

I was drawn to this job because I believe higher education is one of the most powerful tools we have for lifting up the citizens of our state. And I believe that smart and conscientious policy can change lives for the better. As North Carolinians, we inherited one of the strongest, most storied systems of higher learning in this country. It's our charge, it's our honor, to leave it in even better shape for generations to come.

When I look back on the last academic year, my first as UNC System President, I'm proud to say that, together, we're meeting that charge. From day one, my focus has been simple: that the University of North Carolina will deliver the best value for students of any institution in the country, and we'll do it while meeting the needs of a fast-changing state.

North Carolina's population is growing — and growing more diverse. Our economy is growing — and growing more complex. The need for affordable higher education has never been more apparent, and not just for young people coming straight out of high school. There are thousands of North Carolinians of all ages looking to change jobs, change careers, make a change in their lives. We must make those opportunities available to more people than ever before.

We have made remarkable progress over the last year, even as we moved swiftly to navigate the pandemic and provide vital support to our fellow citizens. From online learning to mass vaccinations to critical research on COVID treatments to support for mental health, we have met the largest emergency in this institution's modern history while also keeping a steady focus on our core mission.

And I applaud campus leaders who have heeded our call to use the latest round of federal COVID relief funds certainly on public health, but on minimizing the cost of attendance, boosting summer enrollment to accelerate on-time degree completion, and enrolling and retaining low income, rural, and under-represented students.

This fall will mark the fifth consecutive year with no tuition increases for North Carolina undergraduates. NC Promise, which is one of the largest public investments in affordable higher education anywhere in America, will serve more students than ever before in the years ahead. Lawmakers have continued their commitment to holding tuition at UNC Pembroke, Elizabeth City, and Western Carolina to just \$500 per semester for North Carolina residents. That's an extraordinary vote of confidence in public higher education, keeping faith with our state's long-held, bipartisan belief that everyone deserves a fair shot at a world-class education.

Keeping college affordable is the single most powerful thing this University can do to promote equitable opportunity, to build and rebuild trust in higher education, and to give a rising generation real choices about the careers they want to pursue or the public service they want to provide here in North Carolina. We have a responsibility to ensure that every one of our programs, from workforce certificates to master's degrees, leaves students better off for their time and investment, which is why we've strengthened the program review process. I want to see our students graduating on time, with a valuable degree, with modest or minimal debt. Preferably, no debt.

We will achieve that through continued generous public investment and disciplined management of our resources. We're creating the first ever comprehensive budget for the university, showing all sources and uses of funding in one place. Campus leaders and governing boards should know the full financial picture of their institutions, and lawmakers and the public must have confidence in how we're managing the public's resources. The System Office is no exception, and we've already made some major progress in how we allocate funding and track the efficiency of our work. I credit a great team here for that success.

We're also working much more closely with our partners at the community college system to get rid of barriers that raise costs and frustrate students. I believe I'm our first-ever transfer president, having started at the community college system before moving over here. I know from years of experience with both institutions that deeper coordination is necessary and right for North Carolina. Things like common course numbering and clear transfer agreements sound basic, but they make a big difference in the lives of our students and the prosperity of our state.

Today, I hope you will approve a new agreement on teacher preparation. We need more well-qualified teachers in K-12 classrooms, particularly in rural areas. That's why the community colleges created a new associate degree in teacher preparation and why universities should fully embrace it. There is a successful precedent – with nursing – of community college students studying and staying in their hometowns while working towards a four-year degree. And the need for more well-qualified teachers is clear and I would argue, urgent.

And we know that our universities, just like our K12 schools, needs to look more like the state that it serves. We've just released a six-month update on progress from the Board's racial equity initiative. I hope you and others will take time to read it and see where we're already making changes and where we still have plenty of work ahead. Our goal is a University that welcomes and celebrates the full breadth of talent and experience in our state, a University that truly belongs to every North Carolinian.

Which is another reason I appreciate you aligning the incentives for campus leaders to match our mission. Just as my compensation depends on how well I deliver on measurable goals, so will the compensation of our chancellors. I think it's important, both symbolically and substantively, that we all have a tangible stake in the success of our institutions and those they serve. What gets measured, matters. Student debt and on-time graduations matter. To everyone.

Before I conclude my report, a quick word about the events of the past few weeks. People ask me all the time if I get frustrated that the bread-and-butter accomplishments of the University are so often overshadowed by controversies and culture-war battles, and sure I am. I would love to see our early literacy initiatives go viral every once in a while.

But it's worth remembering that the entire history of this University is filled with high-profile fights over what gets taught, who gets to teach it, and who has a right to learn it. And I am so grateful to live in a state that takes those fights seriously, a place where the content and direction of higher education are front-page news and objects of major public concern. My job is to make sure this institution is performing its core mission and maintaining broad support, so I'll be truly worried on the day that a major controversy is met with a public shrug instead of a public outcry. As President Friday put it in 1970, during another era of unrest and controversy in our country, "The University has always been the object of criticism, and this is a healthy circumstance.... Our state and its old University have thrived and grown great because its people are free to have their say."

We are a state university, in a loud and energetic democracy, and that will often place us at the center of public debate. While I may not always enjoy that attention, I welcome it as a sign of real investment in this place.

Capital Improvement Projects – UNC-Chapel Hill, UNC School of the Arts

ISSUE OVERVIEW

UNC System institutions are required to request authority from the Board of Governors to proceed with non-appropriated projects using available funds (non-general funds). Non-appropriated capital projects are funded by the institution and include the construction, repair, or renovation of facilities such as residence halls, dining facilities, research buildings, athletic facilities, and student health buildings.

Two UNC System institutions have requested three capital improvement projects: two new projects and one project for increased authorization.

I. NEW PROJECTS

Institution/Project Title		Total Project Cost (\$)	Previous Authorization (\$)	Requested Authorization (\$)	Funding Source
University of North Carolina at Chapel Hill					
1.	Neurosciences Research Building (NRB) Lab 2124 Equipment Replacement & Modernization	\$900,000	\$0	\$900,000	F&A
2.	CIP 744 - Parking Deck & Lot Camera Upgrades	\$3,100,000	\$300,000	\$2,800,000	Transportation & Parking
<i>UNC-Chapel Hill Subtotal</i>		<i>\$4,000,000</i>	<i>\$300,000</i>	<i>\$3,700,000</i>	
Grand Total		\$4,000,000	\$300,000	\$3,700,000	

II. INCREASED AUTHORIZATION

Institution/Project Title		Total Project Cost (\$)	Previous Authorization (\$)	Requested Authorization (\$)	Funding Source
University of North Carolina School of the Arts					
3.	Performance Place Renovations	\$9,160,000	\$8,760,000	\$400,000	Carry-forward
<i>UNC School of the Arts Subtotal</i>		<i>\$9,160,000</i>	<i>\$8,760,000</i>	<i>\$400,000</i>	
Grand Total		\$13,160,000	\$9,060,000	\$4,100,000	

RECOMMENDATION

All projects and associated funding sources are in compliance with G.S. 143C-8-12 (State Budget Act).

It is recommended that these projects be authorized and reported to the NC Office of State Budget and Management as non-appropriated projects that do not require any additional debt or burden on state appropriations.

Acquisition of Property by Deed and Disposition by Demolition – The University of North Carolina at Pembroke

ISSUE OVERVIEW

UNC System institutions are required to request authority from the Board of Governors to proceed with certain acquisitions and dispositions of real property.

The Board of Trustees of The University of North Carolina at Pembroke has requested authorization to purchase The Lodge at Pembroke, which is comprised of eight properties totaling approximately 12.18 acres and located on the southeast corner of University Road and Ernest Lowry Drive. The Board also requests permission to demolish the existing fire-damaged single-family residence. There are no other significant or contributing improvements. The properties are contiguous to the campus and will support future campus expansion.

The total appraised value of the eight parcels is \$1,280,000. The negotiated purchase price is \$825,000. The properties will be purchased with \$550,000 from F&A funds and \$275,000 from other trust funds.

RECOMMENDATION

It is recommended that the Board of Governors approve this request. This item also requires approval by the Council of State.

APPENDIX C

Form PO-1
Rev. 10/01
Original and one copy to State Property Office

STATE OF NORTH CAROLINA
DEPARTMENT OF ADMINISTRATION

***ACQUISITION OF REAL PROPERTY**

Institution or Agency: UNC Pembroke

Date: 07/08/2021

The Department of Administration is requested, as provided by GS §146-22 et seq., to acquire the real property herein described by *purchase, lease, rental, or other (specify)*. Purchase

This Property is needed for the following reasons and purposes: *(Attach additional pages if needed.)*

Property is contiguous to the campus and will support future campus development.

Name and Address of Present Owner: The Lodge at Pembroke, LLC
540 Edinburgh Circle
Danville, CA 94526-2903

Description of Property: *(Attach additional pages if needed.)*

Land on the east side of University Rd. North of Hawk Dr, and south of Ernest Lowry Dr.
Eight separate, yet contiguous lots identified by Map# 140403032; 14040302902;
14040301101; 14040303201; 140403012; 140403011; 140403030; and 140403013

Estimated value: \$825,000 Rental price *(if applicable)*: _____

Funds for the acquisition of this property are available in our budget under Code:, Item:, Other: Non-General Funds

In the event the above described real property is not acquired, is there other real property available, owned by the State or otherwise, that you believe would, if acquired, fulfill the requirements of your agency?
If so, give details.

No

(Complete if Agency has a Governing Board.)

Action recommending the above request was taken by the Governing Board of the University of North Carolina at Pembroke and is recorded in the minutes thereof on July 8, 2021 *(date)*.

Signature: _____
Title: Chancellor

*The term "real property" includes timber rights, mineral rights, etc. (GS §146-64)

APPENDIX C

Form PO-2
Rev. 10/01
Original and one copy to State Property Office

**STATE OF NORTH CAROLINA DEPARTMENT OF ADMINISTRATION
DISPOSITION OF REAL PROPERTY**

Institution or Agency: University of North Carolina @ Pembroke Date: 07/08/21

The Department of Administration is requested, as provided by GS §146-28 et seq., to dispose of the real property herein described by *purchase, lease, rental, or other (specify)*. Raze

This disposition is recommended for the following reasons:

Property is fire damaged and proposes a hazard.

Description of Property: *(Attach additional pages if needed.)*

Single-family residence with fire damage. This structure is a part of property we are purchasing.

Estimated value: No contributory value per appraisal.

Where deed is filed, if known _____

If deed is in the name of agency other than applicant, state the name:

Rental income, if applicable, and suggested terms:

Not Applicable

Funds from the disposal of this property are recommended for the following use:

Not applicable

(Complete if Agency has a Governing Board.)

Action recommending the above request was taken by the Governing Board of the University of North Carolina at Pembroke and is recorded in the minutes thereof on July 8, 2021.

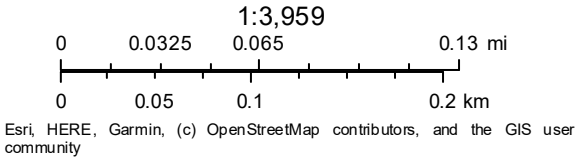
Signature:
Title:

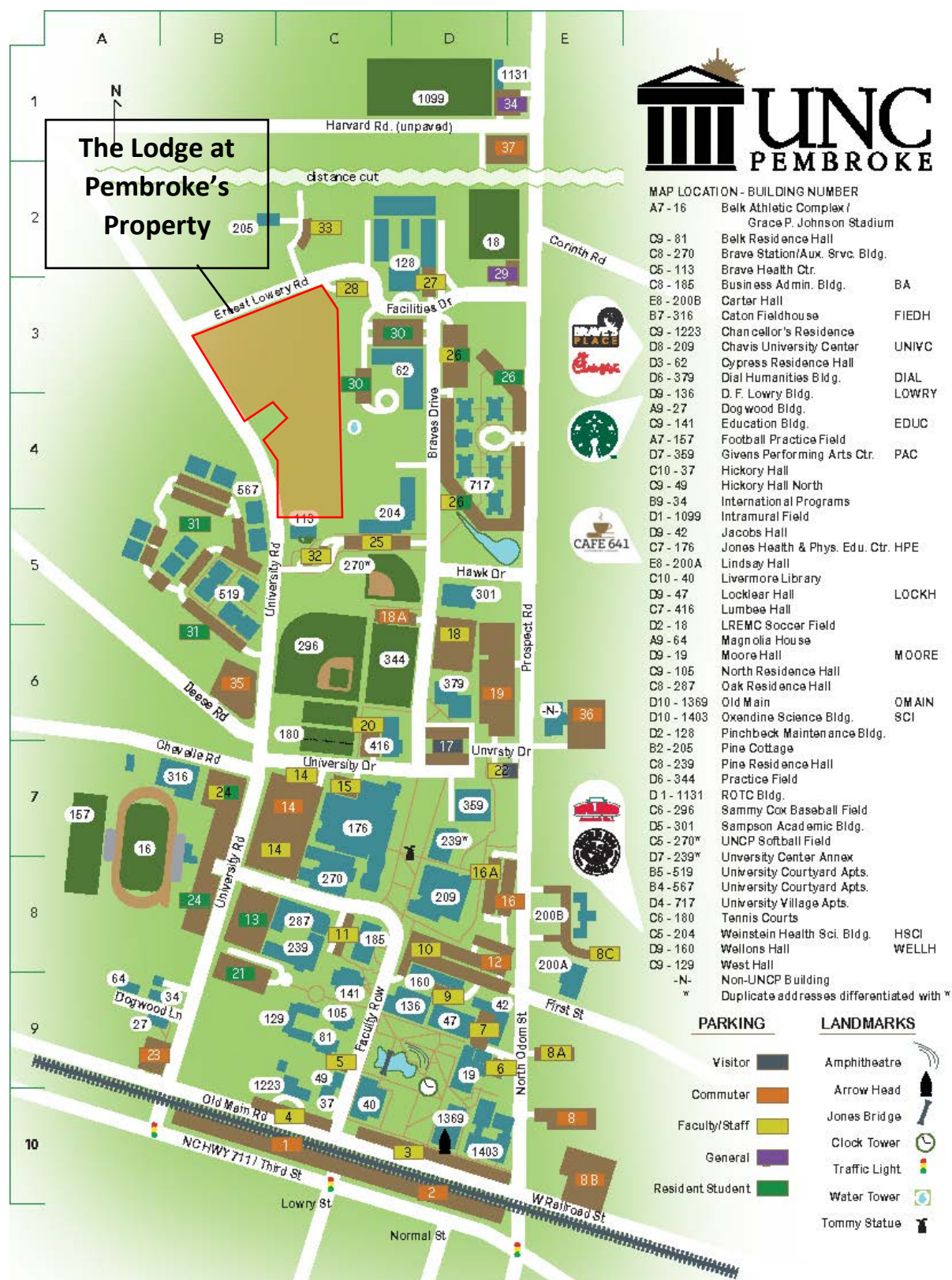

Chancellor



February 1, 2021

- Address Points
- Streets
- ▣ County Line
- ▣ City Limits
- ▣ Parcels





Sale of Special Obligation Bonds – Fayetteville State University

ISSUE OVERVIEW

The Board of Governors is authorized to issue special obligation bonds for capital improvements projects that have been approved by the General Assembly. Although a specific source of funding is used by a campus when retiring these bonds, special obligation bonds are generally payable from all campus revenues excluding tuition, state appropriations, and restricted reserves.

Fayetteville State University (“FSU”) requests that the Board issue special obligation bonds in an amount not to exceed \$21 million (the “2023 Bonds”) for the purpose of refunding the callable maturities of FSU’s General Revenue Bonds, Series 2013A (the “2013A Bonds”). FSU estimates that it can achieve approximately \$3.8 million in net present value savings by refunding the 2013A Bonds, or approximately 19 percent of the par amount refunded, which is based on a cost of funds of approximately 3.2 percent.

The 2023 Bonds will be issued on a tax-exempt basis and privately placed with an investor by J.P. Morgan Securities LLC, which was selected through a competitive request for proposal (RFP) process. The 2023 Bonds will be delivered for settlement on or before April 1, 2023, the call date for the 2013A Bonds, under the terms of a forward delivery bond purchase agreement, which will eliminate interest rate risk between now and the call date.

FSU currently has a credit rating on its general revenue bonds of “A” with a stable outlook by Fitch Ratings and an issuer credit rating of “BBB+” with a stable outlook from S&P Global. FSU is currently not rated by Moody’s Investors Service. This transaction is expected to have no impact on FSU’s credit rating.

Parker Poe Adams & Bernstein LLP is bond counsel, and First Tryon is the financial advisor.

RECOMMENDATION

It is recommended that the president of the University, or his designee, be authorized to sell the special obligation bonds through the attached resolution.

**RESOLUTION OF THE BOARD OF GOVERNORS OF THE UNIVERSITY OF NORTH
CAROLINA SYSTEM AUTHORIZING THE ISSUANCE OF SPECIAL OBLIGATION BONDS
TO REFINANCE SPECIAL OBLIGATION BOND PROJECTS FOR FAYETTEVILLE STATE
UNIVERSITY**

WHEREAS, by Chapter 116 of the General Statutes of North Carolina, the Board of Governors (the “Board”) of the University of North Carolina System (the “UNC System”) is vested with general control and supervision of the constituent institutions of the UNC System;

WHEREAS, the Board is authorized by Chapter 116D of the General Statutes of North Carolina (the “Act”) to issue, subject to the approval of the Director of the Budget, at one time or from time to time, (1) special obligation bonds of the Board for the purpose of paying all or any part of the cost of acquiring, constructing, or providing special obligation projects and (2) refunding bonds for the purpose of refunding any bonds by the Board under the Act or under any Article of Chapter 116 of the General Statutes of North Carolina, including the payment of any redemption premium on them and any interest accrued or to accrue to the date of redemption of the bonds refunded;

WHEREAS, Fayetteville State University (“FSU”) and its financial advisor have advised the Board that it may be able to achieve debt service savings by refunding a portion of the Fayetteville State University General Revenue Bonds, Series 2013A (the “2013A Bonds”) previously issued by the Board on behalf of FSU, the proceeds of which were loaned to FSU to (1) finance the renovation and expansion of the Rudolph Jones Student Center on the FSU campus and (2) refund a portion of The University of North Carolina System Pool Revenue Bonds, Series 2002B;

WHEREAS, if debt service savings can be achieved, the Board has determined to issue Fayetteville State University General Revenue Refunding Bonds (with appropriate descriptions and series designations) in one or more series (the “Bonds”) in an aggregate principal amount not to exceed \$21,000,000 to refund all or a portion of the 2013A Bonds maturing on and after April 1, 2024 (the “Refunded 2013A Bonds”) and to pay the costs of issuing the Bonds;

WHEREAS, the Board has determined to issue the Bonds under the General Trust Indenture dated as of August 1, 2013 (the “General Indenture”) between the Board and The Bank of New York Mellon Trust Company, N.A., (the “Trustee”), and a Series Indenture, Number 3 (the “Series Indenture”) between the Board and the Trustee;

WHEREAS, the Bonds and other obligations issued under the General Indenture are payable solely from any legally available funds of FSU, or of the Board held for FSU, in each Fiscal Year, but excluding (1) appropriations by the General Assembly of the State of North Carolina from the State General Fund, (2) tuition payments by FSU students, (3) funds whose purpose has been restricted by the gift, grant or payee thereof, (4) revenues generated by Special Facilities (as defined in the General Indenture) and (5) funds restricted by law (the “Available Funds”);

WHEREAS, FSU has engaged J.P. Morgan Securities LLC (the “Placement Agent”) to serve as the placement agent for the Bonds and arrange for the placement of the Bonds with a financial institution identified by the Placement Agent (the “Purchaser”);

APPENDIX D

WHEREAS, the Purchaser will purchase the Bonds on a forward delivery basis pursuant to the terms of a forward delivery bond purchase agreement (the "*Purchase Agreement*") between the Board and the Purchaser;

WHEREAS, there have been made available to the Board forms of the following documents (the "*Board Documents*"), which the Board proposes to approve, ratify, execute and deliver, as applicable, to effectuate the financing:

1. the General Indenture;
2. the Series Indenture;
3. the Purchase Agreement;
4. an Escrow Agreement between the Board and The Bank of New York Mellon Trust Company, N.A., as escrow agent, related to the refunding of the Refunded 2013A Bonds;
5. a Preliminary Private Placement Memorandum (the "*Preliminary Private Placement Memorandum*") relating to the Bonds, which after the inclusion of certain pricing and other information will become the final Private Placement Memorandum (the "*Private Placement Memorandum*") relating to the Bonds; and
6. the Bonds in the form set forth in the Series Indenture;

WHEREAS, the issuance of the Bonds does not directly or indirectly or contingently obligate the State or any agency or political subdivision of the State to levy or to pledge any taxes to pay the cost, in whole or in part, of the Bonds in compliance with Section 116D-23 of the Act;

NOW, THEREFORE, BE IT RESOLVED by the Board as follows:

Section 1. **Authorization of Bonds.** That the Board hereby authorizes the issuance of the Bonds in an aggregate principal amount not to exceed \$21,000,000 under the General Indenture and the Series Indenture to pay the costs of refunding the Refunded 2013A Bonds and costs incurred in connection with the issuance of the Bonds. The Bonds may be issued in one or more series of bonds, as the Senior Vice President for Finance and Administration and CFO of the UNC System (the "*SVP-Finance*"), or her designee, in consultation with the appropriate officers at FSU, determine to be in FSU's best interest to achieve debt service savings on the Refunded 2013A Bonds.

Section 2. **Sufficiency of Available Funds.** That the Board hereby finds that sufficient Available Funds are available to pay the principal of and interest on the Bonds and to provide for the maintenance and operation of the facilities at FSU to the extent required under the General Indenture.

Section 3. **Selection of Financing Team Members.** That the Board ratifies the selection of the Placement Agent and the Purchaser for the Bonds and authorizes the SVP-Finance and the Vice Chancellor for Business and Finance of FSU to select any other professionals necessary to undertake the financing as contemplated in this Resolution.

Section 4. **Authorization of Board Documents.** That the form and content of the Board Documents be and the same hereby are in all respects authorized, approved and confirmed, and the Chairman of the Board, the President of the UNC System, the SVP-Finance, the Secretary and the Assistant Secretary of the Board and the Secretary of the UNC System, or anyone acting in an interim capacity, individually and collectively (the “*Authorized Officers*”), be and they hereby are each authorized, empowered and directed to execute and deliver the Board Documents for and on behalf of the Board, including necessary counterparts, in substantially the form and content presented to the Board, but with such changes, modifications, additions or deletions therein as to them seem necessary, desirable or appropriate, their execution thereof to constitute conclusive evidence of the Board’s approval of any and all such changes, modifications, additions or deletions therein, and that from and after the execution and delivery of the Board Documents, the Authorized Officers are each hereby authorized, empowered and directed to do all such acts and things and to execute all such documents as may be necessary to carry out and comply with the provisions of the Board Documents as executed.

Section 5. **Authorization of Purchase Agreement.** That the Chairman of the Board, the President of the UNC System and the SVP-Finance, individually or collectively, be and they hereby are each authorized, empowered and directed to execute and deliver the Purchase Agreement for and on behalf of the Board, including necessary counterparts, in a form and substance consistent with the terms of this Resolution and that from and after the execution and delivery of the Purchase Agreement, the Authorized Officers are each hereby authorized, empowered and directed to do all such acts and things and to execute all such documents as may be necessary to carry out and comply with the provisions of the Purchase Agreement as executed.

Section 6. **Authorization of Preliminary Private Placement Memorandum and Private Placement Memorandum.** That the form, terms and content of the Preliminary Private Placement Memorandum be and the same hereby are in all respects authorized, approved and confirmed, and the use of the Preliminary Private Placement Memorandum by the Placement Agent in connection with the sale of the Bonds is hereby in all respects authorized, approved, ratified and confirmed. The President of the UNC System and the SVP-Finance, or their respective designees, individually or collectively, be and they hereby are each authorized, empowered and directed to deliver the Private Placement Memorandum for and on behalf of the Board in substantially the form and content of the Preliminary Private Placement Memorandum presented to the Board, but with such changes, modifications, additions or deletions therein as to them seem necessary, desirable or appropriate, their execution of the Purchase Agreement to constitute conclusive evidence of the Board’s approval of any and all such changes, modifications, additions or deletions therein. If the President of the UNC System and the SVP-Finance, or their respective designees, individually or collectively, determine that the inclusion of additional updated information is necessary for use in the offering and settlement of the Bonds, the President of the UNC System and the SVP-Finance, or their respective designees, individually or collectively, are in all respects authorized, empowered and directed to update the Private Placement Memorandum (the “*Updated Private Placement Memorandum*”) and to execute and deliver the Updated Private Placement Memorandum, but with such changes, modifications, additions or deletions to the Private Placement Memorandum as they determine necessary, desirable or appropriate, the delivery thereof to constitute conclusive evidence of the Board’s approval of any and all such changes, modifications, additions or deletions therein. The use of the Preliminary Private Placement Memorandum, the Private Placement Memorandum and the Updated Private Placement Memorandum by the Placement Agent in connection with the sale of the Bonds to the Purchaser is hereby authorized, approved and confirmed.

APPENDIX D

Section 7. **General Authority.** From and after the execution and delivery of the documents hereinabove authorized, the Authorized Officers are each hereby authorized, empowered and directed to do all such acts and things and to execute all such documents as may be necessary to carry out and comply with the provisions of said documents as executed, and are further authorized to take any and all further actions to execute and deliver any and all other documents as may be necessary to the issuance and on-going administration of the Bonds. Any provision in this Resolution that authorizes more than one Authorized Officer to take certain actions shall be read to permit such Authorized Officers to take the authorized actions either individually or collectively. The Chancellor and the Vice Chancellor for Business and Finance at FSU, or their respective designees, individually or collectively, are hereby authorized to execute and deliver all documents as may be necessary to the issuance and on-going administration of the Bonds on behalf of FSU.

Section 8. **Conflicting Provisions.** All resolutions or parts thereof of the Board in conflict with the provisions herein contained are, to the extent of such conflict, hereby superseded and repealed.

Section 9. **Effective Date.** This Resolution is effective immediately on the date of its adoption.

PASSED, ADOPTED, AND APPROVED this 22nd day of July, 2021.

APPENDIX D

STATE OF NORTH CAROLINA
COUNTY OF ORANGE

I, Meredith McCullen, Secretary of the University of North Carolina System, DO HEREBY CERTIFY that (1) the foregoing is a full, true and correct copy of the approving resolution adopted by the Board of Governors of the University of North Carolina System at its meeting on July 22, 2021, and appearing in the minutes of such meeting, (2) notice of the meeting of the Board of Governors of the University of North Carolina System held on July 22, 2021 was sent to each member of the Board, and (3) a quorum was present at the meeting on July 22, 2021, at which time the foregoing Resolution was adopted.

WITNESS, my hand and the seal of the University of North Carolina System this ____ day of July, 2021

[SEAL]

Meredith McCullen, Secretary of the University
of North Carolina System

Sale of Special Obligation Bonds – The University of North Carolina at Greensboro

ISSUE OVERVIEW

The Board of Governors is authorized to issue special obligation bonds for capital improvements projects that have been approved by the General Assembly. Although a specific source of funding is used by a campus when retiring these bonds, special obligation bonds are generally payable from all campus revenues excluding tuition, State appropriations, and restricted reserves.

The University of North Carolina at Greensboro (UNC Greensboro) requests that the Board of Governors (the “Board”) enter into a forward delivery agreement (the “Agreement”) with Morgan Stanley & Co. LLC (“Morgan Stanley”) under which the Board would commit to issuing special obligation bonds in 2024 (the “2024 Bonds”) in an amount not to exceed \$92.385 million, at Morgan Stanley’s option, to be purchased by Morgan Stanley to refund UNC Greensboro’s General Revenue Bonds, Series 2014 (the “2014 Bonds”) maturing on and after April 1, 2025 (the “Refunded Bonds”).

Upon execution of the Agreement, Morgan Stanley would pay UNC Greensboro an amount equal to the expected net present value savings of the refunding (approximately \$11 million or approximately 11.9 percent of the par amount of the Refunded Bonds). UNC Greensboro has indicated that it will use the proceeds from entering into the Agreement (1) in the amount of \$10,330,306, plus up to 5 percent of such amount to pay issuance expenses and related costs, to fund The Arts Place at Tate and Gate (the “Special Obligation Project”), authorized by S.L. 2021-74, and (2) any remaining amount of the proceeds either to defease such amount of the 2014 Bonds maturing before April 1, 2025 or to downsize the 2024 Bonds. Any capital increases over \$10,330,306 of The Arts Place at Tate and Gate project must be approved by the Board and such increases shall not be paid from state appropriations, repair and renovation funds, or debt service fees. UNC Greensboro would not be allowed to request a new debt service fee or to repurpose existing debt service fee revenues to pay for or increase the project budget.

UNC Greensboro understands and acknowledges that if a termination event occurs pursuant to the Agreement, the university will fund and mitigate such event. In the event of a Termination Funding Event, UNC Greensboro will finance the required Make Whole Payment to be paid to Morgan Stanley with funds from non-state funds and would not request additional funding from the Board of Governors and General Assembly to finance such payment.

The 2024 Bonds, if issued, would be issued on a tax-exempt basis with the same coupons as the Refunded Bonds and purchased by Morgan Stanley at a price such that their issuance would not result in any debt service savings over their remaining term.

UNC Greensboro currently has an issuer credit rating of “Aa3” with a stable outlook by Moody’s Investors Service and an issuer credit rating of “A+” with a stable outlook from S&P Global. This transaction is expected to have no impact on UNC Greensboro’s credit rating.

Parker Poe Adams & Bernstein LLP is bond counsel and First Tryon is the financial advisor.

RECOMMENDATION

It is recommended that the president of the University, or his designee, be authorized to sell the special obligation bonds through the attached resolution.

APPENDIX E

RESOLUTION OF THE BOARD OF GOVERNORS OF THE UNIVERSITY OF NORTH CAROLINA SYSTEM AUTHORIZING THE ISSUANCE OF SPECIAL OBLIGATION BONDS TO FUND AND REFUND SPECIAL OBLIGATION BOND PROJECTS FOR THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

WHEREAS, by Chapter 116 of the General Statutes of North Carolina, the Board of Governors (the “Board”) of the University of North Carolina System (the “UNC System”) is vested with general control and supervision of the constituent institutions of the UNC System; and

WHEREAS, the Board is authorized by Chapter 116D of the General Statutes of North Carolina (the “Act”) to issue, subject to the approval of the Director of the Budget, at one time or from time to time, (1) special obligation bonds of the Board for the purpose of paying all or any part of the cost of acquiring, constructing, or providing Special Obligation Bond Projects and (2) refunding bonds for the purpose of refunding any bonds by the Board under the Act or under any Article of Chapter 116 of the General Statutes of North Carolina, including the payment of any redemption premium on them and any interest accrued or to accrue to the date of redemption of the bonds refunded; and

WHEREAS, the Board has previously issued its The University of North Carolina at Greensboro General Revenue Bonds, Series 2014 (the “2014 Bonds”) to finance the acquisition of residence halls known as Spartan Village and the construction and equipping of a new student recreation center;

WHEREAS, The University of North Carolina at Greensboro (“UNC Greensboro”) and its financial advisor have advised the Board that it has received a proposal from Morgan Stanley & Co. LLC (“Morgan Stanley”) to enter into a forward delivery bond purchase agreement between the Board and Morgan Stanley (the “Forward Delivery Agreement”) under which the Board would commit to issuing bonds in 2024, at Morgan Stanley’s option, to be purchased by Morgan Stanley to refund all or a portion of the 2014 Bonds maturing on and after April 1, 2025 (the “Refunded Bonds”);

WHEREAS, the bonds to be issued in 2024 would have the same coupons as the Refunded Bonds and will be purchased by Morgan Stanley at a price such that their issuance would not result in any debt service savings over the remaining term, and the expected savings generated from this refunding would be paid by Morgan Stanley to UNC Greensboro in the amount of the expected net present value of such savings at the time the Forward Delivery Agreement is executed;

WHEREAS, UNC Greensboro has indicated that it will use the proceeds from entering into the Forward Delivery Agreement (1) in the amount of \$10,330,306, plus up to 5 percent of such amount to pay issuance expenses and related costs, to fund The Arts Place at Tate and Gate (the “Special Obligation Bond Project”) authorized by S.L. 2021-74 of the 2021 Session Laws of the North Carolina General Assembly (the “2021 Session Law”) plus any additional amount subsequently approved by the Board and authorized by the Director of the Budget to be used to fund the Special Obligation Project and (2) any additional amount to either defease such amount of The University of North Carolina at Greensboro General Revenue Bonds, Series 2014 maturing before April 1, 2025 or to downsize the refunding of the Refunded Bonds;

WHEREAS, the Board has determined to authorize the issuance of The University of North Carolina at Greensboro General Revenue Refunding Bonds (the “Bonds”) in an aggregate principal amount not to exceed \$92,385,000 for the combined purposes of refunding and defeasance of all or a portion of the 2014 Bonds as described herein and, by virtue of using the payment under the Forward Delivery

APPENDIX E

Agreement representing value of the savings produced by the refunding, to fund the Special Obligation Bond Project; and

WHEREAS, the Board has determined to issue the Bonds under the General Trust Indenture dated as of June 1, 2001 (the “*General Indenture*”) between the Board and The Bank of New York Mellon Trust Company, N.A., as trustee (the “*Trustee*”), and a series indenture (the “*Series Indenture*”) between the Board and the Trustee; and

WHEREAS, the Bonds and other obligations issued under the General Indenture are payable solely from any legally available funds of UNC Greensboro, or of the Board held for UNC Greensboro, in each Fiscal Year, including Unrestricted Fund Balances shown as such on the UNC Greensboro financial statements, but excluding (1) appropriations by the General Assembly of the State from the State General Fund, (2) tuition payments by UNC Greensboro students, (3) funds whose purpose has been restricted by the gift, grant or payee thereof and (4) revenues generated by Special Facilities (the “*Available Funds*”);

WHEREAS, there have been made available to the Board forms of the following documents (the “*Board Documents*”), which the Board proposes to approve, ratify, execute and deliver, as applicable, to effectuate the financing:

1. the General Indenture;
2. the Series Indenture;
3. the Forward Delivery Agreement;
4. the Bonds in the form set forth in the Series Indenture; and
5. the Escrow Agreement between the Board and The Bank of New York Mellon Trust Company, N.A., as escrow agent, as may be necessary for the defeasance and refunding of the 2014 Bonds as described above; and

WHEREAS, the issuance of the Bonds does not directly or indirectly or contingently obligate the State of North Carolina or any agency or political subdivision of the State of North Carolina to levy or to pledge any taxes to pay the cost, in whole or in part, of the Bonds in compliance with Section 116D-23 of the Act;

NOW, THEREFORE, BE IT RESOLVED by the Board as follows:

Section 1. **Authorization of Bonds.** That the Board hereby authorizes the execution and delivery of the Forward Delivery Agreement, the receipt of the upfront payment by UNC Greensboro per the Forward Delivery Agreement and the use of such funds (1) in the amount of \$10,330,306, plus up to 5percent of such amount to pay issuance expenses and related costs, plus any additional amount subsequently approved by the Board and authorized by the Director of the Budget to be used to fund the Special Obligation Project, to fund the Special Obligation Bond Project and (2) any additional amount to either defease such amount of The University of North Carolina at Greensboro General Revenue Bonds, Series 2014 maturing before April 1, 2025 or to downsize the refunding of the Refunded Bonds. Any additional approvals related to the amount to be spent on the Special Obligation Bond Project must be complete before the 2024 Bonds are issued.

The Board hereby authorizes the issuance of the Bonds under the terms as agreed to in the Forward Delivery Agreement in an aggregate principal amount not to exceed \$92,385,000 under the General Indenture and the Series Indenture to pay the costs of refunding the Refunded Bonds. The Bonds may otherwise be issued in the manner that as the Senior Vice President for Finance and Administration and CFO of the UNC System (the “SVP-Finance”), or her designee, in consultation with the appropriate officers at UNC Greensboro, determine to be in the best interest of UNC Greensboro to fulfill its obligations under the Forward Delivery Agreement.

If an event occurs that is described in the Forward Delivery Agreement under which Morgan Stanley is authorized to terminate the Forward Delivery Agreement and a payment is owed by the Board to Morgan Stanley as a result of such termination, the Board authorizes and directs UNC Greensboro to make such payment on behalf of the Board from Available Funds or any other legally available funds.

Section 2. ***Sufficiency of Available Funds.*** That the Board hereby finds that sufficient Available Funds are available to pay the principal of and interest on the Bonds, to make any payments that may be due under the Forward Delivery Agreement and to provide for the maintenance and operation of the facilities at UNC Greensboro to the extent required under the General Indenture.

Section 3. ***Selection of Financing Team Members.*** That the Board authorizes the SVP-Finance and the Vice Chancellor for Business Affairs of UNC Greensboro to select any other professionals necessary to undertake the financing as contemplated in this Resolution.

Section 4. ***Authorization of Board Documents.*** That the form and content of the Board Documents be and the same hereby are in all respects authorized, approved and confirmed, and the Chairman of the Board, the President of the UNC System, the SVP-Finance, the Secretary and the Assistant Secretary of the Board and the Secretary of the UNC System, or any successor to such functions, individually and collectively (the “Authorized Officers”), be and they hereby are each authorized, empowered and directed to execute and deliver the Board Documents for and on behalf of the Board, including necessary counterparts, in substantially the form and content presented to the Board, but with such changes, modifications, additions or deletions therein as to them seem necessary, desirable or appropriate, their execution thereof to constitute conclusive evidence of the Board’s approval of any and all such changes, modifications, additions or deletions therein, and that from and after the execution and delivery of the Board Documents the Authorized Officers are each hereby authorized, empowered and directed to do all such acts and things and to execute all such documents as may be necessary to carry out and comply with the provisions of the Board Documents as executed.

Section 5. ***General Authority.*** From and after the execution and delivery of the documents hereinabove authorized, the Authorized Officers are each hereby authorized, empowered and directed to do all such acts and things and to execute all such documents as may be necessary to carry out and comply with the provisions of said documents as executed, and are further authorized to take any and all further actions to execute and deliver any and all other documents as may be necessary to the issuance and on-going administration of the Forward Delivery Agreement and the Bonds. Any provision in this Resolution that authorizes more than one Authorized Officer to take certain actions shall be read to permit such Authorized Officers to take the authorized actions either individually or collectively. The Chancellor and the Vice Chancellor for Business Affairs at UNC Greensboro, or their respective designees, individually or collectively, are hereby authorized to execute and deliver all documents as may be necessary to the

issuance and on-going administration of the Forward Delivery Agreement and the Bonds on behalf of UNC Greensboro.

Section 6. ***Official Declaration of Intent to Reimburse.*** If an event occurs that is described in the Forward Delivery Agreement under which Morgan Stanley is authorized to terminate the Forward Delivery Agreement and a payment is owed by the Board to Morgan Stanley as a result of such termination, the Board may authorize the issuance of bonds to reimburse UNC Greensboro for the amount spent to fund the Special Obligation Bond Project. In such event, UNC Greensboro expects to proceed with the Special Obligation Bond Project and to incur and pay certain expenditures in connection with the Special Obligation Bond Project prior to the date of issuance of the bonds (the “*Original Expenditures*”), such Original Expenditures to be paid for originally from a source other than the proceeds of the bonds, and the Board intends UNC Greensboro to be reimbursed for such Original Expenditures from a portion of the proceeds of the bonds to be issued at a date occurring after the dates of such Original Expenditures. If such bonds were to be issued, the Board presently intends, and reasonably expects, UNC Greensboro to be reimbursed for the Original Expenditures incurred and paid by UNC Greensboro on or after the date occurring 60 days prior to the date of adoption of this Resolution from a portion of the proceeds of the bonds. The Board reasonably expects that it would issue the bonds to finance the Special Obligation Bond Project and the maximum principal amount of bonds expected to be issued to pay for the Special Obligation Bond Project is \$10,330,306. This Resolution is a declaration of official intent of the Board under Section 1.150-2 of the Treasury Regulations promulgated under Section 103 of the Internal Revenue Code of 1986, as amended, to evidence the Board’s intent to cause UNC Greensboro to be reimbursed for the Original Expenditures from proceeds of the bonds. The Vice Chancellor for Business Affairs of UNC Greensboro or his designee, with advice from bond counsel, is hereby authorized, directed and designated to act on behalf of UNC Greensboro in determining and itemizing all of the Original Expenditures incurred and paid by UNC Greensboro in connection with the Special Obligation Bond Project.

Section 7. ***Conflicting Provisions.*** All resolutions or parts thereof of the Board in conflict with the provisions herein contained are, to the extent of such conflict, hereby superseded and repealed.

Section 8. ***Effective Date.*** This Resolution is effective immediately on the date of its adoption.

PASSED, ADOPTED, AND APPROVED this 22nd day of July, 2021.

APPENDIX E

STATE OF NORTH CAROLINA
COUNTY OF ORANGE

I, Meredith McCullen, Secretary of the University of North Carolina System, DO HEREBY CERTIFY that (1) the foregoing is a full, true and correct copy of the approving resolution adopted by the Board of Governors of the University of North Carolina System at its meeting on July 22, 2021, and appearing in the minutes of such meeting, (2) notice of the meeting of the Board of Governors of the University of North Carolina System held on July 22, 2021 was sent to each member of the Board, and (3) a quorum was present at the meeting on July 22, 2021, at which time the foregoing Resolution was adopted.

WITNESS, my hand and the seal of the University of North Carolina System this ____ day of July, 2021

[SEAL]

Meredith McCullen, Secretary of the University
of North Carolina System

Sale of Special Obligation Bonds – University of North Carolina Wilmington

ISSUE OVERVIEW

The Board of Governors is authorized to issue special obligation bonds for capital improvements projects that have been approved by the General Assembly. Although a specific source of funding is used by a campus when retiring these bonds, special obligation bonds are generally payable from all campus revenues excluding tuition, state appropriations, and restricted reserves.

The University of North Carolina Wilmington (“UNCW”) requests that the Board issue special obligation bonds (the “2021 Bonds”) in an amount not to exceed \$9.75 million, plus an additional amount not to exceed 5 percent of such principal amount, to finance the construction of the Walton Drive Student Village – Recreational Fields and Facilities (the “Project”) on UNCW’s campus and pay costs incurred in connection with the issuance of the 2021 Bonds. The General Assembly authorized the Project under S.L. 2021-74. The expected cost of funds of the 2021 Bonds is approximately 3.75 percent. The project will be funded from a portion of the existing student debt service fee, which was used to retire debt and will be redirected to the proposed project.

The 2021 Bonds will be issued on a tax-exempt basis and sold in the public market on a negotiated basis by PNC Capital Markets, LLC, which was selected through a competitive RFP process.

UNCW currently has an issuer credit rating of “Aa3” with a stable outlook by Moody’s Investors Service. This transaction is expected to have no impact on UNCW’s credit rating.

Parker Poe Adams & Bernstein LLP is bond counsel and First Tryon is the financial advisor.

RECOMMENDATION

It is recommended that the president of the University, or his designee, be authorized to sell the special obligation bonds through the attached resolution.

**RESOLUTION OF THE BOARD OF GOVERNORS OF THE UNIVERSITY OF NORTH
CAROLINA SYSTEM AUTHORIZING THE ISSUANCE OF
SPECIAL OBLIGATION BONDS TO FINANCE SPECIAL OBLIGATION BOND PROJECTS
FOR UNIVERSITY OF NORTH CAROLINA WILMINGTON AND
DECLARING ITS INTENT FOR UNIVERSITY OF NORTH CAROLINA WILMINGTON TO
REIMBURSE FROM PROCEEDS OF BONDS**

WHEREAS, by Chapter 116 of the General Statutes of North Carolina, the Board of Governors (the “Board”) of the University of North Carolina System (the “UNC System”) is vested with general control and supervision of the constituent institutions of the UNC System;

WHEREAS, the Board is authorized by Chapter 116D of the General Statutes of North Carolina (the “Act”) to issue, subject to the approval of the Director of the Budget, at one time or from time to time, (1) special obligation bonds of the Board for the purpose of paying all or any part of the cost of acquiring, constructing, or providing Special Obligation Bond Projects and (2) refunding bonds for the purpose of refunding any bonds by the Board under the Act or under any Article of Chapter 116 of the General Statutes of North Carolina, including the payment of any redemption premium on them and any interest accrued or to accrue to the date of redemption of the bonds refunded;

WHEREAS, the University of North Carolina Wilmington (“UNC Wilmington”) has requested the Board to issue special obligation bonds, the proceeds of which are to be used by UNC Wilmington for the construction of the Walton Drive Student Village – Recreational Fields and Facilities on UNC Wilmington’s campus as authorized by S.L. 2021-74 of the 2021 Session Laws of the North Carolina General Assembly (the “Special Obligation Bond Project”);

WHEREAS, the Board has determined to issue University of North Carolina Wilmington General Revenue Bonds (with appropriate descriptions and series designations) in one or more series (the “Bonds”) in an aggregate principal amount not to exceed \$9,750,000 to pay a portion of the costs of the Special Obligation Bond Project; and not to exceed an additional 5percent of such principal amount to pay the costs incurred in connection with the issuance of the Bonds;

WHEREAS, the Board has determined to issue the Bonds under the General Trust Indenture dated as of May 1, 2002 (the “General Indenture”) between the Board and The Bank of New York Mellon Trust Company, N.A., as trustee (the “Trustee”), and a Series Indenture (the “Series Indenture”) between the Board and the Trustee; and

WHEREAS, the Bonds and other obligations issued under the General Indenture are payable solely from any funds of UNC Wilmington or the Board in each Fiscal Year remaining after satisfying obligations of UNC Wilmington or the Board under a trust indenture, trust agreement or bond resolution providing for the issuance of debt of the Board with respect to UNC Wilmington as of the date of the General Indenture, but excluding (1) appropriations by the General Assembly of the State of North Carolina (the “State”) from the State General Fund, (2) tuition payments by UNC Wilmington students, (3) funds whose purpose has been restricted by the gift, grant or payee thereof, (4) revenues generated by Special Facilities (as defined in the General Indenture) and (5) funds restricted by law (the “Available Funds”);

WHEREAS, PNC Capital Markets LLC (the “*Underwriter*”) will agree to purchase all of the Bonds pursuant to the terms of a bond purchase agreement (the “*Purchase Agreement*”) between the Board and the Underwriter;

WHEREAS, there have been made available to the Board forms of the following documents (the “*Board Documents*”), which the Board proposes to approve, ratify, execute and deliver, as applicable, to effectuate the financing:

1. the General Indenture;
2. the Series Indenture;
3. the Purchase Agreement;
4. the Preliminary Official Statement (the “*Preliminary Official Statement*”) relating to the Bonds, which after the inclusion of certain pricing and other information will become the final Official Statement (the “*Official Statement*”) relating to the Bonds; and
5. the Bonds in the form set forth in the Series Indenture;

WHEREAS, UNC Wilmington expects to proceed with the Special Obligation Bond Project and to incur and pay certain expenditures in connection with the Special Obligation Bond Project prior to the date of issuance of the Bonds (the “*Original Expenditures*”), such Original Expenditures to be paid for originally from a source other than the proceeds of the Bonds, and the Board intends UNC Wilmington to be reimbursed for such Original Expenditures from a portion of the proceeds of the Bonds to be issued at a date occurring after the dates of such Original Expenditures;

WHEREAS, the issuance of the Bonds does not directly or indirectly or contingently obligate the State or any agency or political subdivision of the State to levy or to pledge any taxes to pay the cost, in whole or in part, of the Bonds in compliance with Section 116D-23 of the Act;

NOW, THEREFORE, BE IT RESOLVED by the Board as follows:

Section 1. **Authorization of Bonds.** That the Board hereby authorizes the issuance of the Bonds in an aggregate principal amount not to exceed \$9,750,000 under the General Indenture and the Series Indenture to finance the Special Obligation Bond Project, plus not to exceed an additional 5percent of such principal amount to pay the costs incurred in connection with the issuance of the Bonds. The Bonds may be issued in one or more series of bonds, as the Senior Vice President for Finance and Administration and CFO of the UNC System (the “*SVP-Finance*”), or her designee, in consultation with the appropriate officers at UNC Wilmington, determine to be in UNC Wilmington’s best interest.

Section 2. **Sufficiency of Available Funds.** That the Board hereby finds that sufficient Available Funds are available to pay the principal of and interest on the Bonds and to provide for the maintenance and operation of the facilities at UNC Wilmington to the extent required under the General Indenture.

Section 3. **Selection of Underwriters and other Financing Team Members.** That the Board authorizes the SVP-Finance and the Vice Chancellor for Business Affairs of UNC Wilmington to select co-

managing underwriters for the Bonds, if necessary or desirable, and any other professionals necessary to undertake the financing as contemplated in this Resolution.

Section 4. **Authorization of Board Documents.** That the form and content of the Board Documents be and the same hereby are in all respects authorized, approved and confirmed, and the Chairman of the Board, the President of the UNC System, the SVP-Finance, the Secretary and the Assistant Secretary of the Board and the Secretary of the UNC System, or anyone acting in an interim capacity, individually and collectively (the “*Authorized Officers*”), be and they hereby are each authorized, empowered and directed to execute and deliver the Board Documents for and on behalf of the Board, including necessary counterparts, in substantially the form and content presented to the Board, but with such changes, modifications, additions or deletions therein as to them seem necessary, desirable or appropriate, their execution thereof to constitute conclusive evidence of the Board’s approval of any and all such changes, modifications, additions or deletions therein, and that from and after the execution and delivery of the Board Documents, the Authorized Officers are each hereby authorized, empowered and directed to do all such acts and things and to execute all such documents as may be necessary to carry out and comply with the provisions of the Board Documents as executed.

Section 5. **Authorization of Purchase Agreement.** That the Chairman of the Board, the President of the UNC System and the SVP-Finance, individually or collectively, be and they hereby are each authorized, empowered and directed to execute and deliver the Purchase Agreement for and on behalf of the Board, including necessary counterparts, in a form and substance consistent with the terms of this Resolution and that from and after the execution and delivery of the Purchase Agreement, the Authorized Officers are each hereby authorized, empowered and directed to do all such acts and things and to execute all such documents as may be necessary to carry out and comply with the provisions of the Purchase Agreement as executed.

Section 6. **Authorization of Preliminary Official Statement and Official Statement.** That the form, terms and content of the Preliminary Official Statement be and the same hereby are in all respects authorized, approved and confirmed, and the use of the Preliminary Official Statement by the Underwriter in connection with the sale of the Bonds is hereby in all respects authorized, approved, ratified and confirmed. The President of the UNC System and the SVP-Finance, or their respective designees, individually or collectively, be and they hereby are each authorized, empowered and directed to deliver the Official Statement for and on behalf of the Board in substantially the form and content of the Preliminary Official Statement presented to the Board, but with such changes, modifications, additions or deletions therein as to them seem necessary, desirable or appropriate, their execution of the Purchase Agreement to constitute conclusive evidence of the Board’s approval of any and all such changes, modifications, additions or deletions therein, and the use of the Preliminary Official Statement and the Official Statement by the Underwriter in connection with the sale of the Bonds to investors is hereby authorized, approved and confirmed.

Section 7. **General Authority.** From and after the execution and delivery of the documents hereinabove authorized, the Authorized Officers are each hereby authorized, empowered and directed to do all such acts and things and to execute all such documents as may be necessary to carry out and comply with the provisions of said documents as executed, and are further authorized to take any and all further actions to execute and deliver any and all other documents as may be necessary to the issuance and on-going administration of the Bonds. Any provision in this Resolution that authorizes more than one Authorized Officer to take certain actions shall be read to permit such Authorized Officers to take the authorized actions either individually or collectively. The Chancellor and the Vice Chancellor for Business

Affairs at UNC Wilmington, or their respective designees, individually or collectively, are hereby authorized to execute and deliver all documents as may be necessary to the issuance and on-going administration of the Bonds on behalf of UNC Wilmington.

Section 8. ***Official Declaration of Intent to Reimburse.*** The Board presently intends, and reasonably expects, UNC Wilmington to be reimbursed for the Original Expenditures incurred and paid by UNC Wilmington on or after the date occurring 60 days prior to the date of adoption of this Resolution from a portion of the proceeds of the Bonds. The Board reasonably expects that it will issue the Bonds to finance the Special Obligation Bond Project and the maximum principal amount of Bonds expected to be issued to pay for the Special Obligation Bond Project is \$9,750,000. This Resolution is a declaration of official intent of the Board under Section 1.150-2 of the Treasury Regulations promulgated under Section 103 of the Internal Revenue Code of 1986, as amended, to evidence the Board's intent to cause UNC Wilmington to be reimbursed for the Original Expenditures from proceeds of the Bonds. The Vice Chancellor for Business Affairs of UNC Wilmington or his designee, with advice from bond counsel, is hereby authorized, directed and designated to act on behalf of UNC Wilmington in determining and itemizing all of the Original Expenditures incurred and paid by UNC Wilmington in connection with the Special Obligation Bond Project.

Section 9. ***Conflicting Provisions.*** All resolutions or parts thereof of the Board in conflict with the provisions herein contained are, to the extent of such conflict, hereby superseded and repealed.

Section 10. ***Effective Date.*** This Resolution is effective immediately on the date of its adoption.

PASSED, ADOPTED, AND APPROVED this 22nd day of July, 2021.

APPENDIX F

STATE OF NORTH CAROLINA
COUNTY OF ORANGE

I, Meredith McCullen, Secretary of the University of North Carolina System, DO HEREBY CERTIFY that (1) the foregoing is a full, true and correct copy of the approving resolution adopted by the Board of Governors of the University of North Carolina System at its meeting on July 22, 2021, and appearing in the minutes of such meeting, (2) notice of the meeting of the Board of Governors of the University of North Carolina System held on July 22, 2021 was sent to each member of the Board, and (3) a quorum was present at the meeting on July 22, 2021, at which time the foregoing Resolution was adopted.

WITNESS, my hand and the seal of the University of North Carolina System this ____ day of July, 2021

[SEAL]

Meredith McCullen, Secretary of the University
of North Carolina System

Sale of Special Obligation Bonds – Winston-Salem State University

ISSUE OVERVIEW

The Board of Governors is authorized to issue special obligation bonds for capital improvements projects that have been approved by the General Assembly. Although a specific source of funding is used by a campus when retiring these bonds, special obligation bonds are generally payable from all campus revenues excluding tuition, state appropriations, and restricted reserves.

Winston-Salem State University (“WSSU”) requests that the Board issue special obligation bonds in an amount not to exceed \$27 million (the “2022 Bonds”) for the purpose of refunding the callable maturities of WSSU’s General Revenue Bonds, Series 2013 (the “2013 Bonds”). WSSU estimates that it can achieve approximately \$6 million in net present value savings by refunding the 2013 Bonds, or approximately 24 percent of the par amount refunded, which is based on a cost of funds of approximately 2.5 percent.

The 2022 Bonds will be issued on a tax-exempt basis and sold in the public market on a negotiated basis by PNC Capital Markets, which was selected through a competitive RFP process. The 2022 Bonds will be delivered for settlement on or before April 1, 2022, the call date for the 2013 Bonds, under the terms of a forward delivery bond purchase agreement, which will eliminate interest rate risk between now and the call date.

WSSU currently has an issuer credit rating of “A3” with a stable outlook by Moody’s Investors Service and an issuer credit rating of “BBB+” with a negative outlook from S&P Global. This transaction is expected to have no impact on WSSU’s credit rating.

Parker Poe Adams & Bernstein LLP is bond counsel and First Tryon is the financial advisor.

RECOMMENDATION

It is recommended that the president of the University, or his designee, be authorized to sell the special obligation bonds through the attached resolution.

APPENDIX G

RESOLUTION OF THE BOARD OF GOVERNORS OF THE UNIVERSITY OF NORTH CAROLINA SYSTEM AUTHORIZING THE ISSUANCE OF SPECIAL OBLIGATION BONDS FOR WINSTON-SALEM STATE UNIVERSITY

WHEREAS, by Chapter 116 of the General Statutes of North Carolina, the Board of Governors (the “Board”) of the University of North Carolina System (the “UNC System”) is vested with general control and supervision of the constituent institutions of the UNC System; and

WHEREAS, the Board is authorized by Chapter 116D of the General Statutes of North Carolina (the “Act”) to issue, subject to the approval of the Director of the Budget of the State of North Carolina, at one time or from time to time, (1) special obligation bonds of the Board for the purpose of paying all or any part of the cost of acquiring, constructing, or providing special obligation projects and (2) refunding bonds for the purpose of refunding any bonds by the Board under the Act or under any Article of Chapter 116 of the General Statutes of North Carolina, including the payment of any redemption premium on them and any interest accrued or to accrue to the date of redemption of the bonds refunded; and

WHEREAS, Winston-Salem State University (“WSSU”) has requested the Board to issue special obligation bonds, the proceeds of which are to be used to refund the Winston-Salem State University General Revenue Bonds, Series 2013 (the “2013 Bonds”), the proceeds of which were used to finance and refinance projects for WSSU, in order to achieve debt service savings;

WHEREAS; the Board has determined to issue Winston-Salem State University General Revenue Refunding Bonds (with appropriate descriptions and series designations) (the “Bonds”) in an aggregate principal amount not to exceed \$27,000,000 to refund all or a portion of the 2013 Bonds maturing on and after April 1, 2023 and to pay issuance expenses related to the Bonds; and

WHEREAS, the Board has determined to issue the Bonds under the General Trust Indenture dated as of July 1, 2013 (the “General Indenture”) between the Board and U.S. Bank National Association, as trustee (the “Trustee”), and a Series Indenture, Number 3 (the “Series Indentures”) between the Board and the Trustee; and

WHEREAS, the Bonds and other obligations issued under the General Indenture are payable solely from any legally available funds of WSSU, or of the Board held for WSSU, in each Fiscal Year, but excluding (1) appropriations by the General Assembly of the State of North Carolina from the State General Fund, (2) tuition payments by WSSU students, (3) funds whose purpose has been restricted by the gift, grant or payee thereof, (4) revenues generated by Special Facilities (as defined in the General Indenture) and (5) funds restricted by law (the “Available Funds”);

WHEREAS, PNC Capital Markets LLC (the “Underwriter”) will agree to purchase all of the Bonds on a forward-delivery basis pursuant to the terms of a forward delivery bond purchase agreement (the “Bond Purchase Agreement”) between the Board and the Underwriter; and

WHEREAS, there have been made available to the Board forms of the following documents (the “Board Documents”), which the Board proposes to approve, ratify, execute and deliver, as applicable, to effectuate the financing:

APPENDIX G

1. the General Indenture;
2. the Series Indenture;
3. the Bond Purchase Agreement;
4. an Escrow Agreement between the Board and U.S. Bank National Association, as escrow agent, related to the refunding 2013 Bonds;
5. the Preliminary Official Statement (the "*Preliminary Official Statement*") relating to the Bonds, which after the inclusion of certain pricing and other information will become the final Official Statement (the "*Official Statement*") relating to the Bonds; and
6. the form of the Bonds set forth in the Series Indenture; and

WHEREAS, the issuance of the Bonds does not directly or indirectly or contingently obligate the State or any agency or political subdivision of the State to levy or to pledge any taxes to pay the cost, in whole or in part, of the Bonds in compliance with Section 116D-23 of the Act;

NOW, THEREFORE, BE IT RESOLVED by the Board as follows:

Section 1. **Authorization of Bonds.** The Board hereby authorizes the issuance of the Bonds in an aggregate principal amount not to exceed \$27,000,000 under the General Indenture and the Series Indenture to (a) refund all or a portion of the 2013 Bonds maturing on and after April 1, 2023 and (b) pay issuance expenses of the Bonds.

The Bonds may be issued in one or more series of bonds, including any combination of tax-exempt bonds and taxable bonds as the Senior Vice President for Finance and Administration and CFO of the UNC System (the "*SVP-Finance*"), or her designee, in consultation with the appropriate officers at WSSU, determine to be in the best interest of WSSU to achieve debt service savings. The Bonds may also be insured by bond insurance if the SVP-Finance and the appropriate officers at WSSU determine it to be in the best interest of WSSU.

Section 2. **Sufficiency of Available Funds.** That the Board hereby finds that sufficient Available Funds are available to pay the principal of and interest on the Bonds and to provide for the maintenance and operation of the facilities at WSSU to the extent required under the General Indenture.

Section 3. **Selection of Underwriter and other Financing Team Members.** That the Board ratifies the selection of the Underwriter for the Bonds and authorizes the SVP-Finance, in consultation with the appropriate officers at WSSU, to select any other professionals necessary to undertake the financing as contemplated in this Resolution.

Section 4. **Authorization of Board Documents.** That the form and content of the Board Documents be and the same hereby are in all respects authorized, approved and confirmed, and the Chairman of the Board, the President of the UNC System, the SVP-Finance, the Secretary and the Assistant Secretary of the Board and the Secretary of the UNC System, or anyone acting in an interim

capacity, or their respective designees, individually and collectively (the “*Authorized Officers*”), be and they hereby are each authorized, empowered and directed to execute and deliver the Board Documents for and on behalf of the Board, including necessary counterparts, in substantially the form and content presented to the Board, but with such changes, modifications, additions or deletions therein as to them seem necessary, desirable or appropriate, their execution thereof to constitute conclusive evidence of the Board’s approval of any and all such changes, modifications, additions or deletions therein, and that from and after the execution and delivery of the Board Documents the Authorized Officers are each hereby authorized, empowered and directed to do all such acts and things and to execute all such documents as may be necessary to carry out and comply with the provisions of the Board Documents as executed.

Section 5. ***Authorization of Purchase Agreement.*** That the Chairman of the Board, the President of the UNC System and the SVP-Finance, or their respective designees, be and they hereby are each authorized, empowered and directed to execute and deliver the Bond Purchase Agreement for and on behalf of the Board, including necessary counterparts, in a form and substance consistent with the terms of this Resolution and that from and after the execution and delivery of the Bond Purchase Agreement the Authorized Officers are each hereby authorized, empowered and directed to do all such acts and things and to execute all such documents as may be necessary to carry out and comply with the provisions of the Purchase Agreements as executed.

Section 6. ***Authorization of Preliminary Official Statement and Official Statement.*** That the form, terms and content of the Preliminary Official Statement be and the same hereby are in all respects authorized, approved and confirmed, and the use of the Preliminary Official Statement by the Underwriter in connection with the sale of the Bonds is hereby in all respects authorized, approved, ratified and confirmed. The President of the UNC System and the SVP-Finance, or their respective designees, individually or collectively, be and they hereby are each authorized, empowered and directed to deliver the Official Statement for and on behalf of the Board in substantially the form and content of the Preliminary Official Statement presented to the Board, but with such changes, modifications, additions or deletions therein as to them seem necessary, desirable or appropriate, their execution of the Bond Purchase Agreement to constitute conclusive evidence of the Board’s approval of any and all such changes, modifications, additions or deletions therein. If the President of the UNC System and the SVP-Finance, or their respective designees, individually or collectively, determine that the inclusion of additional updated information is necessary for use in the public offering and settlement of the Bonds, the President of the UNC System and the SVP-Finance, or their respective designees, individually or collectively, are in all respects authorized, empowered and directed to update the Official Statement (the “*Updated Official Statement*”) and to execute and deliver the Updated Official Statement, but with such changes, modifications, additions or deletions to the Official Statement as they determine necessary, desirable or appropriate, the delivery thereof to constitute conclusive evidence of the Board’s approval of any and all such changes, modifications, additions or deletions therein. The use of Preliminary Official Statement, the Official Statement and the Updated Official Statement by the Underwriter in connection with the sale of the Bonds with investors is hereby authorized, approved and confirmed.

Section 7. ***General Authority.*** From and after the execution and delivery of the documents hereinabove authorized, the Authorized Officers are each hereby authorized, empowered and directed to do all such acts and things and to execute all such documents as may be necessary to carry out and comply with the provisions of said documents as executed, and are further authorized to take any and

all further actions to execute and deliver any and all other documents as may be necessary to the issuance and on-going administration of the Bonds. Any provision in this Resolution that authorizes more than one Authorized Officer to take certain actions shall be read to permit such Authorized Officers to take the authorized actions either individually or collectively. The Chancellor and the Vice Chancellor for Finance and Administration at WSSU, or their respective designees, individually or collectively, are hereby authorized to execute and deliver all documents as may be necessary to the issuance and on-going administration of the Bonds on behalf of WSSU.

Section 8. ***Conflicting Provisions.*** All resolutions or parts thereof of the Board in conflict with the provisions herein contained are, to the extent of such conflict, hereby superseded and repealed.

Section 9. ***Effective Date.*** This Resolution is effective immediately on the date of its adoption.

PASSED, ADOPTED, AND APPROVED this 22nd day of July, 2021.

APPENDIX G

STATE OF NORTH CAROLINA
COUNTY OF ORANGE

I, Meredith McCullen, Secretary of the University of North Carolina System, DO HEREBY CERTIFY that (1) the foregoing is a full, true and correct copy of the approving resolution adopted by the Board of Governors of the University of North Carolina System at its meeting on July 22, 2021, and appearing in the minutes of such meeting, (2) notice of the meeting of the Board of Governors of the University of North Carolina System held on July 22, 2021 was sent to each member of the Board, and (3) a quorum was present at the meeting on July 22, 2021, at which time the foregoing Resolution was adopted.

WITNESS, my hand and the seal of the University of North Carolina System this ____ day of July, 2021

[SEAL]

Meredith McCullen, Secretary of the University
of North Carolina System

**Request for Authorization to Establish
Master (M) of Applied Professional Studies
CIP 30.0000
University of North Carolina at Chapel Hill**

I. Program Highlights

- The University of North Carolina at Chapel Hill (UNC-Chapel Hill) proposes the establishment of a Master of Applied Professional Studies (MAPS).
- UNC-Chapel Hill values and prioritizes interdisciplinary, multidisciplinary, and multi-professional studies. This proposed program builds upon the existing academic strengths of the university, creating a highly customizable program that emphasizes leadership, communication, project management, and business fundamentals.
- The program would be based academically in the graduate school, serving a broad range of student audiences, including but not limited to, current UNC-Chapel Hill and UNC System employees, veterans and military-affiliated individuals, local entrepreneurs, and self-employed professionals.

II. Academic Program Planning Criteria (Section Policy 400.1 of the UNC Policy Manual)

1. **Existing Programs (Number, Location, Mode of Delivery).** There are no other programs within the University of North Carolina System offered at the graduate level in the CIP Code 30.0000 (Multi-/Interdisciplinary Studies). East Carolina University and Elizabeth City State University offer baccalaureate programs in this area. Several institutions, including North Carolina State University, University of North Carolina at Asheville, University of North Carolina at Charlotte, The University of North Carolina at Greensboro, and University of North Carolina Wilmington currently offer a related master's degree in liberal arts/liberal studies/applied arts and sciences in on-campus and online environments.
2. **Relation to Campus Distinctiveness and Mission.** The MAPS program is well-connected to the unique mission and positioning of UNC-Chapel Hill. The program advances the institution's goal of advancing an academically rigorous interdisciplinary education. The program will leverage the significant breadth and depth of expertise that currently exists at the university in existing academic programs, providing students with a robust yet highly personalized educational experience.
3. **Student Demand.** The MAPS program is poised to attract significant interest from prospective students, particularly from current UNC-Chapel Hill and UNC System employees, veterans and military-affiliated individuals, and local professionals interested in advancing their professional skillset. As UNC System employees will be able to use their

tuition waiver for courses in this program, it is anticipated that it will enhance affordable access to a high-quality graduate education.

4. **Potential for Unnecessary Duplication.** This program will be the first graduate degree in inter-/multidisciplinary studies offered within the UNC System. It differs from existing liberal studies programs with a professionally oriented and workforce development focus. Job placement trends show increased attention to aligning graduate program curricula and learning outcomes with tangible professional opportunities. The proposed MAPS program will allow prospective students to design a program of study that matches with their professional objectives.
5. **Employment Opportunities for Graduates.** The MAPS program will provide students with a rigorous grounding in some of the most in-demand skills. The local and regional workforce is actively working for well-rounded employees to serve in a variety of occupations and industries who have a background and training in leadership, management, public speaking, customer service, and research. Students will be able to personalize their MAPS curriculum around the specific areas of expertise they need for personal and professional advancement.
6. **Faculty Quality and Number.** As a multidisciplinary program that builds upon the existing breadth and depth of faculty expertise at UNC-Chapel Hill, no new faculty will be required, beyond the program director. Faculty from across campus will be involved in the program and course offerings as needed, depending on students' interests in courses and capstone projects.
7. **Availability of Campus Resources (library, space, etc.)** UNC-Chapel Hill has adequate library resources to support the proposed MAPS program. Current library policies enable inter-library loans and resources, which may be useful for the MAPS students depending on their proposed course of study and expertise that may be offered at other nearby universities.

UNC-Chapel Hill also has adequate informational technology resources to support the program and associated technology needs. No special facilities are required for this program based upon the proposed instructional design and mix.
8. **Relevant Lower-level and Cognate Programs.** This program builds upon the existing expertise found at the graduate level across the UNC-Chapel Hill campus. Faculty from a number of associated academic departments will lend their knowledge and expertise to this program.
9. **Impact on Access and Affordability.** The proposed MAPS program is intended to broaden access to a professionally relevant, rigorous, and customizable graduate education. With a focus on UNC-Chapel Hill and UNC System staff, military and veteran affiliated students,

and professionals looking to advance their career, the program will expand the programmatic reach of UNC-Chapel Hill and the UNC System.

No changes to the approved graduate tuition and fees are requested. No tuition differential or program specific fees are requested. Tuition and fees for 2021-22 academic year for a full-time (9+ credit hour) graduate student are as follows:

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

Category	Resident	Non-Resident
Tuition	10,552.00	28,844.00
Tuition Differential	--	--
Mandatory Fees (Student Activities, Health Services, Education & Technology, Campus Safety, Debt Service, ASG)	1750.48	1750.48
Special Fees	--	--
Application Fee	95.00	95.00

10. Expected Quality. The proposed MAPS program will be based out of the UNC-Chapel Hill Graduate School, an academic and administrative unit on campus that supports most graduate programs and students on campus from admissions through graduation. A program director, housed in the Graduate School, will have responsibility for oversight of the program, including admissions, advising, and student success.

A program governance board will be established from key academic stakeholders, primarily drawn from the faculty from across campus, to provide academic oversight of the program. This group will help provide guidance on advising, curriculum development, and program evaluation.

All graduates of the program will be required to complete a culminating capstone course and capstone project experience. Students will use this as an opportunity to apply what they have learned in the program to address a real-world challenge relevant to their professional development objectives. Students will work with their faculty advisor and a three-person committee to ensure project viability, rigor, and alignment with the Graduate School's Core Competency Framework.

11. Feasibility of Collaborative Program. This program will leverage the existing collaborative academic arrangements that exist between UNC-Chapel Hill and other institutions. Inter-institutional registration agreements exist with Duke University, North Carolina Central University, UNC Charlotte, and UNC Greensboro. UNC Online also represents a potential area for collaborative academic enrollments.

12. Other Considerations. None.

III. Summary of Review Processes

1. **Campus Review Process and Feedback.** The proposal was reviewed by UNC-Chapel Hill's faculty, graduate council, graduate school, 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-Chapel Hill 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 Chapel Hill's request to establish the Master of Applied Professional Studies (CIP 30.0000) effective spring 2022.

**Request for Authorization to Establish
Master of Public Policy (MPP)
CIP 44.0501
University of North Carolina at Chapel Hill**

I. Program Highlights

- The University of North Carolina at Chapel Hill (UNC-Chapel Hill) proposes the establishment of a Master of Public Policy (MPP).
- The program would be the first MPP program in the University of North Carolina System, building upon the existing strengths of UNC-Chapel Hill, which currently offers both a baccalaureate and a Ph.D. in Public Policy
- The program will initially launch in an accelerated 4+1 format, in which current undergraduate public policy students will be able to complete the MPP degree in one year. The program will then expand to include a full-time stand-alone program track.

II. Academic Program Planning Criteria (Section 400.1 of the UNC Policy Manual)

1. **Existing Programs (Number, Location, Mode of Delivery).** There are no existing MPP programs within the UNC System. UNC Charlotte also offers the Ph.D. in Public Policy under CIP Code 44.0501 (Public Policy Analysis, General). The related Master of Public Administration (MPA) degree is currently offered by UNC-Chapel Hill, as well as Appalachian State University, East Carolina University, North Carolina State University, North Carolina Central University, University of North Carolina at Charlotte, The University of North Carolina at Greensboro, The University of North Carolina at Pembroke, University of North Carolina Wilmington, and Western Carolina University. Across the UNC System the program is offered in-person and online.
2. **Relation to Campus Distinctiveness and Mission.** The UNC-Chapel Hill Department of Public Policy's mission is to "empower Carolina students with the knowledge, skills, & experiences to improve the lives of others." The MPP degree's multi-dimensional features align with this mission, as well as with those of the UNC System and UNC-Chapel Hill. An MPP program would further the UNC System's mission by helping train a new generation of students to "contribute to the solution of societal problems and enrich the quality of life in the State."

The UNC-Chapel Hill MPP degree would provide students with the theoretical perspective, analytical skills, and substantive knowledge needed to address domestic and global policy challenges. MPP students would work with quantitative and qualitative data to develop and evaluate alternative approaches to emerging public challenges both locally and around the globe. The core curriculum would include exposure to multiple disciplinary fields, including economics, history, political science, policy analysis, philosophy, research methods, and statistics. An MPP would require a summer work

experience as well as a client-centered consulting project. A major appeal of an MPP degree is its flexible application for careers in the non-profit, public, and private sector.

3. **Student Demand.** UNC-Chapel Hill is the only UNC System school offering an undergraduate (BA) degree in public policy. The program has recorded a dramatic growth in undergraduate public policy majors (93 percent increase) and minors (172 percent increase) over the last seven years (AY 2011-19). The introductory course, (*Making Public Policy*) attracts approximately 400 students annually. Moreover, UNC-Chapel Hill has observed a dramatic increase in enrollment in core and elective public policy courses (79 percent increase in credit hours).¹⁶

UNC-Chapel Hill is a national leader in conferring undergraduate degrees in public policy. In the most recent completion data, UNC-Chapel Hill awarded the second-highest number of bachelor's degrees in public policy nationwide, with 115 completions in 2017, a 21.1 percent increase in public policy completions year over year. Due to the rapid growth in students interested in public policy courses, as well as already-declared public policy majors, an attentive internal audience would be interested in the MPP program.

UNC-Chapel Hill plans to leverage this existing interest by first launching a 4+1 accelerated BA/MPP program. The program will then be expanded to include a traditional full-time program for graduates of other programs.

4. **Potential for Unnecessary Duplication.** This program will be the first MPP degree offered within the UNC System. It differs from existing MPA programs offered at UNC-Chapel Hill and other UNC System institutions with a heavier focus on systematic analysis of public policy issues and decision processes, including instruction in economic and political factors in public decision making and policy formulation. MPA programs typically prepare individuals to serve as managers and executives in local, state, and federal government, with a focus on the systematic study of executive organization and management.
5. **Employment Opportunities for Graduates.** A graduate education in public policy aims to empower students with the knowledge, skills, and experience for success in the labor market. MPP graduates from other existing programs work in a range of professional sectors. A 2015 professional report indicated that 12 percent worked in the private sector; 43 percent worked in the public sector (17 percent in local government, 15 percent in state government, 11 percent in federal government); and 23 percent worked in the nonprofit sector.

There are six occupations most likely obtained by MPPP graduates. These occupations are projected to grow 11 percent over the next decade, greater than the 6.5 percent national projected growth rate among all occupations. Additionally, the median annual earnings for these six occupations is \$111,710, higher than the national median for the same occupations, and nearly 2.5 times higher than the national median across all occupations statewide (\$47,431).

6. Faculty Quality and Number. UNC-Chapel Hill offers nationally recognized programs in public policy at the undergraduate and doctoral level. Existing faculty will serve as the core of the proposed MPP program. In the initial period, Public Policy will offer admission only into the accelerated BA/MPP degree (years 1-3). This will require additional fixed-term faculty and a quarter time (BA/MPP) Coordinator. When admission to a stand-alone MPP degree is offered and depending on the size of the cohort (years 4-6), additional tenured/tenure-track faculty will be needed.

7. Availability of Campus Resources (library, space, etc.) UNC-Chapel Hill has adequate library resources to support the proposed MPP program. The UNC-Chapel Hill University Libraries consist of twelve campus libraries with over seven million items in their catalog. The U.S. Federal government collection contains materials back to 1789, and UNC-Chapel Hill has been a Federal Depository Library since 1884 and a Federal Regional Depository Library since 1962. While there is not a Library of Congress Classification for public policy more broadly, UNC-Chapel Hill has strong coverage in the research areas of public policy, for example: environmental policy (13,542 items), health policy (8,637 items), government policy (54,964 items), social policy (18,075 items) and entrepreneurship: (5,260 items). The collections are not only extensive but have significant retrospective strengths. Moreover, because campus libraries support graduate programs in dozens of social and health science fields, materials on related subjects of potential interest to public policy faculty and students are also available in campus libraries.

Existing information technology services are sufficient to support the proposed program. Current physical space is sufficient to house the initial accelerated BA/MPP program, but additional space will be required to achieve full enrollment growth.

8. Relevant Lower-level and Cognate Programs. This program builds upon the existing expertise found in Public Policy at UNC-Chapel Hill. The UNC-Chapel Hill Curriculum in Public Policy Analysis was initiated as an interdisciplinary undergraduate major in the College of Arts & Sciences in 1979, adding an interdisciplinary doctoral program in 1991 and achieving departmental status in 2001. UNC-Chapel Hill has a distinguished tradition in public policy as a charter institutional member of the Association for Public Policy Analysis and Management.

9. Impact on Access and Affordability. The proposed MPP program will offer an in-state cost-of-attendance that is lower than UNC-Chapel Hill peers, such as Duke University, the University of Michigan, the University of Virginia, and the College of William and Mary. The accelerated (4+1) degree a more affordable and efficient structure than a two-year MPP degree. Many UNC-Chapel Hill Public Policy baccalaureate graduates have pursued a two-year MPP at private or public (at out-of-state tuition rates) at a total tuition over \$100,000. The accelerated degree will offer the MPP at roughly \$19,000 for in-state students.

No changes to the approved graduate tuition and fees are requested. An \$8,500 per year graduate tuition differential is requested for the program. Tuition and fees for 2021-22 academic year for a full-time (9+ credit hour) graduate student are as follows:

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

Category	Resident	Non-Resident
Tuition	10,552.00	28,844.00
Tuition Differential	8,500.00	8,500.00
Mandatory Fees (Student Activities, Health Services, Education & Technology, Campus Safety, Debt Service, ASG)	1750.48	1750.48
Special Fees	--	--
Application Fee	95.00	95.00

10. Expected Quality. The proposed MPP will build upon the strong academic rigor found in existing UNC-Chapel Hill Public Policy programs and will require 48 credits for completion. The core curriculum includes exposure to multiple disciplinary fields, including economics, history, political science, policy analysis, philosophy, research methods, and statistics. The program will require a summer externship and a thesis/final capstone policy project, in which students will apply the analytical and professional skills they have gained through the program.

11. Feasibility of Collaborative Program. The MPP degree will enable new collaboration within the College of Arts and Sciences, UNC-Chapel Hill professional schools, and across other UNC System schools. First, there are potential synergies with current UNC-Chapel Hill master's degrees, including Global Studies and City and Regional Planning. Second, public policy graduate students would have access to UNC-Chapel Hill professional school courses, and UNC-Chapel Hill professional school students would have access to new public policy graduate offerings. For example, in collaboration with the School of Government, The Curriculum in Global Studies, and the Department of City and Regional Planning, several courses would include students from multiple programs. An MPP dual degree potentially could be offered with other professional schools such as public health, social work, and law. Currently, UNC-Chapel Hill Law students who are interested in a joint degree must complete their MPP at Duke. Third, Public Policy aims to collaborate with social science related academic departments at other UNC System schools in an effort to prepare their students to complete an MPP at UNC-Chapel Hill. In time, a foundational MPP program will strengthen the pipeline between problem-focused undergraduates at all UNC System schools and provide additional opportunities for graduate public policy education in North Carolina.

12. Other Considerations. None.

III. Summary of Review Processes

1. **Campus Review Process and Feedback.** The proposal was reviewed by UNC-Chapel Hill's faculty, department chair, graduate council, academic dean, graduate school 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-Chapel Hill 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 Chapel Hill's request to establish the Master of Public Policy (CIP 44.0501) effective spring 2022.

**Request for Authorization to Establish
Master of Science (MS) in Medical Science
CIP 44.0501
University of North Carolina at Chapel Hill**

I. Program Highlights

- The University of North Carolina at Chapel Hill (UNC-Chapel Hill) proposes the establishment of a Master of Science (MS) in Medical Science.
- The UNC-Chapel Hill School of Medicine offers the MD, and would be responsible for the proposed MS.
- This program requires no new courses or faculty, as it will be offered to students who have completed the first two years of coursework in the MD program but are not continuing into clinical training.

II. Academic Program Planning Criteria (Section 400.1 of the UNC Policy Manual)

1. **Existing Programs (Number, Location, Mode of Delivery).** There are no existing master's degree programs within the University of North Carolina System under CIP Code 51.1201 (Medicine). Both UNC-Chapel Hill and East Carolina University offer the MD in that CIP Code.
2. **Relation to Campus Distinctiveness and Mission.** The UNC-Chapel Hill School of Medicine is nationally recognized. This program would only be occasional students who, after the initial two years of the program, are considered unable to move forward into clinical training or who choose to pursue other opportunities. The School of Medicine admits 190 students per year, and the Student Progress Committee expects that only one student every two years would need to exercise this option.

Nationally, it is common practice to offer students a master's degree in the rare event they cannot complete the MD. Across the United States, the following medical schools have begun to offer exit master's degrees: Harvard University, Temple University, Tulane University, University of Michigan, University of Southern California, Wayne State University, and several others.

3. **Student Demand.** Students will not be directly admitted into this program, as it is only open to current MD students. It is expected that only one student every two years would pursue this option.
4. **Potential for Unnecessary Duplication.** This program will be unique within the UNC System, and thus presents no programmatic duplication.

5. **Employment Opportunities for Graduates.** During the pursuit of a medical degree, some students recognize that their skills and passions are not necessarily aligned with serving as a physician in the evolving and complex health care system. Rather, they learn that would prefer to serve in allied health (e.g., physician's assistant, physical therapist), research, or teaching roles. Students make these decisions as they learn both about themselves and about the health care system itself, and in some cases, they have personal or family circumstances that cause them to pursue training programs that are shorter and therefore less expensive. The MS in Medical Sciences will allow students and the School of Medicine to mutually agree on this change of pathway.
6. **Faculty Quality and Number.** The MS degree will be administered under the UNC-Chapel Hill School of Medicine Office of Medical Education. There will be no impact on faculty or teaching loads, as this program will only be offered to a small number of existing MD students who decide not to proceed with clinical training. A capstone course will be created for students exercising this option to ensure a seamless transition to subsequent pursuits.
7. **Availability of Campus Resources (library, space, etc.)** This program will not require any campus resources beyond current operations.
8. **Relevant Lower-level and Cognate Programs.** Not Applicable.
9. **Impact on Access and Affordability.** The proposed MS program will provide the small number of students who depart the UNC-Chapel Hill MD program with a valuable credential. This will assist them in pursuing employment opportunities that provide a positive financial return.

No changes to the approved School of Medicine tuition and fees are requested. Tuition and fees for 2021-22 academic year for a full-time medical student are as follows:

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

Category	Resident	Non-Resident
Tuition	32,746.00	60,706.00
Tuition Differential	--	--
Mandatory Fees (Student Activities, Health Services, Education & Technology, Campus Safety, Debt Service, ASG)	1750.48	1750.48
Special Fees	509.00	509.00
Application Fee	--	--

10. **Expected Quality.** A student in this program would be required, through past and current coursework in the MD program, including remediation, to have earned 63 hours of credit

with the MCAT serving as the equivalent of the GRE. The final requirement will be registration in a 992-level equivalent course (MTEC 400). This course will include a capstone project or series of experiences, which will be under the direction of the Associate Dean for Curriculum or a designated appropriate faculty mentor and will allow the student to integrate disciplines taught as separate organ systems (e.g., cardiovascular system, respiratory system), to investigate careers, to network appropriately, and to be propelled toward their new career goals.

11. Feasibility of Collaborative Program. Not applicable.

12. Other Considerations. None.

III. Summary of Review Processes

- 1. Campus Review Process and Feedback.** The proposal was reviewed by UNC-Chapel Hill's faculty, graduate council, academic dean, graduate school 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-Chapel Hill 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 Chapel Hill's request to establish the Master of Science in Medical Science (CIP 51.1201) effective fall 2021.

**Request for Authorization to Establish
Bachelor of Science in Engineering (BSE) in Intelligent Systems Engineering
CIP 14.0999
University of North Carolina Wilmington**

I. Program Highlights

- The University of North Carolina Wilmington (UNCW) proposes the establishment of a Bachelor of Science in Engineering (BSE) in Intelligent Systems Engineering.
- The proposed interdisciplinary program brings together computing and engineering disciplines, along with the liberal arts, to prepare students to succeed in an area that is becoming increasingly important for industry, government, and society.
- The program would prepare students for work in the era of “smart things” and connected devices, which continue to grow in prominence and importance.

II. Academic Program Planning Criteria (Section 400.1 of the UNC Policy Manual)

1. **Existing Programs (Number, Location, Mode of Delivery).** There are no existing programs within the University of North Carolina System under CIP Code 14.0999 (Computer Engineering, other) or in the field of intelligent systems engineering.
2. **Relation to Campus Distinctiveness and Mission.** The proposed program supports UNCW’s mission of “...creative inquiry, critical thinking...in areas of expertise that serve state needs.” It also aligns with the UNCW strategic priority to “...enhance learning experiences and educational programs.” The program would leverage existing strengths in computer science and the arts and sciences at UNCW, in support of a program that addresses a fast-growing societal and employment need.
3. **Student Demand.** UNCW expects strong enrollment demand from current students as well as potential new students. The university commissioned a market analysis from Hanover Research that indicated a growing student demand for programs in intelligent systems engineering. Indiana University offers a program in intelligent systems engineering that has seen enrollment exceed initial estimates and expectations.
4. **Potential for Unnecessary Duplication.** This program would represent a unique structure for addressing the burgeoning field of smart and connected devices that is not found anywhere else within the UNC System. The primary reason there are no other programs is that this is a relatively new discipline nationally.
5. **Employment Opportunities for Graduates.** There is strong evidence of labor market demand and high-paying incomes for graduates of the proposed program. Engineering

graduates continue to enjoy growth in positions and wages, per Bureau of Labor Statistics projections. Glassdoor, one of the world's largest job and recruiting sites, reports that the average annual base salary for an intelligent systems engineer is \$90,898.

6. **Faculty Quality and Number.** The program will be delivered with a combination of new and existing courses. The existing courses will be shared with the BS in computer science program. The program is expected to enroll 25 students per year of net new growth and will ultimately require the addition of four new faculty members. New and existing faculty who will support this program will teach a slate of courses commensurate with workload expectations for their college and UNCW.
7. **Availability of Campus Resources (library, space, etc.)** The UNCW library adequately supports the existing programs within Computer Science, spending 14 percent of the total materials budget on resources in the discipline. The library also subscribes to large multidisciplinary journal packages and databases which include resources applicable to intelligent systems engineering. The primary need for students engaged in intelligent systems engineering are scholarly journals in machine learning, data science, artificial intelligence, and cybersecurity. The library will pursue avenues to ensure access to these materials for faculty and students.

The proposed program will require new offices and affiliated research space for the new faculty members who will be hired to support the program. Existing spaces are relatively new and should not require any other significant retrofitting or renovations to launch the program. Future enrollment growth will require either the reallocation of existing spaces or identification of new spaces.

8. **Relevant Lower-level and Cognate Programs.** The primary support for this program will come from existing undergraduate courses in Computer Science, Mathematics and Statistics, and Physics and Physical Oceanography. This will form the critical base and foundation of the program, that will then move into upper-division engineering courses.
9. **Impact on Access and Affordability.** The proposed BSE program would advance UNCW's goal of providing high-quality academic programs to students.

No changes to the approved undergraduate tuition and fees are requested. No tuition differential or program specific fees are requested are requested. Tuition and fees for 2021-22 academic year for a full-time (12+ credit hour) undergraduate student are as follows:

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

Category	Resident	Non-Resident
Tuition	4,443.00	18,508.00
Tuition Differential	--	--

Mandatory Fees (Student Activities, Health Services, Education & Technology, Campus Safety, Debt Service, ASG)	2,691.51	2,691.51
Special Fees	--	--
Application Fee	80.00	80.00

10. Expected Quality. The proposed program would be a four-year interdisciplinary program involving both the engineering and computing domains. In addition to the successful completion of university studies requirements, the BSE would require math and science foundations, engineering core courses, and an area of concentration (machine learning and artificial intelligence, cybersecurity, cyber-physical systems). The program will be supported by existing computer science faculty with strengths in many of these areas, complemented by new faculty hires commensurate with enrollment growth.

11. Feasibility of Collaborative Program. The proposed program will leverage and partner with existing academic disciplines at UNCW. As the program grows, UNCW will explore outreach and partnership opportunities with other UNC System institutions and programs.

12. Other Considerations. None.

III. Summary of Review Processes

- 1. Campus Review Process and Feedback.** The proposal was reviewed by UNCW's faculty, program director, department chair, academic dean, undergraduate 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, UNCW 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 Wilmington's request to establish the Bachelor of Science in Engineering in Intelligent Systems Engineering (CIP 14.9999) effective spring 2022.

**Request for Authorization to Establish
Bachelor of Science (BS) in Cybersecurity
CIP 14.0999
University of North Carolina Wilmington**

I. Program Highlights

- The University of North Carolina Wilmington (UNCW) proposes the establishment of a Bachelor of Science (BSE) in Cybersecurity.
- The proposed interdisciplinary program brings together computing and engineering disciplines, along with business analytics and information systems, to prepare students to succeed in an area that is becoming increasingly important for industry, government, and society.
- UNCW has expertise in this area, having been designated by the National Security Agency (NSA) and the Department of Homeland Security (DHS) as a Center for Academic Excellence in Cyber Defense Education through 2023.
- There is a significant need for increasing our public and private workforce in the area of cybersecurity. Cyberattacks on computing systems continue to threaten our personal security, professional activities, and governmental operations.
- This degree will help fill a significant workforce gap and provide North Carolina with a source of employment talent.

II. Academic Program Planning Criteria (Section 400.1 of the UNC Policy Manual)

1. **Existing Programs (Number, Location, Mode of Delivery).** There are no existing baccalaureate programs within the University of North Carolina System under CIP Code 11.1003 (Computer and Information Systems Security). East Carolina University, Fayetteville State University, University of North Carolina at Charlotte, and The University of North at Greensboro offer certificate programs in this field, and University of North Carolina Charlotte offers a master's degree in this field.
2. **Relation to Campus Distinctiveness and Mission.** The proposed complements several existing academic degree programs at UNCW, including management information systems, computer science, information technology, business analytics, and data science. This will facilitate the efficient sharing of faculty, space, and equipment resources, and will support UNCW's growth in this area.
3. **Student Demand.** UNCW expects strong enrollment demand from current students as well as potential new students. A 2018 Gartner study noted that the global cybersecurity market is expected to reach \$170.4 billion by 2022. To develop the required talent needed by both the private and public sectors, academic departments are working to establish cybersecurity programs and tracks. Based off of an analysis of similar programs at other

institutions, UNCW projects a total full-time enrollment of 160 students by the fifth year of the program's operation.

4. **Potential for Unnecessary Duplication.** This program does not represent unnecessary duplication as it is the first stand-alone baccalaureate program in cybersecurity within the UNC System.
5. **Employment Opportunities for Graduates.** There is strong evidence of labor market demand and high-paying incomes for graduates of the proposed program. An EMSI Analyst report was generated for this program, expecting a 14.9 percent increase in jobs between 2019 and 2029, with expected median earnings of \$88,800 per year. Unique job postings for related positions have more than doubled in North Carolina between 2016 and 2021, demonstrating substantial employer demand for program graduates.
6. **Faculty Quality and Number.** The program will be delivered with a combination of new and existing courses. The existing courses will be shared with the cybersecurity minor and the current security concentration offered in computer science. UNCW expects the program to largely attract new students, and not impact enrollment levels of existing programs. The program is expected to ultimately offer 27 new courses and require the addition of six new faculty members. New and existing faculty who will support this program will teach a slate of courses commensurate with workload expectations for their college and UNCW.
7. **Availability of Campus Resources (library, space, etc.)** The UNCW library adequately supports the existing programs within Computer Science, spending 14 percent of the total materials budget on resources in the discipline. The library also subscribes to large multidisciplinary journal packages and databases which include resources applicable to cybersecurity. Additional journals focused on cryptologia, computer security, cyber policy, and business analytics will be pursued in support of the program.

The proposed program will require new offices and affiliated research space for the new faculty members who will be hired to support the program. Existing spaces are relatively new and should not require any other significant retrofitting or renovations to launch the program. Future enrollment growth will require either the reallocation of existing spaces or identification of new spaces. New dedicated servers and software packages that directly address cybersecurity will also be required.

8. **Relevant Lower-level and Cognate Programs.** The primary support for this program will come from existing undergraduate courses in Computer Science, Mathematics and Statistics, and Physics and Physical Oceanography. This will form the critical base and foundation of the program, that will then move into upper-division engineering courses.

- 9. Impact on Access and Affordability.** The proposed cybersecurity program will improve student access and support the UNC System Strategic plan by aligning with both the local community college (Cape Fear) and industry needs.

No changes to the approved undergraduate tuition and fees are requested. No tuition differential or program specific fees are requested. Tuition and fees for 2021-22 academic year for a full-time (12+ credit hour) undergraduate student are as follows:

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

Category	Resident	Non-Resident
Tuition	4,443.00	18,508.00
Tuition Differential	--	--
Mandatory Fees (Student Activities, Health Services, Education & Technology, Campus Safety, Debt Service, ASG)	2,691.51	2,691.51
Special Fees	--	--
Application Fee	80.00	80.00

- 10. Expected Quality.** Cybersecurity refers to a set of techniques used to protect the integrity of an organization's security architecture and safeguard its data against attack, damage, or unauthorized access. It is the convergence of people, processes, and technology that come together to protect against digital attacks.

The proposed program in cybersecurity will build of the existing expertise and experience that UNCW has in the field, as well as the related disciplines of computer science, business and analytics, and information systems. Each graduate of the cybersecurity program will have experience that includes a computing-based foundation, crosscutting concepts that are broadly applicable across a range of specializations, a direct connection between their body of knowledge and in-demand workforce domains, and a strong emphasis on ethical conduct and professional responsibilities. UNCW will request that the new program be given the same Center for Academic Excellence in Cyber Defense Education designation from the National Security Agency and the Department of Homeland Security that the existing cybersecurity minor has received.

- 11. Feasibility of Collaborative Program.** The proposed program will leverage and partner with existing academic disciplines at UNCW. As the program grows, UNCW will explore outreach and partnership opportunities with other UNC System institutions and programs.

- 12. Other Considerations.** None.

III. Summary of Review Processes

1. **Campus Review Process and Feedback.** The proposal was reviewed by UNCW's faculty, program director, department chair, academic dean, undergraduate 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, UNCW 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 Wilmington's request to establish the Bachelor of Science in Cybersecurity (CIP 11.1003) effective fall 2021.

UNIFORM ARTICULATION AGREEMENT

BETWEEN

THE UNIVERSITY OF NORTH CAROLINA

BACCALAUREATE OF BIRTH-KINDERGARTEN AND

EARLY CHILDHOOD RELATED PROGRAMS

AND

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

APPLIED ASSOCIATE IN EARLY CHILDHOOD EDUCATION PROGRAMS

Effective: Fall 2018

Approved by the State Board of Community Colleges on March 16, 2018

Approved by The UNC Board of Governors on March 23, 2018

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BACKGROUND AND HISTORY

Nearly two decades ago, North Carolina Community College faculty and university faculty from the UNC System, as well as the North Carolina Private and Independent Colleges, began meeting to discuss early childhood education articulation and program alignment. An initial, primary concern was the university's uncertainty of the community college course content and alignment with university program standards.

In 2006, community college faculty from across the state began participation in a two-year Early Childhood Curriculum Improvement Project (CIP). The achieved goal of the CIP was to revise the early childhood program and courses to more closely align with university standards. North Carolina Community Colleges and both public and private universities created several bilateral articulation agreements following the completion of the CIP, which expanded transfer opportunities for community college early childhood education students.

Both the 2006-2008 CIP and the 2015 Growing Greatness projects were successful in updating early childhood course content and producing closer alignment with higher education standards. However, articulation through bilateral agreements created challenges. As of fall 2017, more than 14 early childhood education bilateral articulation agreements existed in North Carolina. With each university having a unique individual transfer course list, community college and university student advisors faced many issues and challenges--especially if a student decided to enroll at a different university than originally planned. Additionally, many community college early childhood education courses transferred into the university as electives, instead of specific courses within the major, forcing the students to take additional classes, which increased costs and time to graduation.

Session Law 2017-68, Senate Bill 315 (Part II) mandated by March 1, 2018, "the Board of Governors of The University of North Carolina and the State Board of Community Colleges shall develop an articulation agreement for the transfer of credits earned for an associate degree in an early childhood education program at a community college toward a baccalaureate degree in an early childhood education program at a constituent institution for the purposes of the student obtaining teacher licensure in the area of Birth through Kindergarten. The articulation agreement shall apply to all community college campuses and constituent institutions with early childhood education programs. The articulation agreement may include that the community college student transferring credit and enrolling in the constituent institution has a minimum grade point average and a minimum Praxis I score."

The legislation also required, by April 15, 2018, a combined report from the two governing boards to the Joint Legislative Education Oversight Committee "on the development of the articulation agreement and the plan for implementation of the articulation agreement at all community college campuses and constituent institutions with early childhood education programs" and system-wide implementation of the articulation agreement beginning with the 2018-2019 academic year.

All 58 NC community college campuses offer the Early Childhood Education Associate in Applied Science (AAS) degree, and twelve UNC institutions offer Birth to Kindergarten (B-K) licensure baccalaureate degrees. Additionally, eight UNC universities offer non-licensure degrees in early childhood education-

related programs. The agreement and articulation detailed in this document fulfills the requirements of Senate Bill 315 and will apply to the institutions listed in Appendix A, beginning with academic year 2018-2019.

PURPOSE AND RATIONALE

This document presents a uniform, statewide academic progression agreement that will promote educational advancement opportunities for early childhood education (ECE) students matriculating from the North Carolina Community College System to the constituent institutions of the University of North Carolina in order to complete a Bachelor's Degree in Birth-Kindergarten teaching licensure program or a Bachelor's Degree in a related Early Education non-licensure program.

This articulation agreement describes a progression degree plan that includes required general education for all Birth-Kindergarten (BK) education degree plans (licensure and non-licensure) and pre-major courses that are acceptable to all state funded ECE to BK programs (licensure and non-licensure) options. **Students who follow the progression degree plan will have 60 hours applied to all of the North Carolina public ECE to BK programs, both licensure and non-licensure.** Early Childhood Education students following the plan are guaranteed not to take additional, and often duplicative, courses.

This agreement does not guarantee student acceptance into any bachelor program at UNC institutions. ECE students must meet applicable admissions criteria and policies designated by, and earn admission into, the UNC institution of their choice. These criteria and admissions requirements may include (but are not limited to) minimum GPA and Praxis scores and their associated timelines, as published by each university's Bachelor's Degree in Birth-Kindergarten and Early Education-related programs (both licensure and non-licensure options).

Advisors at NCCCS and UNC institutions must ensure students understand the higher requirements and additional steps required for admission to a licensure track program, including passing and obtaining competitive scores on the Praxis exam, as well as the increased financial cost associated with taking the exam and other expenses related to earning licensure in the state of North Carolina (e.g., the edTPA teacher portfolio assessment, full-time and unpaid semester long internship experiences in classroom). However, students in these programs (and their advisors) should also comprehend how non-licensure prospective degrees will allow them alternative options to work with young children without a teaching license. The non-licensure track provides an off-ramp/alternative pathway to earning a bachelor degree in this area, yet still retain career options and mobility for working with young children.

This proposal supports the mission of the North Carolina State Board of Community Colleges and the University of North Carolina strategic plan's stated goals of "Access, Affordability and Efficiency as well as Economic and Community Engagement." It does this by reducing barriers that currently exist for applied associates degree early childhood educators who wish to earn baccalaureate degrees, and by creating a more seamless and rational--and guaranteed--transfer process for community college early childhood education students. A codified, coordinated approach should increase ECE to BK student retention and persistence, and reduce time-to-degree completion. The benefit to the state of NC likely will include an increase in the number of four-year degreed teachers with a Birth-Kindergarten licensure,

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a more -educated and diverse early childhood workforce, and (due to the higher pay for these degrees) increased economic mobility for the teachers.

POLICIES

The Early Childhood Education Articulation Agreement (ECAA) is made between the State Board of North Carolina Community College System and the University of North Carolina Board of Governors. It applies to all 58 North Carolina community colleges offering the applied associate degree in Early Childhood Education programs and to those constituent, participating institutions of The University of North Carolina offering Birth-Kindergarten Teaching Licensure and related Early Education Non-Licensure Baccalaureate Degree Programs (see Appendix A for the list of participating institutions).

The ECAA licensure and non-licensure options apply to all community college students who enter into applied associate degree in Early Childhood Education programs after the effective date of this agreement and who successfully complete an Associate in Applied Science (AAS) degree in Early Childhood Education prior to transfer. The ECE to BK Transfer Committee (ECEBKTC) will oversee refinements of and changes in the regulations, and will report in three years needed updates and outcomes of ECAA.

A. ECE to BK Transfer Committee (ECEBKTC)

Authority to interpret the Early Childhood Articulation Agreement (ECAA) policy rests with the ECE to BK Transfer Committee (ECEBKTC). The ECEBKTC is an eight-member committee appointed by the Chief Academic Officer (CAO) of the North Carolina Community College System and The University of North Carolina. The CAO will forward unresolved questions to the ECEBKTC for interpretation.

ECEBKTC members shall serve four-year, staggered terms. An individual may serve no more than two consecutive terms. Some initial appointments may be for 1, 2, 3, or 4 years to allow for staggering of terms.

ECEBKTC shall have co-chairs, one from the NCCCS faculty members, and one from the UNC faculty members. Co-chairs shall be elected by the membership, and shall serve staggered terms.

NCCCS Members: Five representatives, including:

- One non-voting, ex officio representative, selected by the NCCCS CAO from among NCCCS administrative personnel. This individual is exempt from the provision restricting member to no more than two consecutive terms.
- Four representatives from the 58 community college member schools. These four members will be nominated by their peers and reviewed for approval by the CAO of the NCCCS. Self-nomination with endorsement by peers is permitted.

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UNC Members: Five representatives, including:

- One non-voting, ex officio representative, selected by the UNC CAO from among UNC System personnel. This representative will normally be the Director of Community College Partnerships, but the UNC CAO may select another individual. This individual is exempt from the provision restricting member to no more than two consecutive terms.
- Four representatives from the university member schools. These members will be nominated by their peers and reviewed for approval by the CAO of UNC. Self-nomination with endorsement by peers is permitted.

Questions concerning the ECAA policy interpretations should be directed to the appropriate system's Chief Academic Officer (CAO) with an explanation of the institutional policy that may be (or appear to be) in conflict with ECAA policy.

Questions about the transferability of the course work under the ECAA, and/or any proposed changes to the policies, general education courses, or early childhood education courses, must be addressed by the ECEBKTC. Changes to the curriculum standards for the Associate in Applied Science Early Childhood Education degree program are the authority of the State Board of Community Colleges. The ECEBKTC will be notified of any changes.

B. Admission Policy

Completion of the AAS ECE does not guarantee admission to one of the twelve UNC institutions who offer the Birth to Kindergarten licensure program or one of the eight UNC institutions who offer a non-licensure related early childhood education degree. AAS ECE students desiring admission to a UNC institution should review and understand the following conditions:

- Admission is not assured to a specific campus or specific program or major.
- Students must have graduated from a North Carolina community college with an Associate in Applied Science Early Childhood Education degree.
- Students must meet all requirements of the Early Childhood Articulation Agreement (ECAA).
- Students must meet minimum GPA and/or Praxis score admission requirements for the desired four-year institution's Bachelor's Degree in Birth-Kindergarten and Early Education-related degrees (licensure and non-licensure options). See specific UNC institution website for information on admission requirements and associated timelines, which vary by institution and program.
- Students must have an overall GPA of at least 2.0 on a 4.0 scale, as calculated by the college from which they graduated, and a grade of "C" or better in all ECAA courses.
- Students must be academically eligible for readmission to the last institution attended.
- Students must meet judicial requirements of the institution to which they apply.
- Students must meet all application requirements at the receiving institution, including the submission of all required documentation by stated deadlines.

C. Transfer Credit Appeal

If a transfer student perceives that the terms of the ECAA have not been honored, he or she may follow the Transfer Credit Appeal Procedure, as outlined below in "Regulations and Procedures, Section F."

Each UNC and community college institution will provide a link to the Transfer Credit Appeal Procedure on its website.

REGULATIONS AND PROCEDURES

A. Transfer of Credits

The Early Childhood Articulation Agreement (ECAA) establishes the procedures governing the transfer of credits for students who transfer from a North Carolina Community College to a constituent institution of The University of North Carolina. The ECAA does not address admission to a specific institution or to a specific major within an institution.

1. Eligibility

To be eligible for the transfer of credits under the ECAA, the student must graduate from the community college with an Associate in Applied Science Early Childhood Education degree and have an overall Grade Point Average (GPA) of at least 2.0 on a 4.0 scale and a grade of "C" or better in all ECAA courses. Students who do not complete the degree are eligible to transfer credits on a course-by-course basis as determined by the receiving institution.

2. Definition of General Education Courses and Technical Courses

The Associate in Applied Science Early Childhood Education degree program in the North Carolina Community College System requires a total of sixty-four to seventy-six semester hours credit for graduation (see Appendix C), sixty of which are transferable to any UNC institution (see Appendix A). The overall total is comprised of both lower-division general education and early childhood education courses. This curriculum reflects the distribution of discipline areas commonly included in institution-wide, lower-division general education requirements for the baccalaureate degree.

The Associate in Applied Science Early Childhood Education degree program includes general education requirements that represent the fundamental foundation for success, with studies in the areas of English composition, communications, humanities and fine arts, natural sciences and mathematics, and social and behavioral sciences. Within these discipline areas, community colleges must include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and basic computer use. Additionally, the Associate in Applied Science in Early Childhood Education degree program includes technical courses in the field of early childhood education, which include study in the areas of child development for both typical and atypical development, child guidance, health, safety and nutrition, creative activities, language and literacy, working with children and diverse families, and field experiences/practicums. Students must meet the receiving university's foreign language and/or health and physical education requirements, if applicable, prior to or after transfer to the four-year institution.

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The Associate in Applied Science Early Childhood Education degree program is structured to include three components:

- **Universal General Education Transfer Component** comprises a minimum of 15 semester hours of credit, including at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics. AAS Degree programs must contain a minimum of 6 semester hours of communications. Diploma programs must contain a minimum of 6 semester hours of general education; 3 semester hours must be in communications. All Universal General Education Transfer Component courses will transfer as equivalency credit
- **Technical Core/Major Hours** consists of 49 semester hours, 35 of which are in the technical core, and
- **Other Major Hours**, which includes additional early childhood education courses or additional general education courses, and brings the total number of hours in the AAS degree to 64-76 hours.

To ensure maximum transferability of credits, students should select additional general education and early childhood education courses based on the courses listed in the ECAA (see Appendix B).

Each receiving institution will identify community college course equivalencies and publicize an equivalency course crosswalk to ensure transfer of credit uniformity and transparency.

The specific number and distribution of courses used to fulfill the requirement in each of these areas will be identified by each community college as meeting its own general education requirements. The Universal General Education Transfer Component and Other Required General Education courses will be drawn from those courses designated in the North Carolina Community College *Combined Course Library* as being transferable general education. This practice will preserve the autonomy of each community college to develop its own general education program, including those aspects that make its program unique.

3. Transfer of Associate in Applied Science Early Childhood Education Degree Program

- a. The ECAA enables North Carolina community college graduates of Associate in Applied Science Early Childhood Education degree programs who are admitted to constituent institutions of The University of North Carolina to transfer with junior status.
- b. Universities cannot place requirements on students transferring under the ECAA that are not required of their native students.
- c. Due to degree requirements at some UNC institutions, additional courses at the UNC institution may be required beyond the general education courses taken at the community college.
- d. Community college graduates of the Associate in Applied Science Early Childhood Education degree programs, who have earned 60 semester hours in approved transfer courses with a grade of "C" or better and an overall GPA of at least 2.0 on a 4.0 scale, will receive at least 60 semester hours of academic credit upon admission to a UNC institution.

- e. Requirements for secondary admission to the school of education at each university may include the following: minimum Praxis scores, GPA, and other published admission requirements for the associated baccalaureate program, available on their degree website.
- f. All courses approved for transfer in the ECAA are designated as fulfilling general education or pre-major/elective requirements (see Appendix B).
- g. ECAA courses taken beyond the 60 SHC of credit in which the student received less than a "C" will not negate the provisions of the ECAA.

4. Certification of Universal General Education Transfer Component Courses, Associate in Applied Science Early Childhood Education Degree Completion

Certification of completion of the Associate in Applied Science Early Childhood Education degree is the responsibility of the community college at which the program is completed. Transcript identification of Universal General Education Transfer Component courses is also the responsibility of the community college at which the courses are completed.

5. Four-Year Degree Plan for Community College Associate in Applied Science Early Childhood Education Transfer Students

Beyond the Universal General Education Transfer Component courses, a program of study leading to the associate degree contains courses related to a student's major or program emphasis. Each UNC institution will develop, publish, and maintain four-year degree plans identifying community college courses that provide pathways leading to Associate in Applied Science Early Childhood Education degree completion, admission into the major, and baccalaureate completion. Students who complete the Associate in Applied Science Early Childhood Education degree plan track published by a UNC institution, and who are accepted into that institution and into that major within four years of initial enrollment at the community college, will continue into that major at the UNC institution with all courses fulfilling lower division general education and other degree requirements.

6. Transfer of courses not originated at North Carolina community colleges

Transfer courses that do not originate at a North Carolina community college or UNC institution may be used under the ECAA with the following stipulations:

- a. Courses must be completed at a regionally accredited (e.g., SACSCOC) institution of higher education;
- b. Courses must meet general education requirements as listed in Appendix B; and
- c. Courses may total no more than 14 semester hours of general education course credit.
- d. For courses not originating at a NC community college, if the courses are used to complete the AAS, the courses will transfer as part of the degree.

7. Transfer of Advanced Placement (AP) Course Credit

Advanced Placement (AP) course credits, awarded for a score of three or higher, are acceptable as part of a student's successfully completed Associate in Applied Science in Early Childhood Education degree under the ECAA.

B. Impact of the ECAA on other Articulation Agreements

The ECAA takes precedence over bilateral articulation agreements established between constituent institutions of the University of North Carolina and the North Carolina Community College System, but does not necessarily preclude such agreements. Institution-to-institution articulation agreements that fall within the parameters of the ECAA and enhance transferability of students from community colleges to senior institutions are encouraged. Institutional articulation agreements conflicting with the ECAA are not permitted.

C. Compliance Procedures

The ECEBK Transfer Advisory Committee (ECEBKTC) is charged with ensuring compliance of institutional policies and practices regarding the Early Childhood Education to Birth through Kindergarten Articulation Agreement. To that end, a Review Team, comprised of one UNC System representative and one community college representative, will engage in a review of the Birth through Kindergarten program procedures-and non-licensure procedures, if applicable, of two UNC System institutions per semester. All participating universities will receive the Articulation Agreement and a list of materials that the ECEBKTC will utilize during the review process. The materials will include but will not be limited to: baccalaureate degree plans, program organization information, communication processes, and recruitment and advising procedures. The ECEBKTC will report the findings of the Review Team to the Chief Academic Officer of the UNC System and the Chief Academic Officer of the North Carolina Community College System. The UNC System Office will then share the findings of the Review Team with the reviewed institutions.

D. Students enrolled prior to Fall 2018

Students who entered or completed an AAS program in Early Childhood Education at a North Carolina Community College prior to Fall 2018 are subject to the conditions in place at the individual institutions at the time of their original enrollment or degree completion.

E. ECE to BK Transfer Committee Procedures

Articulation between the NCCCS and UNC is a dynamic process. To ensure the currency of the ECE to BK Licensure and Non-Licensure articulation agreement, occasional modifications to that agreement may be necessary. These modifications may include the addition, deletion, and/or revision of courses on the transfer list as listed in the degree plan (see Appendix B).

The ECEBKTC will receive requests for modification only upon the recommendation of the Chief Academic Officer (CAO) of the NCCCS or UNC institution. Additions, deletions, and modifications may be subject to faculty review, under the direction of the ECEBKTC. Because the modification

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process involves faculty and administrative review, this process may require up to 12 months for final action. Decisions made by the ECEBKTC will be consistent with all pertinent accreditation and licensure standards.

1. The Faculty Review Process

Any member of the ECEBKTC may request that a course under consideration be forwarded to the Faculty Review Committee. The Faculty Review Committee is not a standing, established committee. It is an ad hoc committee, with members selected and convened anew when needed by the ECEBKTC.

When formed, on each occasion, the Faculty Review Committee will:

- a. Consist of the following representatives:
 - i. Four UNC faculty members
 - ii. Four NCCCS faculty members
- b. Receive a request to review a course(s) from the assigned representative(s) of the ECEBKTC within one week of the ECEBKTC meeting where the request was made.
- c. Forward their comments, suggestions, and recommendations to the assigned representative(s) of the ECEBKTC prior to the next scheduled ECEBKTC meeting.

The assigned representative(s) of the ECEBKTC will report the results of the Faculty Review Committee at the next ECEBKTC scheduled meeting for action. Approval of the requested action will require a majority of the ECEBKTC members.

2. Addition of Courses to the Transfer List in the Block Degree Plan

All additions to the ECAA transfer list must be drawn from the Early Childhood Articulation Agreement in effect at the time that the request for the addition is made. Such additions may be recommended by a participating institution through the following process:

- a. The director of a Birth-Kindergarten or related Early Childhood Education at any one of the participating colleges or universities make a written request for inclusion of a specific course as a general education, a pre-major, or elective to the CAO of their college or university. That CAO submits a written request for inclusion on the transfer list to The University of North Carolina CAO. The UNC CAO will consult with the CAO of the North Carolina Community College System Office.
- b. The CAOs, or their designees at UNC and at NCCCS, will then seek feedback and endorsement about whether to pursue the change from their respective campuses. A two-thirds favorable response is required for the change to be pursued.
- c. The CAO of either system may submit the request for action to the ECEBKTC a minimum of thirty days prior to the next ECEBKTC meeting.

- d. The ECEBKTC reviews the request. Any member of the ECEBKTC may request that a course be referred to the Faculty Review Committee. For all courses that are approved, the Committee records their action and rationale of action.
- e. The NCCCS Office and the UNC System Office will distribute notification of action to all the participating colleges or universities in their system.

3. Deletion of a Course from the Transfer List

The director of a Birth-Kindergarten or Early Childhood Education program at any one of the participating colleges or universities may request that a course be removed from the ECE to BK articulation agreement licensure and non-licensure transfer list in the Block Degree Plan by following similar procedures as outlined in items 1-5 in the *Addition of Courses to the Transfer List*.

4. Change in the Designation of a Course

The director of a Birth-Kindergarten or related Early Childhood Education program at any one of the participating colleges or universities may request a change in the designation of a course in the ECAA (i.e., Elective to General Education or Pre-Major) by sending the request and rationale to the CAOs of the two systems. Either of the system CAOs may submit the request to the ECEBKTC for action. Any member of the ECEBKTC may request that a course under consideration be forwarded to the Faculty Review Committee. The Faculty Review Committee will be asked to review the course and the proposed action.

F. ECE to BK Articulation Agreement Transfer Credit Appeal Procedures

If a student from a North Carolina Community College System (NCCCS) college believes the terms of the Early Childhood Education Articulation Agreement (ECAA) have not been honored by a University of North Carolina (UNC) institution to which the student has been admitted, the student may invoke the following ECAA Transfer Credit Appeal Procedure:

Step #1:

- By the last day of classes of the first semester for which admission is offered, the student must submit an ECAA Transfer Credit Appeal Form, along with any supporting documentation, to the Director of Admission (or equivalent position, regardless of specific name, at the university) at the UNC campus to which the student has been admitted. Students first enrolling at the senior institution in a summer session must submit their appeal by the end of the subsequent fall semester.
- The student must specify on the appeal form the specific ECAA language that is in contention. Appeals lacking this information will not be considered.
- The Director of Admissions will review the appeal and respond in writing (email or letter) to the student within 15 business days.

Step #2:

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- If the student is not satisfied with the decision of the Director of Admission, they may appeal on the same form to the Chief Academic Officer (CAO) of the University within 15 days of written notice of the Director's decision.
- The CAO will review the appeal and respond in writing (email or letter) to the student within 15 business days of receiving the student's appeal.

Step #3

- If the student is not satisfied with the decision of the Provost, they may appeal to the Early Childhood Education Birth to Kindergarten Transfer Advisory Committee (ECEBKTC) subcommittee, composed of the Co-chairs, a representative from the UNC General Administration, and a representative from the NCCCS.
- The student must submit the appeal to the subcommittee within 15 days of the receipt of the Provost's decision. The appeal to the ECEBKTC subcommittee should be sent to:

UNC-System Early Childhood Education Birth to Kindergarten
Transfer Committee Member ECAA Appeal
PO Box 2688
Chapel Hill, NC 27515

If a consensus is reached by the subcommittee, the student will be notified within 15 business days. If a consensus resolution is not reached, the appeal will be forwarded by the subcommittee to the full ECEBKTC within 10 business days. The ECEBKTC will review the appeal and notify the student of the final decision within 10 business days of receiving the appeal.

Appendix A

Participating Programs (as of Academic Year 2018-2019)

NCCCS Associate in Applied Science in Early Childhood Education (A55220)

All 58 NCCCS Community Colleges

UNC System ECE to Bachelor in Birth-Kindergarten Teaching licensure option:

1. Appalachian State University
2. East Carolina University
3. Elizabeth City State University
4. Fayetteville State University
5. North Carolina Agricultural and Technical State University
6. North Carolina Central University
7. University of North Carolina at Charlotte
8. University of North Carolina at Greensboro
9. University of North Carolina at Pembroke
10. University of North Carolina Wilmington
11. Western Carolina University
12. Winston-Salem State University

UNC System Bachelor in Early Childhood Non-teaching licensure option, with corresponding Bachelor Degree title:

1. East Carolina University: *Family and Community Services, Child Development Concentration*
2. Elizabeth City State University: *Child, Family and Community*
3. Fayetteville State University: *Birth-Kindergarten Non-Teaching*
4. North Carolina Agricultural and Technical University: *Child Development and Family Studies*
5. North Carolina Central University: *Family Consumer Sciences, Child Development and Family Relations Concentration*
6. University of North Carolina Greensboro: *Early Care and Education*
7. Western Carolina University: *Early Childhood*
8. Winston-Salem State University: *Early Intervention and Preschool Concentration or Business Optional Concentration*

Appendix B

Block Degree Plan Transfer Course List
(60 Total credit hours applied to Bachelor Degree Program)

General Education**BLOCK 1 (15 course credit hours):**

Consists of general education courses that are taken as part of all North Carolina AAS early education programs. The courses are:

Course Category	Transferable courses	Credit Hours
Communication	COM 231 and ENG 111	6
Humanities/Fine Arts	ART 111, 114, 115 MUS 110, 112 PHI 215, 240	3
Math	MAT 143	3
Social/Behavioral	PSY 150	3

BLOCK 2 (14 course credit hours):

Consists of additional **university general education** requirements that are not part of AAS degree but are required to earn a **Bachelor degree in Birth-Kindergarten (B-K) teaching licensure program and non-teaching licensure Early Childhood related Bachelor degree programs.**

Course Category	Transferable courses	Credit Hours
English Composition	ENG 112 or ENG 114	3
Social/Behavioral	ECO 251, 252 HIS 111, 112, 131, 132 POL 120, SOC 210	3
Biological Science	BIO 110 or 111	4
Natural Science	AST 111 and 111A, 151 and 151A CHM 151, GEL 111, PHY 110 and 110 A	4

29 Total Hours of General Education

APPENDIX I

Early Childhood Competencies

BLOCK 3 (31 course credit hours) for Birth-Kindergarten Licensure Transfer:

Consists of AAS Early Education Major Hours required as part of the AAS degree that will be applied to the Bachelor in **Birth-Kindergarten Teaching Licensure track** option. These courses are:

Course Category	Transferable courses	Credit Hours
Child, Family and Community/ Diverse Worlds	EDU 131	3
Child Development 1 & 2	EDU 144 & 145 or PSY 244 & 245	6
Guiding Children's Behavior/Child as Teacher/Parent Child Interaction	EDU 146	3
Health, Safety and Nutrition	EDU 153	3
Foundations of American Education	EDU 216	3
Children with Exceptionalities	EDU 221	3
Infant and Toddler Curriculum	EDU 234	3
Teacher Licensure Preparation	EDU 250 or if Praxis requirements have been met by SAT/ACT, any other EDU course to get to 60 transferable hours	3
Capstone Practicum	EDU 284	4

60 Total hours (Block 1+ 2+ 3= 60 hrs)

OR

BLOCK 4 (31 course credit hours): Early Education Non-Teaching Licensure Transfer:

Consists of other AAS Early Education Major Hours that will be applied to related Bachelor in Early Education **Non-teaching licensure transfer** option. Students would **not complete BLOCK 3** but instead will complete Block 4 with BLOCK 1, 2. These courses are:

Course Category	Transferable courses	Credits
Child, Family and Community/ Diverse Worlds	EDU 131	3
Child Development 1 & 2	EDU 144 & 145 or PSY 244 & 245	6
Guiding Children's Behavior/Child as Teacher/Parent Child Interaction	EDU 146	3
Health, Safety and Nutrition	EDU 153	3
Children with Exceptionalities	EDU 221	3
Infant and Toddler Curriculum	EDU 234	3
Early Childhood Administration 1	EDU 261	3
Early Childhood Administration 2	EDU 262	3
Capstone Practicum	EDU 284	4

60 Total Hours (Block 1+ 2+ 4= 60 hrs)

APPENDIX I

BLOCK 5: Remaining hours to get to 120 total degree credit hours or specified total credit hours by UNC system institution.

Consists of university-based courses that are **taken at the UNC system institution**, as a part of the **B-K Bachelor degree teaching licensure** program or for **Transfer/Non-Licensure** early education related bachelor program, see Appendix A for participating schools for both programs.

Appendix C

Associate in Applied Science in Early Childhood Education Curriculum Standard			
Career Cluster: Education and Training**			
Cluster Description: Planning, managing, and providing education and training services, and related learning support services.			
Pathway: Teaching/Training		Effective Term: Fall 2018 (2018*03)	
Program Majors Under Pathway			
Program Major / Classification of Instructional Programs (CIP) Code		Credential Level(s) Offered	Program Major Code
Early Childhood Education	CIP Code 13.1210	AAS/Diploma/Certificate	A55220
Curriculum Description The Early Childhood Education curriculum prepares individuals to work with children from birth through eight in diverse learning environments. Students will combine learned theories with practice in actual settings with young children under the supervision of qualified teachers. Coursework includes child growth and development; physical/nutritional needs of children; care and guidance of children; and communication skills with families and children. Students will foster the cognitive/language, physical/motor, social/emotional, and creative development of young children. Graduates are prepared to plan and implement developmentally appropriate programs in early childhood settings. Employment opportunities include child development and child care programs, preschools, public and private schools, recreational centers, Head Start Programs, and school-age programs.			
<i>Program Major Description: The following 4th paragraph is used in conjunction with the first three paragraphs of the pathway description above for documentation used to identify the Program Major:</i>			
Early Childhood Education: A program that prepares individuals to promote child development and learning, work with diverse families and children, observe, document and assess to support young children and families, use content knowledge to build meaningful curriculum, and use developmentally effective approaches in collaboration with other early childhood professionals. Potential coursework includes instruction in all areas of child development such as emotional/social/health/physical/language/communication, approaches to play and learning, working with diverse families, and related observations/student teaching experiences. <i>*Within the degree program, the institution shall include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and basic use of computers.</i>			

I. General Education Academic Core Curriculum Requirements for associate degree, diploma, and certificate programs in accordance with 1D SBCCC 400.97(3): Degree programs must contain a minimum of 15 semester hours including at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics. Degree programs must contain a minimum of 6 semester hours of communications. Diploma programs must contain a minimum of 6 semester hours of general education; 3 semester hours must be in communications. General education is optional in certificate programs.

APPENDIX I

Teaching/Training: Early Childhood Education					
Recommended General Education Academic Core			AAS	Diploma	Certificate
Minimum General Education Hours Required:			15 SHC	6 SHC	0 SHC
<p>Courses listed below are recommended general education courses for this curriculum standard. Colleges may choose to include additional or alternative gen education courses to meet local curriculum needs.</p> <p>Communication:</p> <p>COM 231 Public Speaking U 3 SHC</p> <p>ENG 111 Writing and Inquiry U 3 SHC</p> <p>Humanities/Fine Arts:</p> <p>ART 111 Art Appreciation U 3 SHC</p> <p>ART 114 Art History Survey I U 3 SHC</p> <p>ART 115 Art History Survey II U 3 SHC</p> <p>MUS 110 Music Appreciation U 3 SHC</p> <p>MUS 112 Introduction to Jazz U 3 SHC</p> <p>PHI 215 Philosophical Issues U 3 SHC</p> <p>PHI 240 Introduction to Ethics U 3 SHC</p> <p>Social /Behavioral Sciences:</p> <p>PSY 150 General Psychology U 3 SHC</p> <p>Natural Sciences/Mathematics:</p> <p>MAT 143 Quantitative Literacy U 3 SHC</p> <p>U indicates a Universal General Education Transfer Component (UGETC) course included in the Comprehensive Articulation Agreement. UGETC courses are guaranteed to transfer to any of the sixteen University of North Carolina senior institutions as equivalent credit within defined distribution limits.</p> <p>Additional General Education for Transfer Specialty Areas 14 SHC (Block 2 of Articulation Agreement)</p> <p>English Composition (Select 1)</p> <p>ENG 112 Writing/Research in the Disc U 3 SHC</p> <p>ENG 114 Prof Research & Reporting 3 SHC</p> <p>Social/Behavioral Science (Select 1)</p> <p>ECO 251 Prin of Microeconomics U 3 SHC</p> <p>ECO 252 Prin of Macroeconomics U 3 SHC</p> <p>HIS 111 World Civilizations I U 3 SHC</p> <p>HIS 112 World Civilizations II U 3 SHC</p> <p>HIS 131 American History I U 3 SHC</p> <p>HIS 132 American History II U 3 SHC</p> <p>POL 120 American Government U 3 SHC</p> <p>SOC 210 Introduction to Sociology U 3 SHC</p> <p>Biological Science (Select 1)</p> <p>BIO 110 Principles of Biology U 4 SHC</p> <p>BIO 111 General Biology I U 4 SHC</p>			6 SHC	3-6 SHC	Optional
			3 SHC	0-3 SHC	Optional
			3 SHC	0-3 SHC	Optional
			3 SHC	0-3 SHC	Optional

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Natural Science (Select 1) AST 111 Descriptive Astronomy & Lab (AST 111A) U 4 SHC AST 151 General Astronomy & Lab (AST 151A) U 4 SHC CHM 151 General Chemistry I U 4 SHC GEL 111 Introductory Geology U 4 SHC PHY 110 Conceptual Physics & Lab (PHY 110A) 4 SHC <i>Refer to Blocks 1 and 2 of the Block Degree Plan for more information about required General Education in the Early Childhood Education Statewide Articulation Agreement.</i>			
II. Major Hours. AAS, diploma, and certificate programs must include courses which offer specific job knowledge and skills. Work-based learning may be included in associate in applied science degrees up to a maximum of 8 semester hours of credit; in diploma programs up to a maximum of 4 semester hours of credit; and in certificate programs up to a maximum of 2 semester hours of credit. Below is a description of each section under Major Hours. A. Technical Core. The technical core is comprised of specific courses which are required for all Program Majors under this Curriculum Standard. A diploma program offered under an approved AAS program standard or a certificate which is the highest credential level awarded under an approved AAS program standard must include a minimum of 12 semester hours credit derived from the curriculum core courses or core subject area of the AAS program. B. Program Major(s). The Program Major must include a minimum of 12 semester hour credits from required subjects and/or courses. The Program Major is in addition to the technical core. C. Other Major Hours. Other major hours must be selected from prefixes listed on the curriculum standard. A maximum of 9 semester hours of credit may be selected from each prefix listed, with the exception of prefixes listed in the core.			
Teaching/Training: Early Childhood Education	AAS	Diploma	Certificate
Minimum Major Hours Required:	49 SHC	30 SHC	12 SHC
A. TECHNICAL CORE <i>Courses required for the diploma are designated with *</i> Required Courses: * EDU 119 Intro to Early Child Education 4 SHC * EDU 131 Child, Family, & Community 3 SHC * EDU 146 Child Guidance 3 SHC * EDU 151 Creative Activities 3 SHC * EDU 153 Health, Safety & Nutrition 3 SHC * EDU 221 Children with Exceptional 3 SHC EDU 234 Infants, Toddlers & Twos 3 SHC EDU 280 Language & Literacy Experiences 3 SHC EDU 284 Early Child Capstone Practicum 4 SHC *Child Development. Select one set: EDU 144 Child Development I 3 SHC & EDU 145 Child Development II 3 SHC OR PSY 244 Child Development I 3 SHC & PSY 245 Child Development II 3 SHC B. Transfer Specialty Area: <i>Required Specialty Subject Areas for students pursuing early childhood education birth to kindergarten transfer per the Early Childhood Articulation Agreement (ECAA); Not required for non-transfer students.</i>	35 - 41 SHC	25 SHC	

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<p><u>Select one specialty area**:</u></p> <p>1. Birth to Kindergarten (B-K) Licensure Transfer</p> <p>EDU 216 Foundations of Education (4) 3 SHC</p> <p>EDU 250 Teacher Licensure Preparation (1) 3 SHC</p> <p><i>*If Praxis requirement is met by ACT/SAT scores, take any 3 SHC EDU course.</i></p> <p>2. Early Education Non-Teaching Licensure Transfer</p> <p>EDU 261 Early Childhood Admin I 3 SHC</p> <p>EDU 262 Early Childhood Admin II 3 SHC</p> <p><u>Refer to Blocks 3 and 4 of Block Degree Plan for more information about required EDU courses in the proposed Early Childhood Education Statewide Articulation Agreement.</u></p>			
<p>C. OTHER MAJOR HOURS <i>The remaining other major hours may be chosen from the following prefixes:</i></p> <p>ACC, ANT, ART, ASL, AST, BIO, BUS, CHM, CIS, COM, CSC, CTS, DAN, DBA, DRA, ECO, EDU, ENG, FRE, GEO, GER, HEA, HIS, HUM, MUS, OST, PED, PHI, PHS, POL, PSY, REL, SCI, SOC, SPA, WBL, and WEB</p> <p><i>Up to two semester hour credits may be selected from ACA.</i></p> <p><i>Up to three semester hour credits may be selected from the following prefixes: ARA, ASL, CHI, FRE, GER, ITA, JPN, LAT, POR, RUS and SPA.</i></p>			
<p>III. Other Required Hours</p> <p><i>A college may include courses to meet graduation or local employer requirements in a certificate (0-1 SHC), diploma (0-4 SHC), or an associate in applied science (0-7 SHC) program. These curriculum courses shall be selected from the Combined Course Library and must be approved by the System Office prior to implementation. Restricted, unique, or free elective courses may not be included as other required hours.</i></p>			
<p>IV. Employability Competencies</p> <p>Fundamental competencies that address soft skills vital to employability, personal, and professional success are listed below. Colleges are encouraged to integrate these competencies into the curriculum by embedding appropriate student learning outcomes into one or more courses or through alternative methods.</p> <p>A. Interpersonal Skills and Teamwork – The ability to work effectively with others, especially to analyze situations, establish priorities, and apply resources for solving problems or accomplishing tasks.</p> <p>B. Communication – The ability to effectively exchange ideas and information with others through oral, written, or visual means.</p> <p>C. Integrity and Professionalism – Workplace behaviors that relate to ethical standards, honesty, fairness, respect, responsibility, self-control, criticism and demeanor.</p> <p>D. Problem-solving – The ability to identify problems and potential causes while developing and implementing practical action plans for solutions.</p>			

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- E. Initiative and Dependability** – Workplace behaviors that relate to seeking out new responsibilities, establishing and meeting goals, completing tasks, following directions, complying with rules, and consistent reliability.
- F. Information processing** – The ability to acquire, evaluate, organize, manage, and interpret information.
- G. Adaptability and Lifelong Learning** – The ability to learn and apply new knowledge and skills and adapt to changing technologies, methods, processes, work environments, organizational structures and management practices.
- H. Entrepreneurship** – The knowledge and skills necessary to create opportunities and develop as an employee or self-employed business owner.

An **Employability Skills Resource Toolkit has been developed by NC-NET for the competencies listed above. Additional information is located at: <http://www.nc-net.info/employability.php>*

***The North Carolina Career Clusters Guide was developed by the North Carolina Department of Public Instruction and the North Carolina Community College system to link the academic and Career and Technical Education programs at the secondary and postsecondary levels to increase student achievement. Additional information about Career Clusters is located at: http://www.nc-net.info/NC_career_clusters_guide.php or <http://www.careertech.org>.*

Summary of Required Semester Hour Credits (SHC) for each credential:

	AAS	Diploma	Certificate
Minimum General Education Hours	15	6	0
Minimum Major Hours	49	30	12
Other Required Hours	0-7	0-4	0-1
Total Semester Hours Credit (SHC)	64-76	36-48	12-18

Approved by the State Board of Community Colleges on August 16, 2012; SBCC Revised 01/18/13; Editorial Revision 02/20/13; Editorial Revision 08/21/13; CRC Revised—Electronic Only 02/05/14; Editorial Revision 03/07/14; SBCC Revised 03/16/18.

***The Early Childhood Articulation Agreement licensure and non-licensure options apply to all community college students who enter into applied associate degree in Early Childhood Education programs after the effective date of the agreement (Fall 2018) and who successfully complete an Associate in Applied Science (AAS) degree in Early Childhood Education prior to transfer.*

Appendix D

Transfer Committee Membership 2018:

North Carolina Community College System Members:

1. **Ginger Harris** gharr082@cccc.edu (Central Carolina Community College)
2. **Susan Baxter** sbaxter@sampsoncc.edu (Sampson Community College)
3. **Stephanie Shockley** sshockley@forsythtech.edu (Forsyth Technical Community College)
4. **Jennifer Bosworth** jenniferbosworth@abtech.edu (Asheville Buncombe Technical Community College)
5. **Mary Olvera** olveram@ncccommunitycolleges.edu (non-voting, NCCCS office)

University of North Carolina System Members:

1. **Denise Brewer** brewerdm@appstate.edu (Appalachian State University)
2. **Kimberly Chavis** kimberly.chavis@NCCU.EDU (North Carolina Central University)
3. **Pam McIntyre** pmcinty4@uncc.edu (UNC Charlotte)
4. **Susannah Berry** berrys@ecu.edu (East Carolina University)
5. **Laura Bilbro-Berry** lbilbroberry@northcarolina.edu (non-voting, UNC System Office)

UNIFORM ARTICULATION AGREEMENT BETWEEN

The University of North Carolina

Educator Preparation Programs

And

North Carolina Community College System

ASSOCIATE IN ARTS IN TEACHER PREPARATION (AATP)

AND

ASSOCIATE IN SCIENCE IN TEACHER PREPARATION (ASTP)

Effective: Fall 2021

Approved by the State Board of Community Colleges July 16, 2021

Approved by the UNC Board of Governors July 22, 2021

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I. Background

Since the adoption of a revised Comprehensive Articulation Agreement between the North Carolina Community College System (NCCCS) and the University of North Carolina System, the two organizations have worked collaboratively to strengthen the transfer relationship and to provide greater opportunity for students to begin their studies at a community college and transfer seamlessly into UNC institutions.

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 NCCCS Education Faculty and UNC 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). There are 15 Educator Preparation institutions within the UNC System. While the individual names and majors offered in these programs varies may vary, for the sake of consistency and clarity we will refer to all such four-year degrees as “Educator Preparation Programs” within this document.

II. Purpose and Rationale

The goal of this agreement is the creation of a more seamless transfer process for students who begin their studies at a North Carolina community college and transfer to a UNC System Educator Preparation Program (EPP). This document presents a uniform, statewide academic progression agreement that will promote educational advancement opportunities for Associate in Arts in Teacher Preparation (AATP) and Associate in Science in Teacher Preparation (ASTP) graduates moving from North Carolina community colleges and the UNC System Educator Preparation Programs in preparation for teacher licensure in North Carolina. Associate in Arts in Teacher Preparation (AATP) and Associate in Science in Teacher Preparation (ASTP) graduates will meet entrance requirements at UNC System institutions. Students must meet individual institutional requirements and application timelines for entrance into Educator Preparation Programs, including GPA and required testing benchmarks. Admission into a specific Educator Preparation Program or major is not guaranteed.

Advisors at NCCCS and UNC institutions must ensure students understand the requirements and additional steps required for admission to an educator preparation program leading to licensure, including passing and obtaining competitive scores on the Praxis exam, as well as the increased financial cost associated with taking the exam and other expenses related to earning licensure in the state of North Carolina (e.g., the edTPA teacher portfolio assessment, full-time and unpaid semester long internship experiences in classroom).

III. Policies

The Associate in Arts in Teacher Preparation (AATP) and Associate in Science in Teacher Preparation (ASTP) Articulation Agreement is made between the State Board of the North Carolina Community College System and UNC System Board of Governors. It applies to all North Carolina community colleges

approved to offer the AATP/ASTP degrees and to those UNC System institutions that offer baccalaureate Educator Preparation Programs. For the list of participating programs, see Appendix A.

A. AATP/ASTP Transfer Committee (AATP/ASTPTC)

Authority to interpret the AATP/ASTP Articulation Agreement rests with the AATP/ASTP Transfer Committee (AATP/ASTPTC). The AATP/ASTPTC is an eight-member co-chaired committee appointed by the Chief Academic Officer (CAO) of the North Carolina Community College System and the CAO of the UNC System. Questions concerning the AATP/ASTP should be directed to the appropriate system's Chief Academic Officer with an explanation of the institutional policy that may (appear to) conflict with this Uniform Articulation Agreement. The CAO will forward unresolved questions to the (AATP/ASTPTC) for resolution. Each entity will appoint one ex-officio non-voting member of the (AATP/ASTPTC). For further details, see Appendices B and C.

Questions about the transferability of the course work under the AATP/ASTP Articulation Agreement, and/or any proposed changes to the policies, general education courses, or EDU courses must be addressed by the AATP/ASTPTC. Changes to the curriculum standards for the AATP and ASTP degree programs are the authority of the State Board of Community Colleges. AATP/ASTPTC will be notified of any changes.

B. Transfer Credit Appeal

AATP/ASTP students who perceive that the terms of the Articulation Agreement have not been honored may follow the AATP/ASTP Transfer Credit Appeal Process as outlined in Appendix D.

IV. Regulations

A. Transfer of Credits

The AATP/ASTP Articulation Agreement establishes the procedures governing the transfer of credits for students who graduate from North Carolina Community College AATP/ASTP programs and apply to UNC System institutions. The AATP/ASTP Articulation Agreement does not address admission to a specific institution or Educator Preparation Program or major within an institution, nor does it imply a specific time toward degree completion.

1. Eligibility

To be eligible for the transfer of credits under the AATP/ASTP Articulation Agreement, an applicant must earn an Associate in Arts in Teacher Preparation (AATP) or Associate in Science in Teacher Preparation (ASTP) degree in a North Carolina Community College with a GPA of at least 2.7 and a grade of C or better in all transfer courses. An applicant must meet the receiving institution's admissions requirements as set forth by state statute.

The student's program of study must meet the criteria set forth in the AATP or ASTP curriculum standards as defined in Appendix E.

2. Procedures governing transfer of Associate in Arts and Associate in Science in Teacher Preparation into Educator Preparation programs at Signatory Institutions.

- a. The agreement enables students who have graduated from a NCCCS institution with an AATP/ASTP degree programs to complete a common list of courses that meet the entrance requirements at all UNC System institutions. UNC System Educator Preparation Program admissions are competitive; therefore, no student is guaranteed admission to a specific program or major. In addition to meeting entrance requirements, transfer students will be required to submit evidence of meeting required testing benchmarks for each institution's Educator Preparation program.
- b. A student who completes an AATP/ASTP degree with a GPA of at least 2.7 and a grade of C or better in the AATP/ASTP degree courses listed in Appendix E and meets the receiving institution's admissions of the Educator Preparation Program requirements as set forth by statute and Educator Preparation testing benchmarks will have fulfilled the Educator Preparation Program entry requirements and will have fulfilled the senior institution's lower division general education requirements (See 2014 Comprehensive Articulation Agreement). This agreement does not exempt students from meeting the minimum admissions requirement.

Graduates of the AATP/ASTP degree programs will receive at least 60 semester hours of academic credit for courses with a grade of C or better upon admission to a UNC System institution.

3. Certification of the Associate in Arts or Associate in Science in Teacher Preparation degree completion

The AATP and ASTP degree programs are structured with these components:

- a. General Education Courses - comprises a minimum of 45 semester hours of credit including study in the areas of communications; humanities and fine arts; social and behavioral sciences; natural sciences and mathematics. The 45 semester hours include Universal General Education Transfer Component courses and additional general education courses.
- b. Universal General Education Transfer Component (UGETC) - includes at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics. AATP and ASTP programs must contain a minimum of 6 semester hours of communications. All Universal General Education Transfer Component courses will transfer as equivalency credit. The AATP incorporates 28-29 UGETC credit hours. The ASTP incorporates 31 UGETC credit hours.

- c. Additional General Education Courses – The AATP requires 17-18 additional general education credit hours including SOC 225. The ASTP requires 14-15 additional general education credit hours including SOC 225. Students pursuing the AATP/ASTP should select these additional general education credit hours to align with their intended major at the four-year institution.
- d. Other Required Hours, which includes 15 semester hours, including 14 semester hours of specific EDU education courses and 1 semester hour of ACA College Transfer Success, and brings the total number of hours in the AATP/ASTP degree to 60-61 hours.

Each receiving institution will identify community college course equivalencies and publicize an equivalency course crosswalk to ensure transfer of credit uniformity and transparency.

The specific number and distribution of courses used to fulfill the requirement in each of these areas will be identified by each community college as meeting its own general education requirements. The Universal General Education Transfer Component and Other Required General Education courses will be drawn from those courses designated in the North Carolina Community College Combined Course Library as being transferable general education. This practice will preserve the autonomy of each community college to develop its own general education program, including those aspects that make its program unique.

Certification of completion of the AATP or ASTP degree is the responsibility of the community college at which the courses were completed. Transcript identification of the Universal General Education Transfer Component Courses is also the responsibility of the community college at which the courses were completed.

4. Transfer of Courses not originated at North Carolina community colleges.

Transfer courses that do not originate in a North Carolina Community College or UNC System institution may be used under the AATP/ASTP Articulation Agreement with the following stipulations:

- a. Courses must be completed at a regionally accredited institution of higher education;
- b. Courses must meet general education requirements;
- c. Courses may total no more than 14 hours of general education course credit; and
- d. If the courses are used to complete the AATP/ASTP degree, the courses will transfer as part of the degree.

5. Transfer of Advanced Placement (AP) course credit

Advanced Placement (AP) course credits, awarded for a score of three or higher, are acceptable as part of a student's successfully completed AATP/ASTP degree under the Agreement.

B. Impact of the AATP/Uniform Articulation Agreement on other articulation agreements

The AATP/ASTP Uniform Articulation Agreement is built upon the 2014 Comprehensive Articulation Agreement between North Carolina Community Colleges and the UNC System and takes precedence over bilateral articulation agreements established between UNC System institutions and the North Carolina Community College System but does not necessarily preclude such agreements. Institution-to-institution articulation agreements that fall within the parameters of the AATP/ASTP Uniform Articulation Agreement and enhance transferability of students from community colleges to senior institutions are acceptable. Institutional agreements conflicting with the AATP/ASTP Uniform Articulation Agreement are not permitted.

Appendices

Appendix A: Participating Institutions

North Carolina Community Colleges with approval to offer the Associate in Arts in Teacher Preparation (AATP) (A1010T) and Associate in Science in Teacher Preparation (ASTP) (A1040T) degrees as of May 21, 2021

Alamance Community College	Martin Community College
Asheville Buncombe Community College	McDowell Community College
Beaufort County Community College	Mitchell Community College
Bladen Community College	Nash Community College
Blue Ridge Community College	Piedmont Community College
Brunswick Community College	Pitt Community College
Caldwell Community College and Technical Institute	Richmond Community College
Cape Fear Community College	Robeson Community College
Carteret Community College	Rockingham Community College
Catawba Valley Community College	Rowan Cabarrus Community College
Central Carolina Community College	Sampson Community College
Central Piedmont Community College	Sandhills Community College
Cleveland Community College	South Piedmont Community College
College of the Albemarle	Southeastern Community College
Coastal Carolina Community College	Southwestern Community College
Craven Community College	Stanly Community College
Davidson-Davie Community College	Surry Community College
Durham Technical Community College	Tri-County Community College
Fayetteville Technical Community College	Vance Granville Community College
Forsyth Technical Community College	Wake Technical Community College
Gaston College	Wayne Community College
Guilford Technical Community College	Western Piedmont Community College
Haywood Community College	Wilkes Community College
James Sprunt Community College	Wilson Community College
Johnston Community College	
Lenoir Community College	

Participating UNC System Institutions

Appalachian State University	University of North Carolina at Chapel Hill
East Carolina University	University of North Carolina at Charlotte
Elizabeth City State University	University of North Carolina at Greensboro
Fayetteville State University	University of North Carolina at Pembroke
North Carolina Agricultural and Technical State University	University of North Carolina Wilmington
North Carolina Central University	Western Carolina University
NC State University	Winston-Salem State University
University of North Carolina at Asheville	

Appendix B: AATP/ASTP Transfer Committee (AATP/ASTPTC) Procedures

Articulation between the North Carolina Community College System (NCCCS) and the UNC System is a dynamic process. To ensure the currency of the AATP/ASTP Articulation Agreement, occasional modifications to that agreement may be necessary. The AATP/ASTP Transfer Committee (AATP/ASTPTC) will receive requests for modification only upon the recommendation of the chief academic officer of the NCCCS or the UNC System. Because the modification process involves faculty and administrative review, this process may require up to 12 months for final action. Decisions made by the AATP/ASTPTC will be consistent with all pertinent accreditation standards.

The Faculty Review Process

Any member of the AATP/ASTP Transfer Committee may request that a modification under consideration be forwarded to the Faculty Review Committee. The Faculty Review Committee is not a standing, established committee. It is an ad hoc committee, with members selected and convened anew when needed by the Transfer Committee. When formed, on each occasion, the Faculty Review Committee will:

1. Consist of the following representatives:
 - a. Four UNC faculty members
 - b. Four NCCCS faculty members
2. Receive a request to review a course(s) from the assigned representative(s) of the Transfer Committee within one week of the Transfer Committee meeting where the request was made.
3. Forward their comments, suggestions, and recommendations to the assigned representative(s) of the Transfer Committee prior to the next scheduled Transfer Committee meeting.

The assigned representative(s) of the Transfer Committee will report the results of the Faculty Review Committee at the next Transfer Committee scheduled meeting for action. Approval of the requested action will require a majority of the Transfer Committee members.

Addition of Courses to the Transfer List

All additions to the AATP/ASTP transfer list must be drawn from the Comprehensive Articulation Agreement in effect at the time that the request for the addition is made. Such additions may be recommended by a participating institution through the following process:

1. The dean or dean's designee of an EPP at any one of the participating colleges or universities makes a written request for inclusion of a specific course as a universal general education transfer component course or a general education course to the CAO of their college or university. That CAO submits a written request for inclusion on the transfer list to The University of North Carolina CAO. That individual will consult with the CAO of the North Carolina Community College System.

2. The CAOs or their designees at UNC and at NCCCS will then seek feedback and endorsement about whether to pursue the change from their respective campuses. A two-thirds favorable response is required for the change to be pursued.
3. The CAO of either system may submit the request for action to the AATP/ASTPTC a minimum of thirty days prior to the next AATP/ASTPTC meeting.
4. The AATP/ASTPTC reviews the request. Any member of the AATP/ASTPTC may request that a course be referred to the Faculty Review Committee. For all courses that are approved, the Committee records their action and rationale of action.
5. The NCCCS Office or the UNC System Office will distribute notification of action to all the participating colleges or universities.

Deletion of a Course from the Transfer List

The dean or dean's designee of an EPP at any one of the participating colleges or universities may request that a course be removed from the AATP/ASTP transfer list by following similar procedures as outlined in items 1-5 in the Addition of Courses to the Transfer List.

Change in the Designation of a Course

The dean or dean's designee of an EPP at any one of the participating colleges or universities may request a change in the designation of a course in the AATP/ASTP (i.e. General Education Elective or to UGETC) by sending the request and rationale to the CAOs of the two systems. Either of the system CAOs may submit the request to the AATP/ASTPTC for action. Any member of the AATP/ASTPTC may request that a course under consideration be forwarded to the Faculty Review Committee. The Faculty Review Committee will be asked to review the course and the proposed action.

Appendix C: AATP/ASTP Transfer Committee (AATP/ASTPTC) Membership

AATP/ASTPTC members shall serve four-year, staggered terms. An individual may serve no more than two consecutive terms. Some initial appointments may be for 1, 2, 3, or 4 years to allow for staggering of terms.

The AATP/ASTPTC shall elect co-chairs, one from the North Carolina Community College System (NCCCS) members, and one from the UNC System members. The structure of the AATP/ASTPTC shall include representatives appointed by the NCCCS and the UNC System as outlined below.

NCCCS Members

- Four representatives to be appointed by the Chief Academic Officer of NCCCS including:
 - One representative from the NCCCS administration (Non-Voting)
 - Three representatives from community colleges approved to offer the AATP/ASTP degrees

UNC System Members

- Four representatives to be appointed by the Chief Academic Officer of the UNC System, including:
 - One representative from UNC System Staff (Non-Voting)
 - Three representatives from the UNC System

Appendix D: AATP/ASTP in Articulation Agreement Transfer Credit Appeal Procedure

Guiding Principle: If a student from a North Carolina Community College System (NCCCS) college believes the terms of the AATP/ASTP Articulation Agreement has not been honored by a UNC System institution to which the student has been admitted, the student may invoke the AATP/ASTP Articulation Agreement Transfer Credit Appeal Procedure.

Step #1: **No later than the last day of classes of the first semester for which admission is offered,** the student must submit a Transfer Credit Appeal Form along with any supporting documentation to the Director of Admissions (or other campus designee) at the UNC System campus to which the student has been admitted. Students first enrolling at the senior institution in a summer session must submit their appeal by the end of the subsequent fall semester.

The student must specify on the appeal form the specific AATP/ASTP Articulation Agreement language that is in contention. Appeals that lack this information will not be considered.

The Director of Admissions (or other campus designee) will review the appeal and respond in writing (email or letter) to the student within 15 business days of receiving the student's appeal.

Step #2: If the student is not satisfied with the decision of the Director of Admissions (or other campus designee), the student may appeal on the same form to the next designated administrator i.e. Dean/Vice-Provost/Chief Academic Officer (Provost) of the specific UNC System institution within 15 days of written notice of the director's decision.

The designated administrator will review the appeal and respond in writing (email or letter) to the student within 15 business days of receiving the student's appeal.

Step #3 If the student is not satisfied with the decision of the designated administrator, the student may appeal to the AATP/ASTP Transfer Committee. The student must submit the appeal to the committee within 15 days of the receipt of the Provost's decision. The appeal to the AATP/ASTP Transfer Committee appeals subcommittee should be sent to:

AATP/ASTP Transfer Committee
c/o Chief Academic Officer
UNC System Office
910 Raleigh Rd
Chapel Hill, NC 27514

The committee will review the appeal and notify the student of the final decision within 10 business days of receiving the appeal.

**NCCCS Associate in Arts/Associate in Science Articulation Agreement
Transfer Credit Appeal Form**

Section 1: Student Information *(to be completed by the student submitting the form)*

The completed form and any supporting documentation **must be submitted to the UNC System institution's Registrar or designee no later than the last day of classes of the first semester for which admission is offered or by the end of the subsequent fall semester for students enrolling in the summer. The Registrar or designee will review documentation in consultation with the Educator Preparation Program dean or designee.**

Specify the nature of the appeal and cite the specific AATP/ASTP Articulation Agreement language that is in contention. Appeals that do not include this information cannot be considered.

Last Name: (Please print or type)	First Name:	MI:
Address: (Number and Street)		
City:	State	Zip

Telephone: _____ Email: _____
(Area code/Number)

NC Community College from which AATP/ASTP degree was earned: _____

UNC System institution offering admission: _____ beginning (semester/year) _____

Course title in question: _____

Section 2: Basis for your appeal: State your concern(s), citing specific language in the AATP/AS Articulation Agreement that is applicable to your contention. Attach AATP/ASTP Articulation Agreement supporting documents.

Student Signature: _____ Date _____

Date Received: _____ Received by: _____

Appendix E: Associate in Arts in Teacher Preparation (A1010T) Curriculum Standard

Effective Term:

Fall 2020

The Associate in Arts in Teacher Preparation degree shall be granted for a planned program of study consisting of a minimum of 60 semester hours of credit (SHC) of college transfer courses. Within the degree program, the institution shall include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and basic computer use.

The Associate in Arts in Teacher Preparation is based on the Uniform Articulation Agreement for Teacher Preparation. This agreement enables North Carolina community college graduates of two-year Associate in Arts in Teacher Preparation programs who are admitted to constituent institutions of The University of North Carolina and to Signatory Institutions of North Carolina Independent Colleges and Universities to transfer into an educator preparation program with junior status. The Uniform Articulation for Teacher Preparation was founded on the Comprehensive Articulation Agreement (CAA) and the Comprehensive Articulation Agreement (ICAA).

Community college graduates must obtain a grade of "C" or better in each course and an overall GPA of at least 2.7 on a 4.0 scale to transfer with a junior status. Courses may also transfer through bilateral agreements between institutions.

GENERAL EDUCATION (45 SHC)		
The general education common course pathway includes study in the areas of English composition; humanities and fine arts; social and behavioral sciences; natural sciences and mathematics.		
UNIVERSAL GENERAL EDUCATION TRANSFER COMPONENT		
<i>(All Universal General Education Transfer Component courses will transfer for equivalency credit.)</i>		
English Composition (6 SHC)		
<i>The following two English composition courses are required.</i>		
ENG 111	Writing & Inquiry	(3 SHC)
ENG 112	Writing/Research in the Disciplines	(3 SHC)
<i>Select three courses from the following from at least two different disciplines (9 SHC)</i>		
Communications		
COM 120	Introduction to Interpersonal Communication	(3 SHC) or
COM 231	Public Speaking	(3 SHC)
Humanities/Fine Arts		
ART 111	Art Appreciation	(3 SHC)
ART 114	Art History Survey I	(3 SHC)
ART 115	Art History Survey II	(3 SHC)
DRA 111	Theatre Appreciation	(3 SHC)
ENG 231	American Literature I	(3 SHC)
ENG 232	American Literature II	(3 SHC)
ENG 241	British Literature I	(3 SHC)
ENG 242	British Literature II	(3 SHC)
MUS 110	Music Appreciation	(3 SHC)
MUS 112	Introduction to Jazz	(3 SHC)

PHI 215	Philosophical Issues	(3 SHC)
PHI 240	Introduction to Ethics	(3 SHC)

Social/Behavioral Sciences

Select two courses from the following from at least two different disciplines (6 SHC):

ECO 251	Principles of Microeconomics	(3 SHC)
ECO 252	Principles of Macroeconomics	(3 SHC)
HIS 111	World Civilizations I	(3 SHC)
HIS 112	World Civilizations II	(3 SHC)
HIS 131	American History I	(3 SHC)
HIS 132	American History II	(3 SHC)
POL 120	American Government	(3 SHC)
PSY 150	General Psychology	(3 SHC)
SOC 210	Introduction to Sociology	(3 SHC)

Math (3-4 SHC)

Select one course from the following:

MAT 143	Quantitative Literacy	(3 SHC)
MAT 152	Statistical Methods I	(4 SHC)
MAT 171	Pre-calculus Algebra	(4 SHC)

Natural Sciences (4 SHC)

Select 4 SHC from the following course(s):

AST 111	Descriptive Astronomy (3 SHC)	and	AST 111A Descriptive Astronomy Lab (1SHC)
AST 151	General Astronomy I (3 SHC)	and	AST 151A General Astronomy Lab I (1SHC)
BIO 110	Principles of Biology		(4 SHC)
BIO 111	General Biology I		(4 SHC)
CHM 151	General Chemistry I		(4 SHC)
GEL 111	Introductory Geology		(4 SHC)
PHY 110	Conceptual Physics (3 SHC)	and	PHY 110A Conceptual Physics Lab (1 SHC)

ADDITIONAL GENERAL EDUCATION HOURS (17-18 SHC)**Other Required General Education (3 SHC)**

The following course is required:

SOC 225	Social Diversity	(3 SHC)
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An additional 14-15 SHC of courses should be selected from courses classified as general education within the Comprehensive Articulation Agreement or Independent Comprehensive Articulation Agreement. Students should select these courses based on their intended major and transfer university. *Students must meet the receiving university's foreign language and/or health and physical education requirements, if applicable, prior to or after transfer to the senior institution.*

Total General Education Hours Required: 45

OTHER REQUIRED HOURS (15 SHC)**Education (14 SHC)**

The following courses are required:

EDU 187	Teaching and Learning for All*	(4 SHC)
EDU 216	Foundations of Education	(3 SHC)
EDU 279	Literacy Development and Instruction	(4 SHC)
EDU 250	Teacher Licensure Preparation	(3 SHC)

**Students who have completed Teacher Cadet or Teaching as a Profession courses in high school with a B or better may substitute that course for EDU 187 Teaching and Learning for All. High school faculty must meet transfer level qualifications as established by SACSCOC or other accrediting body.*

Academic Transition (1 SHC)

The following course is required:

ACA 122 College Transfer Success	(1 SHC)
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****One semester hour of credit may be included in a 61 SHC associate in arts program of study. The transfer of this hour is not guaranteed.***

Total Semester Hours Credit (SHC) in Program: 60-61*

Community college graduates must obtain a grade of "C" or better in each course and an overall GPA of at least 2.7 on a 4.0 scale to transfer with a junior status. Courses may also transfer through bilateral agreements between institutions.

Appendix F: Associate in Science in Teacher Preparation (A1040T) Curriculum Standard

Effective Term:
Fall 2020

The Associate in Science in Teacher Preparation degree shall be granted for a planned program of study consisting of a minimum of 60 semester hours of credit (SHC) of college transfer courses. Within the degree program, the institution shall include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and the basic computer use.

The Associate in Science in Teacher Preparation is based on the Uniform Articulation Agreement for Teacher Preparation. This agreement enables North Carolina community college graduates of two-year Associate in Science in Teacher Preparation programs who are admitted to constituent institutions of The University of North Carolina and to Signatory Institutions of North Carolina Independent Colleges and Universities to transfer into an educator preparation program with junior status. The Uniform Articulation for Teacher Preparation was founded on the Comprehensive Articulation Agreement (CAA) and the Comprehensive Articulation Agreement (ICAA).

Community college graduates must obtain a grade of "C" or better in each course and an overall GPA of at least 2.7 on a 4.0 scale in order to transfer with a junior status. Courses may also transfer through bilateral agreements between institutions.

GENERAL EDUCATION (45 SHC)		
The general education common course pathway includes study in the areas of English composition; humanities and fine arts; social and behavioral sciences; natural sciences and mathematics.		
UNIVERSAL GENERAL EDUCATION TRANSFER COMPONENT		
<i>(All Universal General Education Transfer Component courses will transfer for equivalency credit.)</i>		
English Composition (6 SHC)		
<i>The following two English composition courses are required.</i>		
ENG 111	Writing & Inquiry	(3 SHC)
ENG 112	Writing/Research in the Disciplines	(3 SHC)
<hr/>		
<i>Select two courses from the following from at least two different disciplines (6 SHC)</i>		
Communications		
COM 120	Introduction to Interpersonal Communication	(3 SHC) or
COM 231	Public Speaking	(3 SHC)
Humanities/Fine Arts		
ART 111	Art Appreciation	(3 SHC)
ART 114	Art History Survey I	(3 SHC)
ART 115	Art History Survey II	(3 SHC)
DRA 111	Theatre Appreciation	(3 SHC)
ENG 231	American Literature I	(3 SHC)
ENG 232	American Literature II	(3 SHC)
ENG 241	British Literature I	(3 SHC)
ENG 242	British Literature II	(3 SHC)
MUS 110	Music Appreciation	(3 SHC)
MUS 112	Introduction to Jazz	(3 SHC)
PHI 215	Philosophical Issues	(3 SHC)
PHI 240	Introduction to Ethics	(3 SHC)

Social/Behavioral Sciences (3 SHC)*Select one course:*

ECO 251	Principles of Microeconomics	(3 SHC)
ECO 252	Principles of Macroeconomics	(3 SHC)
HIS 111	World Civilizations I	(3 SHC)
HIS 112	World Civilizations II	(3 SHC)
HIS 131	American History I	(3 SHC)
HIS 132	American History II	(3 SHC)
POL 120	American Government	(3 SHC)
PSY 150	General Psychology	(3 SHC)
SOC 210	Introduction to Sociology	(3 SHC)

Math (8 SHC)*Select two courses from the following:*

MAT 171	Precalculus Algebra	(4 SHC)
MAT 172	Pre-calculus Trigonometry	(4 SHC)
MAT 263	Brief Calculus	(4 SHC)
MAT 271	Calculus I	(4 SHC)
MAT 272	Calculus II	(4 SHC)

Natural Sciences (8 SHC)*Select 8 SHC from the following course(s):*

AST 151 General Astronomy I (3 SHC)	and	AST 151A General Astronomy Lab I (1SHC)
BIO 110 Principles of Biology		(4 SHC)
BIO 111 General Biology I (4 SHC)	and	BIO 112 General Biology II (4 SHC)
CHM 151 General Chemistry I (4 SHC)	and	CHM 152 General Chemistry II (4 SHC)
GEL 111 Introductory Geology		(4 SHC)
PHY 110 Conceptual Physics (3 SHC)	and	PHY 110A Conceptual Physics Lab (1 SHC)
PHY 151 College Physics I (4 SHC)	and	PHY 152 College Physics II (4 SHC)
PHY 251 General Physics I (4 SHC)	and	PHY 252 General Physics II (4 SHC)

ADDITIONAL GENERAL EDUCATION HOURS (14-15 SHC)**Other Required General Education (3 SHC)***The following course is required:*

SOC 225	Social Diversity	(3 SHC)
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An additional 11-12 SHC of courses should be selected from courses classified as general education within the Comprehensive Articulation Agreement or Independent Comprehensive Articulation Agreement. Students should select these courses based on their intended major and transfer university. *Students must meet the receiving university's foreign language and/or health and physical education requirements, if applicable, prior to or after transfer to the senior institution.*

Total General Education Hours Required: 45**OTHER REQUIRED HOURS (15 SHC)**

Education (14 SHC)*The following courses are required:*

EDU 187	Teaching and Learning for All*	(4 SHC)
EDU 216	Foundations of Education	(3 SHC)
EDU 279	Literacy Development and Instruction	(4 SHC)
EDU 250	Teacher Licensure Preparation	(3 SHC)

**Students who have completed Teacher Cadet or Teaching as a Profession courses in in high school with a B or better may substitute that course for EDU 187 Teaching and Learning for All. High school faculty must meet transfer level qualifications as established by SACSCOC or other accrediting body.*

Academic Transition (1 SHC)*The following course is required:*

ACA 122 College Transfer Success	(1 SHC)
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****One semester hour of credit may be included in a 61 SHC associate in science program of study. The transfer of this hour is not guaranteed.***

Total Semester Hours Credit (SHC) in Program: 60-61*



THE BOARD OF GOVERNORS OF
THE UNIVERSITY OF NORTH CAROLINA

*RESOLUTION TO AMEND AND RESTATE
CONSTITUENT INSTITUTION BOARD OF TRUSTEES DELEGATIONS
July 22, 2021*

WHEREAS, the 17-campus University of North Carolina System leads the nation in delivering excellent higher education to students from all over the world;

WHEREAS, the Board of Governors is responsible for the general determination, control, supervision, management and governance of all affairs of the constituent institutions including assessment and mitigation of enterprise risks facing the University;

WHEREAS, the boards of trustees of the constituent institutions have a duty to serve as advisors to the Board of Governors on matters pertaining to the constituent institutions;

WHEREAS, in delegating authorities to the boards of trustees, it is incumbent upon the Board of Governors to define the authorities and responsibilities it vests in the boards of trustees of the constituent institutions, and any such delegation of authority by the Board of Governors carries with it the responsibility and authority of the Board of Governors to monitor and oversee the use of such authority;

WHEREAS, the boards of trustees of the constituent institutions may further delegate their authority in order to achieve the proper function of the constituent institution, provided such delegation is consistent with the North Carolina General Statutes, University policy, and *The Code of the Board of Governors of the University of North Carolina*;

WHEREAS, the Board of Governors has delegated certain authority to the boards of trustees of the constituent institutions in areas that include, but are not limited to: (1) academic programs and affairs; (2) administrative and academic personnel; (3) budget, finance, and administration; (4) endowments and trust funds; (5) student affairs; and (6) university governance;

WHEREAS, the boards of trustees of the constituent institutions have in many instances further delegated these authorities to committees, the chancellor, constituent institution administration and staff, or other bodies via operating bylaws, constituent institution policy, resolution, enactment, or other direction;

WHEREAS, critical to the success of managing enterprise risks associated with clarity and consistencies in university governance and decision-making and to ensure proper delegations by the boards of trustees consistent with the North Carolina General Statutes, University policy, and *The Code of the Board of Governors of the University of North Carolina* is to engage in regular reviews of campus decision-making authority and documenting its delegations; and

WHEREAS, in furtherance of its commitment to empowering the campuses and managing the enterprise risks facing the University of North Carolina, the Board of Governors believes it prudent to direct each board of trustees of the constituent institutions to identify and restate in one binding resolution all instances in which the board of trustees of the constituent institution has delegated all or some, of its delegated authority from whatever source to any committee, person, agency, or entity;

NOW THEREFORE, BE IT RESOLVED, that the Board of Governors adopts the following directive to each board of trustees of constituent institutions of the University of North Carolina:

By October 1, 2021, each board of trustees of the constituent institutions shall adopt a proposed resolution amending and restating in detail all delegations of authority by the board of trustees of that institution to any board of trustees committee, the chancellor, or other campus entity, employee, officer, or agent – including any and all sub-delegations of authority – and providing that any authority not delegated expressly by such resolution is vested immediately in the board of trustees of that constituent institution.

Such proposed resolution shall be reviewed and, if acceptable in his discretion, approved by the President and returned to the board of trustees of the constituent institution for final adoption before November 1, 2021. The President shall promptly forward a copy of any proposed resolution he approves to the Board of Governors' Committee on University Governance.

In the event that a board of trustees of a constituent institution does not act in accordance with this resolution, then, effective November 1, 2021, all authority previously delegated by a campus board of trustees to any board of trustees committee, the chancellor, or other campus entity, employee, officer, or agent vests back in the board of trustees, such that only the board of trustees may exercise the authority it has been delegated pursuant to law or policy.

This the 22nd day of July 2021.


Randall C. Ramsey, Chair


Meredith R. McCullen, Secretary



Closed Session Motion

Motion to go into closed session to:

- Prevent the disclosure of information that is privileged or confidential under Article 7 of Chapter 126 and of the North Carolina General Statutes, or not considered a public record within the meaning of Chapter 132 of the General Statutes.
- Consult with our attorney to protect attorney-client privilege; and

To consider and give instructions concerning a potential or actual claim, administrative procedure, or judicial action for the following cases:

- *Kadel et al. v. Folwell, et al.*
 - *Staton v. East Carolina University*
- Consider the qualifications, competence, performance, or condition of appointment of a public officer or employee or prospective public officer or employee.

Pursuant to: G.S. 143-318.11(a)(1), (3), and (6).