involved. Thus, the TAC will be adding a new appendix to the CAA that will outline just how such revisions will occur and be implemented. The TAC will also update the processes for appeals to perceived violations under the CAA and for additions to the transfer course lists. Furthermore, the TAC will partner with both system offices to send out regular communication to all transfer-related personnel at each public institution of higher education in North Carolina. These communiques will be sent in the form of numbered memos and relay important changes in policy, procedure, and interpretation.

Funding for TAC

Since its inception, the TAC has relied upon the home institutions of its members to fund member participation in TAC meetings, compliance site visits, and presentations at professional conferences or workshops. The TAC is intentionally comprised of members from across the state from both urban and rural areas and representing both large and small institutions. Unfortunately, the travel costs associated

with the duties and responsibilities of membership place an additional financial obligation on institutions that have already existing significant constraints and limitations on their spending. The NCCCS and the UNC System Offices both strongly advise that funding be allocated to provide for travel to TAC meetings, site visits, and professional presentations – all of which support the mission of increased transfer efficiency and effectiveness – for each of the members of the TAC. While virtual site visits and meetings were held during the height of the pandemic, face-to-face visits and meetings have proven to be more effective in coaching effective strategies, collaborating across systems, dialoguing with transfer students, and establishing rapport among multiple transfer-related stakeholders.

Conclusion and TAC Recommendations

In the past seven years, NCCCS and UNC System institutions have made steady progress toward seamless transfer. They continue to perfect and improve their partnerships to provide more effective advising, clear and consistent communication, and ongoing support to transfer students. As awareness and execution of the 2014 *Comprehensive Articulation Agreement* increase in North Carolina, more students are completing associate degrees at community colleges and transferring to UNC System institutions. Upon transfer, these degree-completers are performing comparably with students who started as freshmen at those same universities. The data provided in this report demonstrate that UNC System institutions are not only meeting the expectations set out in the *CAA*, but they are finding creative ways to enhance the transfer process and to champion transfer student success. In light of this positive momentum, the TAC continues to promote ongoing support of the following efforts:

- Technological and operational solutions that create greater continuity, clarity, accessibility, and transparency for advising and the processing of transfer students and informing course, program, and institution selection among the NCCCS and UNC System institutions, particularly through the implementation of statewide data sharing between the two systems;
- The addition of demographic data to the current transfer data dashboard on the UNC System page so that any inequities can be identified and addressed;
- An examination of policies and procedures as they relate to issues involving diversity, equity, and inclusivity among NCCCS and UNC System transfer students, with the objective of promoting equitable outcomes to ameliorate any deficiencies;
- Implementing templates for baccalaureate degree plans that would be recognizable and easy-to-follow for all students, no matter the eventual transfer destination; and
- Continuing collaborations with other key partners (e.g., NCSU’s Belk Center for Community College Leadership and Research, myFutureNC, North Carolina Independent Colleges and Universities, etc.) in the work of transfer success.



AGENDA ITEM

A-8. Licensure Program Approvals.....Daniel Harrison

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

Background: Johnson and Wales University - Charlotte (OPEID 00340410), a current licensee, has applied to offer a Bachelor's of Science in Sustainable Food Systems and a Master of Science in Sports Leadership.

The University of Southern California (OPEID 00132800), a current licensee, has applied to offer a Master's of Science in Gerontology.

One institution seeks limited licenses to conduct teach-outs of students enrolled at an institution that is closing.

Assessment: After appropriate review of the license applications, staff recommends approval of the applications for licensure for these institutions.

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

**Staff Report and Recommendation
Johnson and Wales University**

Background

Johnson and Wales University – Charlotte, OPEID 000340410, (Johnson and Wales), an existing licensee in good standing, is a private, not-for-profit institution with a main campus located in Providence, Rhode Island, and a large residential campus located in Charlotte. Johnson and Wales is regionally accredited by the New England Commission of Higher Education and seeks licensure to expand its program offerings to include a Bachelor of Science in Sustainable Food Systems and a Master of Science in Sports Leadership. Staff most recently conducted a site visit in May 2018.

These programs are already offered at Johnson and Wales’ main campus and, and are similar in CIP code and faculty composition to successful existing programs at the Charlotte campus. Staff and external examiners conducted a review of Johnson and Wales’ application. With respect to the Bachelor of Science in Sustainable Food Systems, the reviewer made findings related to faculty qualifications. With respect to the Master of Science in Sports Leadership, the reviewer made findings with respect to the course syllabi, number of faculty, and the program’s methods for ensuring courses delivered online are of requisite quality. Based on the institution’s response to the findings, staff believe that the proposed programs will operate in compliance with the Rules and Standards.

Institutional Metrics and Consumer Protection Information

Metric			
8-year outcomes ⁱ	Graduated	58%	
	Transferred Out	21%	
	Withdrew	21%	
Employment Placement Rate ⁱⁱ	Does not report – not required by accreditor		
Federal Financial Composite Score (3.0 is highest, -1.0 is lowest) ⁱⁱⁱ	2019	2018	2017
	2.4	2.9	3.0
Three-year cohort default rate ^{iv}	Class of 2017	Class of 2016	Class of 2015
	9.4	7.0	6.9

System Office staff have not received any student complaints regarding Johnson and Wales during the current academic year.

Recommendation

Issue a license to Johnson and Wales to conduct the postsecondary degree activity described in this recommendation.

ⁱ Unless otherwise noted, this is data reported by the institution to the U.S. Department of Education, and includes both full and part time students and first-time and transfer-in students.

ⁱⁱ Unless otherwise noted, this data is reported by the institution to its accreditor according to its accreditor’s

standards and definitions. It is the most recent data available for the program under consideration.

ⁱⁱⁱ This is a general measure of the institution's financial solvency. A score of 1.5 or greater means the institution does not face additional federal restrictions on operating because of financial solvency concerns.

^{iv} Three-year cohort default rate ("CDR") is the percentage of graduates who borrowed federal loans and who defaulted on those loans within three years of graduating. For example, a CDR for a cohort graduating in 2015 can be calculated three years later, in 2018.

**Staff Report and Recommendation
The University of Southern California**

Background

The University of Southern California (USC), an existing licensee in good standing, seeks approval to offer a Master’s of Science in Gerontology in North Carolina. USC seeks to offer clinical placements for this program and has no current plans to establish a brick-and-mortar presence in the state. USC is regionally accredited by the Western Association of Schools and Colleges. Staff last visited USC in May 2019.

Staff and an examiner reviewed the proposed program. The examiner made findings related to required student disclosures for online course delivery, disclosures related to clinical sites, and policies and procedures for vetting and evaluating clinical sites. USC adequately responded to the findings.

Institutional Metrics and Consumer Protection Information

Metric			
8-year outcomes ⁱ	Graduated	92%	
	Transferred Out	5%	
	Withdrew	2%	
Employment Placement Rate ⁱⁱ	Does not report – not required by accreditor		
Federal Financial Composite Score (3.0 is highest, -1.0 is lowest) ⁱⁱⁱ	2019	2018	2017
	2.5	2.9	3.0
Three-year cohort default rate ^{iv}	Class of 2017	Class of 2016	Class of 2015
	1.2	1.6	1.8

State authorization staff did not receive any complaints regarding USC in the 2020-2021 academic year.

Recommendation

License USC (OPEID 00132800) to offer a Master’s of Science in Gerontology.

ⁱ Unless otherwise noted, this is data reported by the institution to the U.S. Department of Education, and includes both full and part time students and first-time and transfer-in students.

ⁱⁱ Unless otherwise noted, this data is reported by the institution to its accreditor according to its accreditor’s standards and definitions. It is the most recent data available for the program under consideration.

ⁱⁱⁱ This is a general measure of the institution’s financial solvency. A score of 1.5 or greater means the institution does not face additional federal restrictions on operating because of financial solvency concerns.

^{iv} Three-year cohort default rate (“CDR”) is the percentage of graduates who borrowed federal loans and who defaulted on those loans within three years of graduating. For example, a CDR for a cohort graduating in 2015 can be calculated three years later, in 2018.

Staff Report and Recommendation for Limited Licenses

South University – High Point (OPEID 01303923) seeks limited licenses to offer a Bachelor’s of Science in Software and Mobile Apps and an Associate’s of Science in Medical Assisting to students who were enrolled at Independence University at the time of that institution’s closure, with an expiration date of April 30, 2023 for the Associate’s of Science in Medical Assisting and July 31, 2024 for the Bachelor’s of Science in Software and Mobile Apps. Under authority delegated by the Board and the President, Dr. Kimberly van Noort gave staff approval to these limited licenses, and they are now before the Board for ratification.



AGENDA ITEM

A-9. Early College High School Graduates Report..... Bethany Meighen

- Situation:** Section 11.16 of S.L. 2015-241 directs the Board of Governors of The University of North Carolina System to adopt a policy that requires each constituent institution to offer to any student who graduated from a cooperative innovative high school program with an associate degree and who applies for admission to a constituent institution the option of being considered for admission as a freshman or as a transfer student. The constituent institution must provide to the student relevant information regarding each option and report annually to the Joint Legislative Education Oversight Committee the number of students in this cohort and which option was chosen by those students when applying to a constituent institution.
- Background:** The final version of this report must be submitted to the Joint Legislative Education Oversight Committee no later than September 30, 2021 as required in Section 11.16. (b) of S.L 2015-241.
- Assessment:** The “Early College Graduates Report” provides an overview of the implementation process of Section 11.16 of S.L. 2015-241, including a discussion of the revision process for Section 700.1.1 of the UNC Policy Manual (*Minimum Requirements for First-time Undergraduate Admissions/Minimum Course Requirements*) to meet these new requirements. The report provides data outlining the number of students who graduated from a cooperative innovative high school program with an associate degree. The report also provides detail about how many of those students chose to enter the UNC System as freshmen and how many entered as transfer students.
- Action:** This item requires a vote by the committee, with a vote by the full Board of Governors through the consent agenda.



**EARLY COLLEGE GRADUATES/THE UNIVERSITY OF NORTH CAROLINA ADMISSION POLICY REPORT TO
THE JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE**

A Report to the
Joint Legislative Education Oversight Committee

Submitted by
The University of North Carolina Board of Governors

September 30, 2021

As Required by
Session Law 2015- 241 (HB 97)

**EARLY COLLEGE GRADUATES/THE UNIVERSITY OF NORTH CAROLINA ADMISSION POLICY REPORT TO
THE JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE
September 30, 2021**

HOUSE BILL 97: 2015 Appropriations Act, Section 11.16: Early College Graduates/The University of North Carolina Admission Policy

Section 11.16 of S.L. 2015-241 directs the Board of Governors (BOG) of The University of North Carolina System to adopt a policy to require each constituent institution to offer any student who graduated with an associate degree from a cooperative innovative high school program and who applies for admission to a constituent institution the option of being considered for admission as a freshman or as a transfer student. The constituent institution must provide relevant information regarding each option to the student.

Beginning September 30, 2017, the BOG must report annually to the Joint Legislative Education Oversight Committee regarding the number of students who graduated with an associate degree from a cooperative innovative high school program and which option was chosen by those students when applying to a constituent institution.

This section became effective July 1, 2015, and applied to the 2016-2017 academic year and each subsequent academic year.

Implementation of House Bill 97 Section 11.16

On April 1, 2016, the Early College/UNC Admissions Policy working group was convened at the UNC System Office to review House Bill 97 Section 11.16 and develop regulations for implementation and assessment. The following institutions were represented on the working group: Appalachian State University, East Carolina University, Fayetteville State University, North Carolina Central University, North Carolina State University, UNC-Chapel Hill, UNC Charlotte, UNC Greensboro, UNC Wilmington, and Western Carolina University. Additionally, representatives from the North Carolina Department of Public Instruction and the North Carolina Community College System served on the working group.

From this working group, Section 700.1.1 of the UNC Policy Manual (*Minimum Requirements for First-time Undergraduate Admissions/Minimum Course Requirements*) was revised to include the following requirements, which were approved by the UNC Board of Governors on July 29, 2016:

700.1.1. Section IV. Graduates of Cooperative Innovative High Schools (Early College)

Beginning with the 2016-2017 admissions application cycle for enrollment in the 2017-2018 academic year, each UNC constituent institution must offer to any student who graduated from a cooperative innovative high school program with an associate degree and who applies for admission to a constituent institution the option of being considered for admission as a freshman or as a transfer student.

The constituent institution shall also provide written information to the student regarding the consequences that accompany each option and any other relevant information that may be helpful to the student when considering which option to select.

Beginning March 1, 2017, the Board of Governors shall report annually regarding the number of students who graduated from a cooperative innovative high school program with an associate degree and which option was chosen by those students when applying for admission to a constituent institution.

Following the approval of these revisions, all constituent institutions posted relevant information outlining the policy update to institution websites by November 22, 2016 and have continued to update these links (see Appendix A).

The table in Appendix B reports the number of students who self-identified as candidates for graduation from a cooperative innovative high school program with an associate degree and which option was chosen by those students when applying for admission to one of the 16 UNC System constituent institutions. Each institution submitted this information to the UNC System Office and collected this information either directly from the student's application or through follow-up communications with the student. Constituent institutions received 5,362 applications from this cohort of students.

Appendix A: Website Information for Early College Admissions

Institution	Link to Early College Admissions Policy
ASU	https://admissions.appstate.edu/how-apply/first-year-students
ECU	https://admissions.ecu.edu/apply/freshmen/
ECSU	http://www.ecsu.edu/admissions/admission_requirements/admission_requirements_freshman.html
FSU	https://www.uncfssu.edu/fssu-admissions/undergraduate-admissions/early-college
N.C. A&T	https://www.ncat.edu/admissions/undergraduate/freshman/nc-cooperative-innovative-high-school-students.php
NCCU	https://www.nccu.edu/admissions/early-college-students
NC State	https://admissions.ncsu.edu/apply/early-college/
UNCA	https://www.unca.edu/admission/apply/other-students/
UNC-CH	http://admissions.unc.edu/apply/faqs-n-c-cooperative-innovative-high-school-applicants/
UNCC	https://admissions.uncc.edu/admissions/early-college-high-schools
UNCG	https://admissions.uncg.edu/apply/freshmen/early-college-students/
UNCP	https://www.uncp.edu/admissions/undergraduate-admissions/early-college-graduates
UNCSA	https://www.uncsa.edu/admissions/dance/undergraduate/index.aspx
UNCW	http://uncw.edu/admissions/EarlyCollege.html
WCU	https://www.wcu.edu/apply/undergraduate-admissions/first-year-students/early-college.aspx
WSSU	https://www.wssu.edu/admissions/apply/early-college.html

Appendix B: Fall 2021 ECHS Application Information

UNC System Institutions	Total Number of Applicants who Self-Identified They Would Graduate from a Cooperative Innovative High School Program with an Associate Degree	Applicants Requested to be Reviewed as Freshman	Applicants Requested to be Reviewed as Transfer
Appalachian State University	291	211	34
East Carolina University	649	503	146
Elizabeth City State University	180	159	21
Fayetteville State University	72	68	4
North Carolina A&T State University	759	758	1
North Carolina Central University	13	13	0
North Carolina State University	218	216	2
University of North Carolina at Asheville	475	475	0
University of North Carolina at Chapel Hill	860	813	47
University of North Carolina at Charlotte	825	800	25
University of North Carolina at Greensboro	216	212	4
University of North Carolina at Pembroke	104	72	32
University of North Carolina School of the Arts	4	4	0
University of North Carolina at Wilmington	559	496	63
Western Carolina University	137	95	42
Winston-Salem State University	0	0	0
TOTAL	5,362	4,895	421

*The 46 students who are unaccounted for did not submit the Early College Choice Act form to indicate how they wished to be reviewed. Those 46 students without a response were reviewed as first year/freshman students at Appalachian.