February 22, 2023 at 12:30 p.m.
Via Videoconference and PBS North Carolina Livestream
University of North Carolina System Office
223 S. West Street, Board Room (17th floor)
Raleigh, North Carolina

AGENDA

OPEN SESSION

CLOSED SESSION

OPEN SESSION

THE
UNIVERSITY OF
**NORTH CAROLINA
SYSTEM**

MEETING OF THE BOARD OF GOVERNORS
Committee on Educational Planning, Policies, and Programs
February 22, 2023

Closed Session Motion

Motion to go into closed session to:

➢ Prevent the premature disclosure of an honorary award or scholarship.

Pursuant to: G.S. 143-318.11(a)(2).

DRAFT MINUTES OPEN SESSION

February 22, 2023 at 1:15 p.m.
Via Videoconference and PBS North Carolina Livestream
University of North Carolina System Office
223 S. West Street, Room 1809 (18th Floor)
Raleigh, North Carolina

This meeting of the Committee on Educational Planning, Policies, and Programs was presided over by Chair Kirk Bradley. The following committee members joined, constituting a quorum: Wendy Murphy, Anna Nelson, Raymond Palma, and Art Pope.

Chancellors participating were Franklin Gilliam, Todd Roberts, and Elwood Robinson. Wade Maki, chair of the UNC Faculty Assembly, also participated.

Staff members participating included David English and others from the University of North Carolina System Office.

OPEN SESSION

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

Chair Sloan called the meeting to order at 1:15 p.m. on January 18, 2023.

Chair Sloan reminded all members of the committee of their duty under the State Government Ethics Act to avoid conflicts of interest and appearances of conflict of interest. He asked if there were any conflicts or appearances of conflict with respect to any matter coming before the committee. There were none.

Chair Sloan called for a motion to approve the open and closed minutes of November 16, 2022.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the open and closed minutes of November 16, 2022, as distributed.

Motion: Art Pope

2. Academic Affairs Update (Item A-2)

Dr. David English gave a report about activity across the 17 University of North Carolina System institutions including an update on the Deloitte ROI project and a review of the annual North Carolina Teaching Fellows Report, which generated a robust discussion. A follow-up presentation will be provided to the committee during their February meeting.

3. Update on the Morganton Campus of North Carolina School of Science and Mathematics (Item A-3)

Chancellor Todd Roberts of the North Carolina School of Science and Mathematics provided an update on his school's expansion in Morganton. In 2010, NCSSM reached its capacity of 680 students. Five years later, the North Carolina General Assembly voted to approve the Connect NC bond, including $58 million of funding to assist in the creation of the second campus of NCCSM in Morganton. Beyond the increase in residential students, NCSSM-Morganton will reach more of North Carolina's students by expanding NCCCSM Online, NCSSM Connect, and NCCSM Summer. The institution will ultimately serve nearly 3,500 students in 2023-24, nearly 60 percent more than a decade ago.

4. Nursing Study Workgroup (Item A-4)

The North Carolina General Assembly charged the University of North Carolina Board of Governors, in collaboration with the State Board of Community Colleges, to study and provide recommendations on the methods and timeline for increasing the number of public postsecondary nursing graduates by 50 percent. A report to the legislature was produced by the workgroup: *Recommendations on Increasing Nursing Graduates in Response to SL 2022-74 (HB 103), Section 8.3* and recommendations are detailed within the report.

5. UNC System Literacy Course Review (Item A-5)

Dr. Andrew Kelly, joined by UNC System consultant, Stephanie Howard from TPI-US, provided the findings of a review of the implementation of the science of reading into elementary and special education-general curriculum teacher education programs. The results of the 15 UNC System institutions participating were disappointing. One UNC System College of education rated "strong," but most "need improvement" and one is rated "inadequate." Sixty-eight percent of North Carolina fourth graders cannot read proficiently. After much discussion Governor Wendy Murphy proposed a resolution and made a motion. The resolution states that the Board requires by July 1, 2023, all UNC System educator preparation programs in elementary and special education general curriculum address areas in need of improvement and provide evidence to the president of actions taken to bring programs into full compliance.

Motion: Wendy Murphy
Motion carried

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the resolution presented and send it to the full Board for a vote.

6. Licensure Program Approvals (Item A-6)

Two institutions seek limited licenses for students to finish their programs of study after moving to North Carolina: Abraham Lincoln University and William Jessup University.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the two limited licenses and recommend approval to the Board of Governors for a vote through the consent agenda.

Motion: Anna Nelson
Motion carried

7. Teacher Early College Agreement Renewals (Item A-7)

Some UNC System institutions operate early college and cooperative innovative high schools. The agreements between the local boards of education, local boards of trustees, the State Board of Education, and the Board of Governors are due for renewal.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the renewal agreements and recommend approval to the Board of Governors for a vote through the consent agenda.

Motion: Wendy Murphy
Motion carried

8. Revision to Section 700.1.1 of the UNC Policy Manual, *Policy on Minimum Eligibility Requirements for Undergraduate Admission to the University of North Carolina System* **(Item A-8)**

The statute outlines the 15 courses that first year applicants must complete in high school to be considered for admission to any of the 16 universities in the UNC System. The committee decided there was need for further discussion and agreed to postpone a vote until the next meeting.

There being no further business and without objection, the meeting adjourned 2:37 p.m.

_____
Anna Nelson, Secretary

AGENDA ITEM

Situation: The committee will hear an update on recent activities involving academic affairs.

Background: The University of North Carolina System Office Division of Academic Affairs complements the University of North Carolina System's core academic mission, supports faculty, and ensures success for research and sponsored and international programs. The division also aids with student affairs and other access and outreach activities.

Assessment: Information will be provided to the committee on recent updates in academic affairs at the UNC System Office and across the 17 institutions.

Action: This item is for information only.

AGENDA ITEM

A-3.   Proposed Revisions to Section 700.1.1. of the UNC Policy Manual, *Minimum Eligibility Requirements for Undergraduate Admission for the University of North Carolina System*............................Bethany Meighen

Situation: Section 700.1.1. of the UNC Policy Manual, *Minimum Eligibility Requirements for Undergraduate Admission for the University of North Carolina System* outlines the 15 courses first year applicants must complete in high school to be considered for admission to any of the 16 universities in the UNC System. A working group of System Office staff, university leadership, and external partners was created to review these courses and make recommendations on revisions.

Background: In the Summer of 2022, the UNC System Division of Academic Affairs established a working group of UNC System Office staff, Enrollment Managers, Directors for Admissions, math faculty, and NC Department of Public Instruction representatives to review the current Minimum Course Requirements (MCR) described in Section III of 700.1.1, which were last updated in 2004. Minimum course requirements for admissions establish a baseline for first-time undergraduate admissions and seek to ensure prospective applicants' college readiness. The Minimum Course Requirements include 15 courses first year applicants must complete to meet eligibility requirements for the 16 universities in the UNC System. The working group met eight times, solicited input from the NC Department of Public Instruction, the North Carolina Association of Independent Schools, and university leadership. Additional analysis was conducted by examining system peers' admissions requirements to determine possible revisions. The working group proposed revising Section III and replacing the Second Language requirement with two additional academic courses from English, mathematics, science, world languages, social studies, or computer sciences. Additional proposed revisions include clarifying language for applicants who require special consideration and recommended courses. These changes would be effective for all students applying for first-time (freshman) admission to constituent institutions beginning with the 2024 fall semester.

Assessment: The working group's recommendations are provided for review and discussion.

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

University of North Carolina Minimum Course Requirements Study and White Paper

January 19, 2023

University of North Carolina System
Raleigh, North Carolina

Executive Summary

In the summer of 2022, the UNC System Division of Academic Affairs established a working group of UNC System Office staff, enrollment managers, directors for admissions, math faculty, and North Carolina Department of Public Instruction representatives to review the current Minimum Course Requirements (MCR), described in Section III of 700.1.1 **(**see Appendix A**).** The MCR establishes a baseline set of required courses for first-time undergraduate admissions that seeks to ensure prospective applicants' college readiness. These MCRs include 15 courses, which first-year applicants must complete to meet eligibility requirements for the 16 universities in the UNC System. The working group met eight times and solicited input from the North Carolina Department of Public Instruction, the North Carolina Association of Independent Schools, and the leadership of our 16 institutions of higher learning. The worgroup conducted additional comparative analyses of the UNC System's peers' admissions requirements to determine if any additional revisions were warranted. The working group considered two policy revisions:

- Revise Section III of 700.1.1 and replace the Second Language requirement with two additional academic courses from English, mathematics, science, world languages, social studies, or computer science.
- Include AP Computer Science A and AP Computer Science Principles as courses that would meet the fourth math requirement.

Following a comprehensive review, the working group recommends that the requirement that a student complete two courses of a second language be replaced with a requirement that a student complete two additional academic courses from English, mathematics, science, world languages, social studies, or computer science. The working group does not recommend that AP Computer Science A or AP Computer Science Principles count towards the fourth math requirement.

If approved, these changes would be effective for all students applying for first-time (freshman) admission to constituent institutions beginning with the 2024 fall semester.

Background

The University of North Carolina Board of Governors first established a minimum set of secondary course requirements applicable to all constituent institutions in 1988. Minimum course requirements for admissions establish a baseline for first-time undergraduate admissions and seek to ensure prospective applicants' readiness for the first year of college. The successful completion of courses outlined in in Section 700.1.1 of the UNC Policy Manual, along with other factors such as grade point average or standardized test scores, allow students to demonstrate that they are prepared for college-level coursework. These course requirements also assist in the determination of whether a student can be admitted into a specific academic program based on their secondary school course completion. Many studies have established a positive correlation between completing secondary school math courses and graduating from college.[1] This relationship supports the relevance of establishing minimum course requirements to ensure applicants are prepared for the rigor of college-level academic courses. Secondary school course completion and the related positive outcomes also correlate across demographics.[2] Additionally, minimum course requirement policies establish universal, non-biased criteria that can help predict the success of prospective undergraduate students.[3]

Notably, the minimum course requirements have not been reviewed since 2000. At that time the Board of Governors unanimously voted to a phased increase in the minimum course requirements in the following areas:

- Fall 2004: Two units of a language other than English
- Fall 2006: One additional unit of math beyond Algebra II (4th math requirement)[4]

Given the imperative of ensuring that students admitted to study in the UNC System have the academic preparation needed to be successful, the UNC System Office initiated a comprehensive review of the MCRs in 2022. There has been incredible change in collegiate, workforce, and societal needs in the two decades since the MCRs were last reviewed. As such, a key objective of this review was to ensure that the set of courses required of all students are relevant and germane to the demands of today and the future.

Overview of Working Group

In the summer of 2022, the UNC System Office established a working group to review the current minimum course requirements. This group included UNC System staff, faculty, enrollment managers, and North Carolina Department of Public Instruction representatives (see Appendix B). The working group met bi-weekly during the fall 2022 semester to guide the research conducted by the UNC System

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[1] Charles T. Clotfelter, Steven W. Hemelt, Helen F. Ladd; Raising the Bar for College Admission: North Carolina's Increase in Minimum Math Course Requirements. Education Finance and Policy 2019; 14 (3): 492–521. : https://doi.org/10.1162/edfp_a_00258

[2] Long, M. C., Conger, D., & Iatarola, P. (2012). Effects of High School Course-Taking on Secondary and Postsecondary Success. *American Educational Research Journal*, *49*(2), 285–322. https://doi.org/10.3102/0002831211431952

[3] Long, M. C., Conger, D., & Iatarola, P. (2012). Effects of High School Course-Taking on Secondary and Postsecondary Success. *American Educational Research Journal*, *49*(2), 285–322. https://doi.org/10.3102/0002831211431952

[4] Not applicable for the University of North Carolina School of the Arts

Office staff. After collecting and analyzing data, developing and deploying surveys, liaising with admissions directors and enrollment managers at each university, and seeking insight from the North Carolina Department of Public Instruction (NC DPI) and the North Carolina Association of Independent Schools (NCAIS), the group considered possible revisions that:

1. Advance the objectives of the UNC System Strategic Plan
2. Are consistent with NC DPI graduation requirements
3. Remove barriers to access that do not improve student success
4. Provide curricular flexiblility to the variety of school options available in NC

Policy Revisions Considered

Based on findings from research and analysis of feedback from internal and external groups, the working group considered two possible revisions.

> **Revision 1**: Remove the second language requirement and replace it with two additional academic courses from English, mathematics, social studies, science, world languages, or computer science.

> **Revision 2:** Add AP Computer Science A and AP Computer Science Principles as courses that would meet the fourth math requirement.

The following sections provide information and context for merits and implications of the two revisions that were considered by the working group.

Review of North Carolina High School Graduation Requirements

The working group first reviewed the North Carolina public high school graduation requirements for students entering 9th grade in 2020-2021. All public North Carolina high school students must earn at least 22 credits in the Future-Ready Course of Study to graduate from high school. These graduation requirements prepare students for post-secondary success (see Appendix C). For additional information on courses that fulfill these requirements: https://www.dpi.nc.gov/documents/course-information/2022-2023-course-code-master-list. The NC public high school graduation requirements do not mandate that a student complete two courses in a second language, and does not mandate a student complete any Computer Science course.

Reivew of National Minimum Course Requirements

The workgroup next reviewed minimum course requirement policies in various state systems, noting minor differentiations in each category of minimum course requirements (English, Math, Science, Second Language, and Social Studies). For example, systems in Georgia, Maryland, and Texas require course in computer science or advanced technology education in the second language category. Other notable differentiations include the Texas system, which operates under the Uniform Admission Policy, where individual campuses set their minimum eligibility requirements. In the area of high school diploma standards, particularly those for English, Math, and Science, the UNC System's minimum course requirement policy is consistent with several other states, as outlined in Table 1.

Table 1: Minimim Course Requirements by State System

System	State	English	Math	Science	Second Language	Social Studies
University of North Carolina System	**NC**	**4**	**4**	**3**	**2**	**2**
California State University	CA	4	3	2	2	2
CUNY System	NY	4	3	3	0	4
State University System of Florida	FL	4	4	3	2	3
SUNY System	NY	4	3	3	1	4
Texas University System	TX	4	3	3	2 includes computer science credits	3
University of California System	CA	4	3	2	2	2
University System of Georgia	GA	4	4	4	2 includes computer science credits	3
University System of Maryland	MD	4	4	3	2 including Advanced Technology Education	3

UNC System Foreign Language Graduation Requirements

The workgroup next examined the curricular requirements of the UNC constituent universities. One of the premises of the MCRs is that they prepare students for coursework they will encounter in their first year of college, regardless of institution or major. For example, virtually every student enrolled as a first-time freshment in the UNC System will take an English, math, science, and social science course as part of their general education requirements in the first year. The workgroup looked at the course and graduation requirements of the constituent institutions to determine the extent to which foreign language is a required course. Only six of the 16 UNC System institutions require foreign language of all students. Seven of the sixteen UNC system institutions do not require foreign language as a graduation requirement, and three institutions have foreign language graduation requirements that are linked to certain colleges (College of Liberal Arts & Sciences and the College of Arts & Sciences) and degrees

(Bachelor of Arts), and six institutions have foreign language graduation requirements, as outlined in Table 2.

Table 2: Foreign Language Graduation Requirements

Required	Not Required	Major Specific Requirement[5]
NCCU	ASU	ECU*
NCSU	ECSU	UNCC**
UNCA	FSU	UNCG***
UNC-CH	NC A&T	
UNCW	UNCP	
WSSU	UNCSA	
	WCU	

Students with Documented Learning Disabilities

To further investigate modifications to the second language requirement, the working group obtained information from the following sources: UNC campus partners, including NC State University's Office of Disability Resources, UNC Pembroke's Office of Disability Resources, and representatives from the NC DPI, including the Senior Director of the NC DPI's Office of Exceptional Children. Notably, out of the 100,326 NC high school graduates in 2022, 9,800 (9.8%) were students with disabilities who require accommodations.

Consistent messaging indicated that learning a second language is complex for students with documented learning disabilities. While limited accommodations are available, a foreign language requirement may still cause completion barriers. For example, standard accommodations (extended time, note-takers, etc.) may not be as impactful as in other native language courses. Moreover, according to NC DPI leadership, a revised MCR could better fulfill the academic demands and interests of a diverse and talented spectrum of students.

NCAA Admission Requirements

The National Collegiate Athletic Association (NCAA) promulgates a minimum set of high school courses that a student-athlete must complete in order to gain eligibility. The NCAA does not require foreign language, and instead requires a student-athlete to demonstrate four additional core courses earned, which can be English, Math, Science, Social Science, or others--including foreign languages.

Review of AP Computer Science Courses Eligibility as the 4th Math

In addition to the organizations and institutions previously noted, the working group sought the insight and expertise of two mathematics experts at the North Carolina School of Science and Mathematics (NCSSM). Those individuals independently reviewed the the course and exam description for AP Computer Science A, and the course and exam description for AP Computer Science Principles. The

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[5] * ECU-List of majors that require foreign language: https://admissions.ecu.edu/wp-content/pv-uploads/sites/70/2018/08/ECU-Foreign-Language-for-Admissions-2021.pdf
**UNCC-Only required for Bachelor of Arts from College of Liberal Arts & Sciences
***UNCG-Only required for Bachelor of Arts from College of Arts and Sciences

respective course descriptions follow:

>*AP Computer Science A* *introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language.*

>*AP Computer Science Principles* *introduces students to the breadth of computer science. In this course, students will learn to design and evaluate solutions and apply computer science to solve problems by developing algorithms and programs. They will incorporate abstraction into programs and use data to discover new knowledge. Students will also explain how computing innovations and computing systems, including the Internet, work, explore their potential impacts and contribute to a computing culture that is collaborative and ethical. It is important to note that the AP Computer Science Principles course does not have a designated programming language. Teachers have the flexibility to choose a programming language(s) that is most appropriate for their students to use in the classroom.*

The NCSSM faculty approached each course review from a macro to micro perspective. The review began with the course content from the big ideas, followed by a review of the concepts of each unit and then a review of the details of each topic within each unit. This review included course objectives, unit objectives, topic learning objectives, suggested skills, and essential knowledge for each topic.

They considered the alignment of each component with North Carolina Mathematics Standards for 4th-Level mathematics courses (e.g., Precalculus, Math 4, Discrete Math for Computer Science)After reviewing these 4th-level course options, each reviewer concurred that the vast majority of course content covered in the two AP Computer Science syllabi does not align with the 4th-level mathematics courses. The reviewers identified a small number of unit topic headings that matched in title with those covered in the other 4th-level math options (e.g., Recursion). However, after further review, the suggested skills and core content for these topics do not align with the 4th-level mathematics course content. Of note, while the syllabi refer to the weight of each unit topic on the AP exam (e.g., Unit 1 primitive types: 2.5-5 percent exam weighting), this weight does not necessarily represent the percentage of each course that focuses on each of these units.

Conclusion and Recommendations

The UNC System has a long history of establishing rigorous academic standards in support of student success. Since 1988, the Board of Governors has identified the minimum set of academic courses that a student must complete in high school in order to be eligible for admissions consideration at any constitutent university. The UNC System Office constituted a working group to evaluate those requirements, last updated in 2000, to determine if any changes or modifications were warranted in the interest of student success. The working group reviewed and considered two proposals; the first would replace a requirement that students complete two second language courses with a requirement that students complete two academic courses from English, mathematics, science, world languages, social sctudies, or computer science. The second proposal would count AP Computer Science A and AP Computer Science Principles as math courses satisfying the advanced 4th math requirement.

The working group reviewed published research, NC graduation requirements, and similar policies from peer systems of higher education and consulted with experts in their consideration. Following their review, the workgroup recommends that the requirement that a student complete two courses of a second language be replaced with a requirement that a student complete two additional academic courses from English, mathematics, social studies, science, world languages, or computer science. The workgroup does not recommend that AP Computer Sciences A or AP Computer Science Principles be classified as courses that satisfy the fourth math requirement.

Appendix A

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

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

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

III. Minimum Course Requirement. The following courses must be completed at the high school level, although those courses may be completed at an earlier time (e.g., middle school).
> A. English: four-course units emphasizing grammar, composition, and literature.
> B. Mathematics: four-course units in any of the following combinations:[1]
>> 1. Algebra I, algebra II, geometry, and one unit beyond algebra II; or
>> 2. Algebra I, algebra II, and two units beyond algebra II; or
>> 3. Common core math I, II, and III, and one unit beyond common core math III; or
>> 4. Integrated math I, II, III, and one unit beyond integrated math III; or
>> 5. NC Math 1, 2, 3, and one unit beyond NC Math 3 were identified as meeting the 4th-level mathematics requirement for admission to UNC System institutions.
> C. Science: three-course units, including:
>> 1. Life or biological science (e.g., biology); and
>> 2. Physical science (e.g., chemistry, physical science, physics); and
>> 3. One laboratory course.
> D. Second Language: two-course units of a language other than English.
> E. Social Studies: two-course units, including one unit in US history

See full policy at https://www.northcarolina.edu/apps/policy/doc.php?id=781

Appendix B

MCR Working Group Members

- Dr. Tamar Avineri- Interim Dean of Mathematics, NCSSM-Durham
- Ulisa E. Bowles- Assistant Vice President for Student Affairs, UNC System Office
- Dr. Beth Bumgardner- Chair of Mathematics, NCSSM- Morganton
- Phil Cauley- Associate Vice President of Undergraduate Enrollment, WCU
- Michael Delafield- Senior Associate, General Counsel, UNC System Office
- Jamee Hunt Freeman- Director of Admissions, UNC P
- Dr. Kerwin Graham- Director of Admissions, WSSU
- Claire Kirby- Associate Provost for Enrollment Management, UNC Charlotte
- Dr. Michael Maher, Deputy State Superintendent, North Carolina Department of Public Instruction
- Dr. Bethany Meighen- Vice President for Academic & Student Affairs, UNC System Office
- Lydia Mayer- Executive Assistant, Vice President of Academic & Student Affairs, UNC System Office
- Sneha Shah-Coltrane- Director, Advanced Learning & Gifted Education, North Carolina Department of Public Instruction
- Derrick Stanford- Presidential Scholar, UNC System Office
- Jon Westover- Associate Vice Provost & Director of Admissions, NCSU

Appendix C

NC High School Graduation Requirements

All public high school students must meet minimum state graduation requirements to earn a diploma and graduate. These graduation requirements are considered the Future-Ready Course of Study (FRC) requirements and prepare students for post-secondary success.

All students must earn at least 22 credits in the Future-Ready Course of Study to graduate from high school. The Future-Ready Course graduation requirements ensure that a student is prepared for life and whatever pathway they choose after they graduate, workplace, college/university or the military. Below are the specific course requirements.

Students entering ninth grade for the first time in 2021-2022 must pass the following courses and earn at least 22 credits:

Four sequential English credits which shall be:

1. Starting with English I
2. English II
3. English III
4. English IV

Four Mathematics credits which shall be either:

1. NC Math 1, 2, and 3 and a fourth mathematics course to be aligned with the student's post-high school plans
2. In the rare instance a principal exempts a student from the Future-Ready Core mathematics sequence, except as limited by NCG..S. §115C-81(b), the student will be required to pass: NC Math 1 and Math 2 plus two additional courses identified on the NC DPI Math options chart.

Note: Credit shall be awarded for Math I, II, and III if taken before the 2016-17 school year.

Three Science credits which shall be:

1. A physical science course
2. Biology
3. an earth/environmental science course

Four Social Studies credits which shall be:

1. Founding Principles of the United States of America and North Carolina: Civic Literacy
2. Economics and Personal Finance
3. American History
4. World History

One Health and Physical Education credit:

1. Students must complete CPR instruction to meet Healthful Living Essential Standards as a requirement for high school graduation.
2. Accommodations/alternative assessments for students identified by ADA or IDEA will be provided.

Two Elective credits of any combination from either:

1. Career and Technical Education (CTE) or
2. Arts Education or
3. World Language

Note: For clarification, possible elective combinations may include 2 World Language credits; or 1 CTE credit and 1 Arts Education credit; or 2 CTE credits; or 1 Arts Education credit, and 1 World Language credit; or other combinations from a, b and c.

Four Elective credits from the following (four-course concentration recommended):

1. Career and Technical Education (CTE)
2. ROTC
3. Arts Education (e.g., dance, music, theater arts, visual arts)
4. Any other subject area or cross-disciplinary courses (e.g., mathematics, science, social studies, English, and dual enrollment courses)

Appendix D

4th-Level Mathematics Course Options
DPI. Math Options Chart
https://files.nc.gov/dpi/documents/course_information/math-options-chart.pdf

2019 NCSCOS Discrete Math:
https://www.dpi.nc.gov/documents/files/2019-ncscos-discrete-math

2019 NCSCOS Precalculus:
https://www.dpi.nc.gov/media/8286/open

2019 NCSCOS Math 4:
https://www.dpi.nc.gov/documents/files/2019-ncscos-nc-math-4

Report Authors:
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Dr. Bethany Meighen, Vice President for Academic and Student Affairs
Dr. David English, Acting Senior Vice President for Academic Affairs

The UNC Policy Manual
700.1.1
Adopted 02/10/84
Amended 04/12/00
Amended 04/11/03
Amended 07/01/07
Amended 01/11/08
Amended 02/27/15
Amended 04/15/16
Amended 07/29/16
Amended 03/30/20
Amended 11/18/21
Amended 02/24/22
Amended   /   /23

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

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

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

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

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

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

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

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

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

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

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

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

C. Science: three course units, including at least:

1. One life ~~or biological~~ science unit (e.g., biology, ecology, zoology); and

2. One non-life science unit ~~Physical Science~~ (e.g., astronomy, chemistry, earth science, environmental science, physical science, physics); and

3. One laboratory science unit~~course~~.

~~Second Language: two course units of a language other than English.~~

D. Social Studies: two course units, including one unit in U.S. history.[2]

[For students applying for first-time (freshman) admission to constituent institutions through the 2024 spring semester:]

E. Two course units of a language other than English.

[For students applying for first-time (freshman) admission to constituent institutions after the 2024 spring semester:]

E. Two additional academic courses from English, mathematics, science, social studies, world languages, or computer science. (*Note: these courses should be selected in alignment with a student's academic and career objectives. Completion of two sequential world language courses is recommended.*)

F. Applicants who require special consideration: Constituent institutions shall develop a policy for evaluating applications from students who have not completed all minimum course requirements and shall at least include provisions addressing students with a documented Individualized Education Plan (IEP) or 504 plan. The institutional policy shall be approved by the board of trustees in accordance with regulations promulgated by the president.

IV. Recommended Courses. While the minimum course requirements serve as the cornerstone of the UNC System admissions policy, students are encouraged to pursue a challenging and rigorous high school curriculum aligned with their academic and career objectives. Completion of the minimum course requirements does not guarantee admission to any individual UNC System institution. As such, students should consult with their high school counselor regarding additional courses recommended by individual UNC System institutions. Additionally, students should:

A. Consider taking the most rigorous courses available at their high school that they can successfully complete

B. Ensure to complete an academically challenging course load in their senior year, even if they have completed the minimum course requirements

IV. High School Grade Point Average and Standardized Test Scores. Students must meet either the minimum high school grade point average (GPA) or standardized test score in order to be considered for admission. All

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[2]An applicant who does not have the unit in U.S. history may be admitted on the condition that at least three semester hours in that subject be passed by the end of the sophomore (second) year.

applicants for admission, except those exempted by current UNC policy or regulation, must submit a standardized test score, even if they satisfy the minimum eligibility requirement through the high school GPA.

A.   High School GPA: A minimum weighted GPA of 2.5; or

B.   Standardized Test Scores: A composite ACT score of 19, or combined SAT (mathematics and evidence-based reading and writing) of 1010.

C.   Chancellor's Exceptions: The maximum number of chancellor's exceptions is limited to one percent of the total number of applicants accepted as first-time undergraduates each year. A chancellor's exception may be applied to the SAT/ACT minimum requirement or the high school GPA minimum requirement.

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

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

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

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

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

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

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

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

This guaranteed offer of admission shall apply only to acceptance to the respective constituent institutions, and shall not apply to any specific school, major, or program of study within the constituent institutions.

This section VI., shall be effective for all NCSSM students applying for first-time (freshman) admission to

constituent institutions beginning with the 2022 fall semester.

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

VIII.   Other Matters

A.   Effective Date. With the exception of section VI., above, the requirements of this policy shall be effective for all first-time students applying for admission at a constituent institution for any semester beginning with the 20240 fall semester through the 2025 fall semester (including students who attended the institution for the first time in the prior summer term).

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

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

UNC System
Minimum Course Requirements

February 22, 2023

Committee on Educational Planning, Policies, and Programs

Overview

- Discussion of current Minimum Course Requirements

- Review working group's findings

- Discussion of proposed policy revisions and next steps

700.1.1 Minimum Eligibility Requirements for Undergraduate Admission

- Since 1988, the UNC Board of Governors has identified the minimum set of academic courses that a student must complete in high school in order to be eligible for admissions consideration at any constituent university

- These requirements were last reviewed in 2000. At that time, the UNC Board of Governors unanimously voted to increase the minimum course requirements in the following areas:

  - Fall 2004: Two units of a language other than English-previously no second language requirement

  - Fall 2006: One additional unit of math beyond Algebra II

700.1.1 Minimum Eligibility Requirements for Undergraduate Admission

- Minimum Course Requirements - Must be completed at the high school level, although those courses may be completed at an earlier time (e.g., middle school)
  - English: four course units emphasizing grammar, composition, and literature
  - Mathematics: four course units
  - Science: three course units
  - Second Language: two course units of a language other than English
  - Social Studies: two course units, including one unit in U.S. history

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Working Group's Focus

- Key objective of this review was to ensure that the set of courses required of all students are relevant and germane to the demands of today and the future

- Considered policy revisions that
  - Advance the objectives of the UNC System Strategic Plan
  - Are consistent with NC DPI graduation requirements
  - Remove barriers to access that do not improve student success
  - Provide curricular flexibility to the variety of school options available in NC

Policy Revisions Considered

- Revise Section III of 700.1.1 and replace the Second Language requirement with two additional academic courses from English, mathematics, science, world languages, social sciences, or computer science.

- Include AP Computer Science A and AP Computer Science Principles as courses that would meet the fourth math requirement

Working Group Findings

- The NC public high school graduation requirements do not mandate that a student complete two courses in a second language, and does not mandate a student complete any Computer Science course

- English, math, and science requirements are similar to other systems, while there are differences with social studies and second language requirements

- Only 6 of the 16 UNC System institutions require foreign language as a graduation requirement for all students

- Students with documented learning disabilities struggle to meet the second language requirement

- NCAA doesn't require foreign language for eligibility

State Board of Education
NC Future-Ready Course of Study (FRC)

Students entering ninth grade for the first time in 2021-22 must pass the following courses and earn at least 22 credits:

Four sequential English credits which shall be:

1. Starting with English I
2. English II
3. English III
4. English IV

Three Science credits which shall be:

1. A physical science course
2. Biology
3. An earth/environmental science course

Four Social Studies credits which shall be:

1. Founding Principles of the United States of America and North Carolina: Civic Literacy
2. Economics and Personal Finance
3. American History
4. World History

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State Board of Education
NC Future-Ready Course of Study (FRC)

One Health and Physical Education credit:

1. Students must complete CPR instruction to meet Healthful Living Essential Standards as a requirement for high school graduation.

2. Accommodations/alternative assessments for students identified by ADA or IDEA will be provided.

Two Elective credits of any combination from either:

1. Career and Technical Education (CTE) or

2. Arts Education or

3. World Language

Four Elective credits from the following (four-course concentration recommended):

1. Career and Technical Education (CTE)

2. ROTC

3. Arts Education (e.g., dance, music, theater arts, visual arts)

4. Any other subject area or cross-disciplinary courses (e.g., mathematics, science, social studies, English, and dual enrollment courses)

Minimum Course Requirements by State System

System	State	English	Math	Science	Second Language	Social Studies
University of North Carolina System	NC	4	4	3	2	2
California State University	CA	4	3	2	2	2
CUNY System	NY	4	3	3	0	4
State University System of Florida	FL	4	4	3	2	3
SUNY System	NY	4	3	3	1	4
Texas Tech University System	TX	4	3	3	2 includes computer science credits	3
University of California System	CA	4	3	2	2	2
University System of Georgia	GA	4	4	4	2 includes computer science credits	3
University System of Maryland	MD	4	4	3	2 including Advanced Technology Education	3

UNC System Foreign Language Graduation Requirements

Required	Not Required	Major-Specific Requirement
NCCU	ASU	ECU
NCSU	ECSU	UNCC
UNCA	FSU	UNCG
UNC-CH	NC A&T	
UNCW	UNCP	
WSSU	UNCSA	
	WCU	

Students with Documented Learning Disabilities

- Consistent messaging indicated that learning a second language is complex for students with documented learning disabilities (Crombie, 1997, Sparks and Ganschow, 2001, Kormos and Miko, 2010, Kormos, 2017)

- While limited accommodations are available, a foreign language requirement may still cause completion barriers

- Standard accommodations (extended time, note-takers, etc.) may not be as impactful as in other native language courses

Student-Athletes

- The NCAA does not require foreign language, and instead requires a student-athlete to demonstrate four additional core courses earned, which can be English, math, science, social science, or others--including foreign languages

- Complete 16 core courses:
  - Four years of English
  - Three years of math (Algebra 1 or higher)
  - Two years of natural/physical science (including one year of lab science if your high school offers it)
  - One additional year of English, math, or natural/physical science
  - Two years of social science
  - Four additional years of English, math, natural/physical science, social science, foreign language, comparative religion, or philosophy

Recommendations

- Replace two units of second language with:
  - Two additional academic courses from English, mathematics, science, world languages, social studies, or computer science.
    - These courses should be selected in alignment with a student's academic and career objectives. Completion of two sequential world language courses is recommended.

- The working group does not recommend that AP Computer Science A or AP Computer Science Principles count towards the fourth math requirement

Recommendations

- Clarify science requirements
  1. One life science unit (e.g., biology, ecology, zoology); and
  2. One non-life science unit (e.g., astronomy, chemistry, earth science, environmental science, physical science, physics); and
  3. One laboratory science unit

- Assist students and high school counselors in selecting courses that meet MCR

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Recommendations

- Clarify Recommended Courses:
  - While the minimum course requirements serve as the cornerstone of the UNC System admissions policy, students are encouraged to pursue a challenging and rigorous high school curriculum aligned with their academic and career objectives. **Completion of the minimum course requirements does not guarantee admission** to any individual UNC System institution. As such, students should consult with their high school counselor regarding additional courses recommended by individual UNC System institutions. Additionally, students should:
  A. Consider taking the most rigorous courses available at their high school that they can successfully complete
  B. Ensure to complete an academically challenging course load in their senior year, even if they have completed the minimum course requirements

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Recommendations

- Applicants who require special consideration:
  - Constituent institutions shall develop a policy for evaluating applications from students who have not completed all minimum course requirements and shall at least include provisions for students with a documented Individualized Education Plan (IEP) or 504 plan. The institutional policy shall be approved by the board of trustees in accordance with provisions promulgated by the president.

Working Group

- Dr. Tamar Avineri- Math Department Chair, NCSSM Durham

- Ulisa E. Bowles- Assistant Vice President for Student Affairs, UNC System Office

- Dr. Beth Bumgardner- Math Department Chair, NCSSM Morganton

- Phil Cauley- Associate Vice President of Undergraduate Enrollment, WCU

- Michael Delafield- Senior Associate, General Counsel, UNC System Office

- Jamee Hunt Freeman- Director of Admissions, UNCP

- Dr. Kerwin Graham- Director of Admissions, WSSU

- Claire Kirby- Associate Provost for Enrollment Management, UNC Charlotte

- Dr. Michael Maher- Deputy State Superintendent, North Carolina Department of Public Instruction

- Dr. Bethany Meighen- Vice President for Student Affairs, UNC System Office

- Lydia Mayer- Executive Assistant, Vice President of Student Affairs, UNC System Office

- Sneha Shah-Coltrane- Director- Advanced Learning & Gifted Education, North Carolina Department of Public Instruction

- Derrick Stanford- Presidential Scholar, UNC System Office

- Jon Westover- Associate Vice Provost & Director of Admissions, NC State

QUESTIONS?

AGENDA ITEM

A-4.   North Carolina Teaching Fellows Program ....Andrew Kelly and Bennett Jones

Situation:	The North Carolina Teaching Fellows Program was reestablished by the North Carolina General Assembly in the 2017 State Budget (S.L. 2017-57) with the purpose to "recruit, prepare, and support students residing in or attending institutions of higher education located in North Carolina for preparation as highly effective STEM or special education teachers in the State's public schools." G.S. 116-209.62(j) requires that an Annual Report for the North Carolina Teaching Fellows Program be submitted to the Joint Legislative Education Oversight Committee by the president of the University of North Carolina System on behalf of the North Carolina Teaching Fellows Commission. The report was submitted in January and additional data was requested by the committee.
Background:	Data analysis on the North Carolina Teaching Fellows Program was developed in coordination with the North Carolina State Education Assistance Authority and the Teaching Fellow Partner Institutions. These data include the number of recipients by institution of higher education and program, number of recipients by anticipated STEM and special education licensure area, and information regarding program graduates.
Assessment:	The annual report submitted to the Joint Legislative Education Oversight Committee satisfies the requirements of G.S. 116-209.62(j). This presentation will provide additional data related to the annual report.
Action:	This item is for information only.

NORTH CAROLINA
TEACHING FELLOWS PROGRAM

UNC Board of Governors

Committee on Educational Planning, Policies, and Programs

February 2023

NCTF Program Overview

The NC Teaching Fellows Program was reimplemented in North Carolina in 2017 (NCGS § 116-209.62) and is an application-based, loan-forgiveness program for students seeking admission into selected educator preparation programs

This iteration of the program has different characteristics from the previous version:

o Allows for different entry points: high school seniors, college transfers, residency candidates

o Limited to students who intend to major in STEM or Special Education licensure areas

o Limited to 8 higher education institutions (6 public, 2 private)

Terms of Program:

o Maximum loan amount of $4,125 per semester ($8,250 per year)

o Number of semesters of eligibility based upon student's entry point to the program

o Loans must be repaid on the following schedule:

   • Service repayment – **1 year** of loan amount forgiven per **1 year** of teaching in STEM or SPED in a low-performing designated school

   • Service repayment – **1 year** of loan forgiven per **2 years** of teaching in STEM or SPED in a North Carolina public school not designated as low-performing

   • Cash repayment --
      – Teaching in NC public school **outside** of STEM or SPED
      – Teaching in NC in a non-public school
      – Another career choice (outside of education, outside of state, etc.)
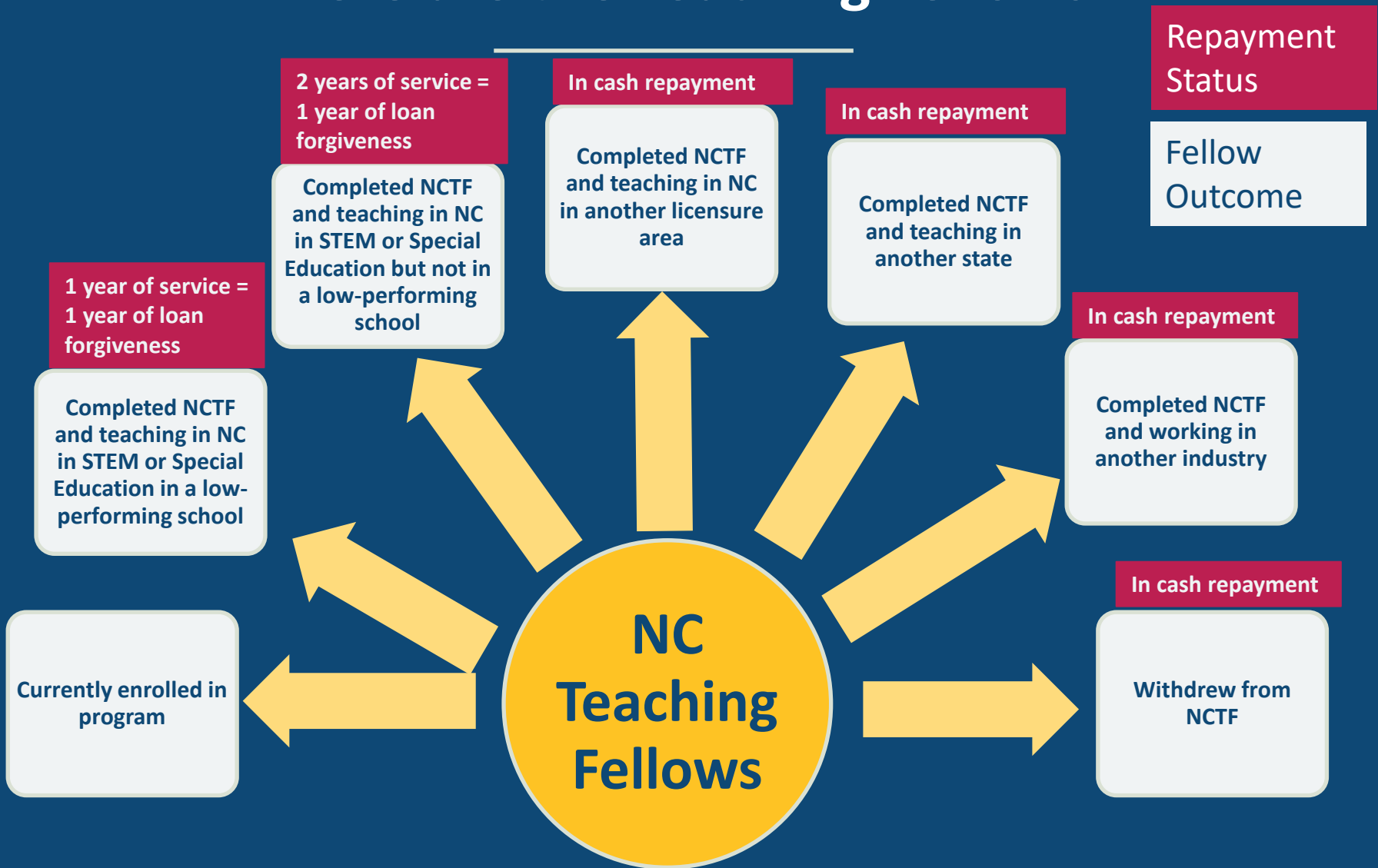   – Did not complete program

NCTF Enrollment over Time

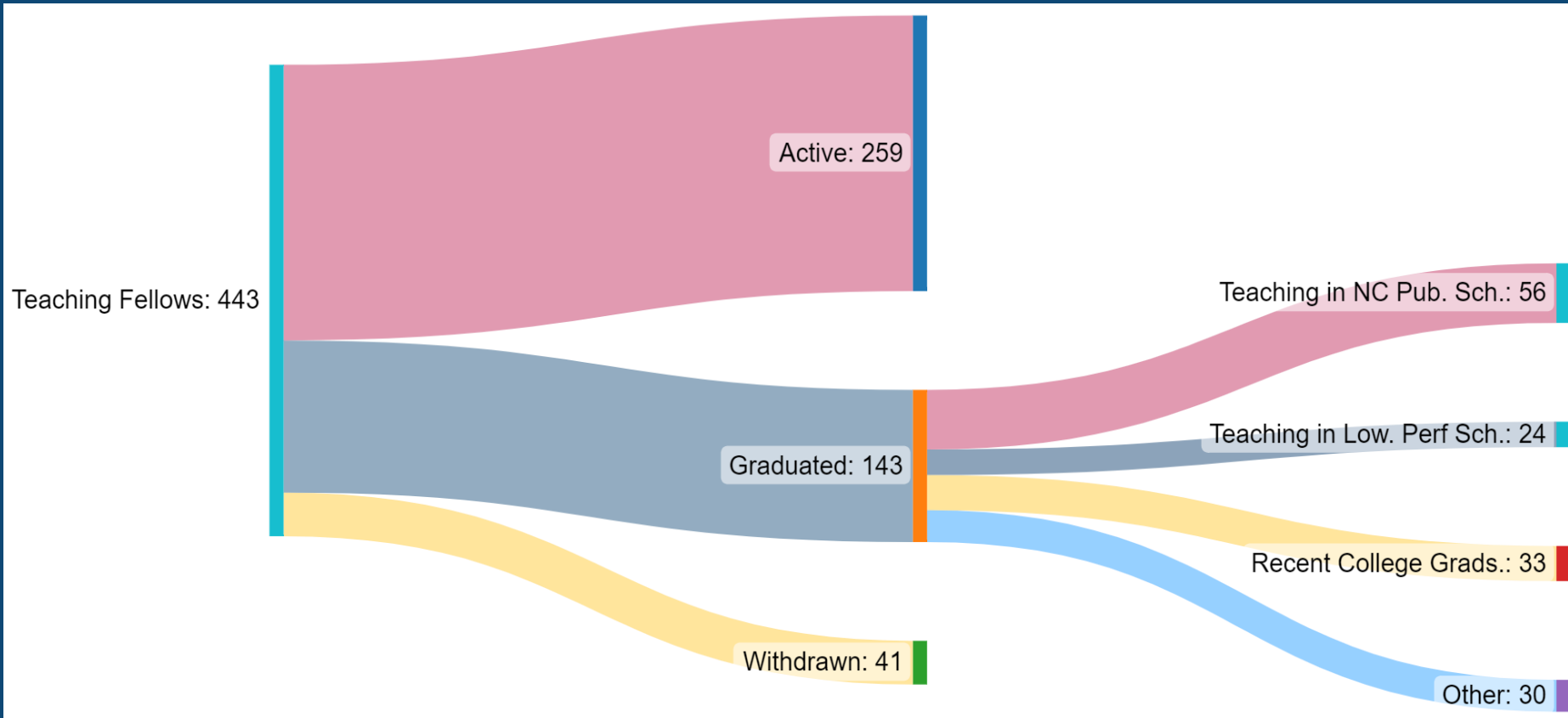|	2018-19	2019-20	2020-21	2021-22	2022-23	TOTAL
Elon University	8	7	2	7	4	28
Fayetteville State University*	---	----	----	----	2	2
Meredith College	7	7	0	8	6	28
North Carolina A&T State University*	---	---	---	---	5	5
NC State University	27	49	51	46	52	225
UNC-Chapel Hill	18	10	13	13	12	66
UNC Charlotte	19	28	21	14	20	102
UNC Pembroke*	---	---	---	---	5	5
TOTAL	79	101	87	88	106	461**

Added to the program in the 2022-2023 academic year

*** The total includes 18 students who were accepted into the program, but not funded*

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Where are the Teaching Fellows?

Repayment Status

Fellow Outcome

2 years of service = 1 year of loan forgiveness
Completed NCTF and teaching in NC in STEM or Special Education but not in a low-performing school

In cash repayment
Completed NCTF and teaching in NC in another licensure area

In cash repayment
Completed NCTF and teaching in another state

1 year of service = 1 year of loan forgiveness
Completed NCTF and teaching in NC in STEM or Special Education in a low-performing school

In cash repayment
Completed NCTF and working in another industry

NC Teaching Fellows

Currently enrolled in program

In cash repayment
Withdrew from NCTF

Teaching Fellows Outcomes

"Other" graduates include Fellows who may be teaching in private schools, teaching out of state, or working in another industry

Next Steps

1. Partner with DPI and other education and workforce partners to improve data collection and tracking of program participants and graduate outcomes (where they teach, teacher effectiveness, etc.)

2. Develop tools and partnerships to track graduates who move out of state to teach

3. Raise visibility of the program through marketing, social media, and connections with P-12 schools and NCCCS

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QUESTIONS?

AGENDA ITEM

A-5.   Comprehensive Faculty Policy Initiative .... David English

Situation: President Hans announced a comprehensive study of University of North Carolina System policies that support faculty employment, evaluation, and career progression during the January 2023 Board of Governors meeting.

Background: Faculty are at the core of the mission of the UNC System, which is to "…discover, create, transmit, and apply knowledge to address the needs of individuals and society." Within that mission, teaching is identified as the primary responsibility of each of the constituent institutions. When the UNC System was consolidated in 1972, one of the first activities the University of North Carolina Board of Governors and constituent institutions undertook was the development of a framework for faculty employment. This framework helped the UNC System achieve excellence and national recognition over its first 50 years.

`   However, the UNC System has not engaged in a holistic and meaningful look at faculty employment and evaluation structures in decades. The landscape for faculty work has changed dramatically in recent years, and we need robust and nimble employment structures that are designed for the next 20 years, not the past 20 years. It is critical that our faculty policies contain incentives and reward structures that provide faculty and institutions the opportunity to be as successful as possible.

To accomplish this, workgroups have been established to conduct a comprehensive examination of the policies and regulations that guide campus approach to faculty employment, including faculty workload, post-tenure review, professional/teaching faculty tracks, evaluation of teaching, faculty recognition programs, and the development of a faculty retirement incentive program.

Assessment: David English, senior vice president for academic affairs and chief academic officer, UNC System Office and Wade Maki, UNC System faculty chair, are serving as co-chairs of the initiative and will provide an overview of work planned for the committee.

Action: This item is for information only.

AGENDA ITEM

Situation: Faculty are the core means by which the University of North Carolina System fulfills its statutory mission to "…discover, create, transmit, and apply knowledge." Faculty apply advanced training and education towards teaching, research/creative activity, and service in support of the mission of their individual constituent institution and the broader UNC System mission. The University of North Carolina Board of Governors has adopted a policy and regulation to ensure that constituent institutions are deploying and monitoring faculty workloads in a consistent, efficient, and effective manner across the UNC System. However, this policy and regulation has not been updated in a decade.

Background: Faculty are critical for advancing the quality and impact of the UNC System and its constituent institutions. Faculty hold primary responsibility for designing and implementing curricula and academic programs, supporting student success, engaging in research/creative activity, and providing service and enhancing the quality of life for North Carolinians. As the nation's first public university, the UNC System has a special responsibility to ensure that faculty resources are applied in a manner that provides the most significant and positive benefit for North Carolina.

The Board has identified teaching, or instruction, as the primary responsibility of each of the institutions. Further, the Board has previously established the expectation that teaching "…should be the first consideration of all UNC institutions" in evaluating faculty. As such, teaching responsibilities serve as the core requirement and foundation of the faculty workload policy.

Assessment: This session will provide an overview of the current faculty workload policy; outline approaches taken in other states, systems, and universities; and identify challenges and opportunities that the workgroup will consider in the coming months.

Action: This item is for information only.

AGENDA ITEM

A-7.   UNC System Academic Degree Program Actions ....Daniel Harrison

Situation: Section 400.1.1[R] of the UNC Policy Manual, *Regulation for Academic Program Planning and Evaluation*, defines the academic program actions that require approval from the University of North Carolina Board of Governors and those actions that are delegated to staff at the University of North Carolina System Office. This report presents those program actions that require Board approval.

Program Establishments (Vote Required)

The University of North Carolina at Greensboro requests establishment of the Master of Science in Instructional Technology and Design (MS, CIP 13.0501)

The University of North Carolina at Pembroke requests establishment of the Doctor of Nursing Practice (DNP, CIP 51.3818)

Program Discontinuations and Consolidations (Vote Required)

East Carolina University requests discontinuation of the Master of Science in Athletic Training (MS, CIP 51.0913)

The University of North Carolina at Greensboro requests discontinuation of the Master of Political Science (MA, CIP 45.1011)

Western Carolina University requests the discontinuation of the Master of Science in Science and Entrepreneurship (MS, CIP 30.1501)

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

Assessment: Approval of the requested program actions is recommended.

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

Request for Authorization to Establish
Master of Science (M.S.) in Instructional Technology and Design
CIP 13.0501
The University of North Carolina Greensboro

I. Program Highlights

- The University of North Carolina at Greensboro proposes the establishment of a Master of Science in Instructional Technology and Design.
- The program prepares teachers, instructors, and trainers to use technology to design, deliver, and assess top-quality, accessible learning and development across industries including academia, government, military, nonprofits, and the private sector. The program aims to expand instructional design to fields outside of traditional educational environments, model best practices in design, development, and assessment, and use the best technologies to ensure teaching and learning is accessible to all.
- The proposed program stands to advance core goals of the mission and vision of UNC Greensboro. The curriculum prepares students to teach and learn across industries, meets student needs for online program offerings, and provides innovative approaches to meeting social and economic challenges related to education and technology.
- Instructional design positions have never been more prevalent in the job market than they are post-covid. Designing online instruction and training has become a high priority for all types of organizations, including the military, corporations, non-profits, universities and colleges, and K-12 systems. The pandemic taught organizations about the need to be well-positioned to pivot institutional training and learning to online environments in times of crisis. It also illustrated how efficient and effective online education is for sectors including and beyond education.
- The creation of effective online education – whether for K-12, industry, or higher education – requires expertise in instructional technology and design (ITD).
- As more institutions move to take advantage of the potential benefits of online education, the need for experts in ITD continues to grow. Experts speculate there are not enough instructional designers to fill current needs. The Bureau of Labor Statistics predicts the job market will grow eight percent through 2031, resulting in nearly 37,000 openings each year — higher than average growth. At the state level, experts forecast employment for training and development specialists will grow 12 percent in North Carolina by 2028 — and 11 percent nationally by the end of the decade.

II. Academic Program Planning Criteria (UNC Policy 400.1)

1. **Relation to Campus Distinctiveness and Mission.** Aspects of this program relevant to the UNC Greensboro Strategic Plan include commitment to increasing enrollment of low-income and rural students and increasing the credentials earned related to K-12 education. The following University of North Carolina System-defined goals pertain to this program: 1) UNCG will increase enrollment of low-income (Pell grant eligible, in-state) students; 2) UNCG will increase enrollment of rural students (in-state, from a Tier 1 or 2 county); and 3) UNCG will increase the numbers of credentials earned in STEM fields, health sciences, and K-12 education. The program's online modality and affordability will increase access for rural and low-income students.

2. **Student Demand.** As of fall 2021, the existing M.Ed. with Instructional Technology focus enrolled 25 students, reflecting strong student demand. The new degree program is expected to continue to draw the same population of students interested in instructional technology and design in the K-12 context. Additionally, consultation with other programs revealed those that expanded curricular coverage to

prepare students for a wider variety of professional environments (including NC State University, University of North Carolina at Charlotte, and University of North Carolina Wilmington) were typically thriving. The new degree program will help attract a broader population of students who are interested in practicing instructional design beyond K-12 contexts.

3. **Employment Opportunities for Graduates.** Graduates of the program will be well-equipped to pursue multiple in-demand careers such as training and development specialists/managers, instructional coordinators, technical trainers, curriculum and instructional designers, and directors of training and development. The Bureau of Labor Statistics reported that job opportunities for training and development specialists and instructional coordinators are expected to grow at higher-than-average rates from 2020-2030: 11 percent and 10 percent, respectively.

   According to ONet, nationally, instructional coordinators earn a median salary of $63,740. Within North Carolina, instructional coordinators earn a median salary of $60,560. Training and development specialists earn a similar median salary, approximately $60,000. North Carolina is expected to add 650 instructional coordinator positions and 1,250 training and development specialist positions by 2030. Career One Stop forecasts 55,600 positions across both job titles that are expected to be available nationally. Graduates of the program are qualified for a range of positions, and many will be qualified for above entry-level positions due to previous experience. Higher level instructional design positions (e.g., at the manager-level) have an average salary in North Carolina of $114,560 and can earn up to $120,130 nationally.

4. **Impact on Access and Affordability.** The program requires 30 credits to complete. The annual, full-time tuition rate is $5,219 for in-state students and $18,937 for out-of-state students. Compared with similar programs offered in the UNC System, the program is one of the least expensive graduate programs in the state. The typical North Carolina salary a graduate of this program might earn is approximately $60,000. However, depending on their previous experience, they could earn $100,000 or higher. Based on this salary, it is estimated a graduate would be able to recoup the cost of the degree after two years.

   UNCG is not requesting any program-specific fees or tuition differential for this program. Tuition and fees for the 2022-23 AY full-time (12+ credit hour) rates are as follows:

   Full-Time 2022-2023 Distance Education Graduate Tuition and Fees per Year (In Dollars)

Category	NC Resident		Non Resident
Tuition	5,219		18,937
Tuition Differential	--		--
Mandatory Fees (Educational & Technology, Security, ASG)	522.00		522.00
Special Fees	--		--

5. **Expected Quality.** UNCG LIS employs synchronous online delivery for most of its courses using video conferencing software to ensure that students have real-time interactions with faculty and peers. Consistent with highly ranked ID programs across the country, the program's curriculum addresses the following major themes: (1) instructional design foundations, (2) the design process, (3) trends and emerging issues, and (4) real-world opportunities via capstone/internship and portfolio development. To complete their 30 hours students are required to complete three core courses and two leadership courses, as well as selected electives. In addition to the major themes, the program also emphasizes equity and accessibility considerations in design and learning across course offerings.

6. **Faculty Quality and Number.** Faculty must possess an earned doctorate in instructional design/educational technology or a closely related field, or should have a master's in instructional design/educational technology. In addition to this, faculty will be required to have at least five years' work experience in the field, plus criteria for excellence in one of five areas including teaching excellence, research, or special licensures/certifications.

   UNCG faculty have over 125 years combined experience offering graduate education online. They are campus leaders in innovative distance learning delivery with nationally-ranked, high quality programs (MLIS #23 and School Library Media #8). Annual conferences are centered on these online modalities allowing faculty to undergo continuous development in this area. UNCG also requires faculty who teach online to engage in initial and subsequent training and development.

7. **Relevant Lower-level and Cognate Programs.** UNCG offers a 12-credit hour certificate in instructional design that provides a pathway into the full master's degree.

8. **Availability of Campus Resources (library, space, etc.)** Existing campus physical spaces and infrastructure are adequate to support the program and its projected growth to 60-80 students. No new space will be required since the program is already offered under a different degree name and is 100 percent online.

   Due to the well-established B.S., M.A., and Ph.D. programs in the School of Education, the libraries have a comprehensive collection of materials to support the new program. The libraries' collections consist of more than 1.2 million print monographs, over 620,500 federal and state documents, more than 300,000 microforms, and 49,000 audio units. The libraries provide access to more than 50,000 serial titles, of which over 45,000 are electronic journals. In recent years, the number of electronic books (e-books) has increased substantially, with over 370,000 accessible online. UNCG users are able to access more than 650 electronic databases, including Education Source, Proquest Education, Science Direct, ERIC, Education in Video, LISTA (Library, Information Science, and Technology Abstracts), and major social science data resources such as ICPSR and Roper Center. In addition to collections, UNCG libraries have an education librarian who specializes in resources for education disciplines. The department works with the libraries to keep collections up-to-date, and the department has an annual budget available to request books or other materials to be added to the collection.

   Existing Programs (Number, Location, Mode of Delivery). There are seven similar programs offered in the UNC System. Five of the programs, including the Master of Arts in Media, Technology and Learning Design at Appalachian State University, Master of Educational Technology at North Carolina Central University, M.Ed. in Training and Development at NC State University, M.A. in Educational Innovation, Technology, Entrepreneurship at University of North Carolina at Chapel Hill, and Master of Science in Instructional Technology at University of North Carolina Wilmington, are offered both online and face-to-face. The Master of Science in Instructional Technology at East Carolina University is only offered online and the M.Ed. in Educational Leadership focused on Learning, Design, and Technology in Higher Education at University of North Carolina at Charlotte is only offered face-to-face.

9. **Potential for Unnecessary Duplication.** Although similar degrees are offered in the UNC System, many of the programs are K-12 focused. Most programs are delivered asynchronously. Since synchronous delivery is a niche for LIS instructional delivery, UNCG can bring the same expertise to this degree. The proposed program has a unique focus on instruction for diverse learners and accessibility in the online environment.

UNCG has smaller class sizes and more student-centered attention in the program. Additionally, program directors across the System have been alerted to the fact that this curriculum is already offered currently at UNCG under the M.Ed. degree title and is not a new curricular offering for UNCG.

10. **Feasibility of Collaborative Program**. UNCG is open to opportunities to work collaboratively to make unique courses available. Increased collaboration, in a more formal way, is welcomed.

III.   Summary of Review Processes

1. **Campus Review Process and Feedback.** UNCG department faculty, School Curriculum Committee, and university-wide curriculum committees, as well as the dean of the school and the provost, reviewed and approved the request. The program proposal was reviewed and approved by the UNCG chancellor prior to submission to the University of North Carolina System Office.

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

IV.   Recommendation

The recommendation is that the University of North Carolina Board of Governors approve the request from UNCG to establish the Master of Science (MS) in Instructional Technology and Design (CIP 13.0501) effective fall 2023.

Request for Authorization to <u>Establish</u>
Doctor of Nursing Practice (DNP)
CIP 51.3818
The University of North Carolina at Pembroke

I. Program Highlights

- The University of North Carolina at Pembroke proposes the establishment of a Doctor of Nursing Practice (DNP) with a Population Health focus.
- Access to health care is a documented problem in impoverished rural communities. The DNP with a Population Health focus identifies facilitators and barriers to effective health care delivery at the macrosystem level. The result is a more effective use of resources and positive impacts on resource utilization and health outcomes at the individual, aggregate, and community levels. Bringing the DNP in Population Health degree to UNC Pembroke has the potential to improve population health, individual patient experiences, and health outcomes.
- The DNP is an innovative academic program that celebrates the university's unique heritage and history as a minority serving institution through local community, regional, state, and national engagement. The proposed DNP will support the mission of the college, university, and University of North Carolina System. The program will provide curricular content, learning activities, and scholarship opportunities designed to improve health and wellness outcomes and the quality of life for individuals, families, and communities. The program will enhance the intellectual, cultural, economic, and social life of the region as stated in the UNCP mission and address the needs of individuals and society in accordance with the UNC System's mission.
- The proposed DNP will enhance the university's ability to provide additional graduate educational opportunities and prepare students for rewarding careers, postgraduate education, leadership roles, and fulfilling lives. The program will enable the university to play a vital role in addressing the shortage of health care professionals in an underserved area of the state and make a lasting contribution to improving health outcomes in a rural population.
- Graduates of the DNP in Population Health will serve as program directors, service providers, educators, and leaders who provide oversight to planning, directing, and implementing evidence-based population health programs at the local, state, or national level. Through the rigor of a doctoral education, UNCP students will be conspicuously present in high profile organizations in the public and private sector.

II. Academic Program Planning Criteria (UNC Policy 400.1)

1. **Relation to Campus Distinctiveness and Mission.** The College of Health Science (CHS) at UNCP was established in 2018 in response to the findings of a legislative study (N.C.S.L. 2017-57) conducted on behalf of the university and the University of North Carolina Board of Governors. The new CHS was formed to address the specific needs of the university's service region by building upon the infrastructure of existing UNCP health-related programs. One of the identified high need health care areas is nurses. According to the *North Carolina Nursing Supply and Demand Study* authored by The Cecil G. Sheps Center for Health Services Research at the University of North Carolina at Chapel Hill in partnership with the North Carolina Board of Nursing, significant shortages in the nursing workforce are anticipated by the year 2033. Graduates of the proposed UNCP DNP program will be poised to contribute to mitigating these shortages.

2. **Student Demand.** Demand for the DNP degree has been growing regionally and nationally. DNP programs are now available in all 50 states plus the District of Columbia. From 2018 to 2019, the number of DNP graduates increased from 7,039 to 7,944. According to the American Association of Colleges of Nursing (2022), there were 384 active DNP programs in the United States in 2020. The number of enrolled DNP students increased from 6,599 in 2010 to 35,755 in 2020. There were 826 applications to DNP programs at UNC System institutions for the 2021-22 academic year. Of these, only 350 were admitted, leaving 476 applicants who were turned away. From 2018 to 2021, an average of 190 students graduated with a DNP from UNC System institutions each year. Two needs assessment surveys conducted among UNCP nursing graduates, current students, and affiliated community college educational partners in 2021 and 2022 indicate that there would be substantial interest in attending the DNP program in Population Health if it were offered at UNCP.

3. **Employment Opportunities for Graduates.** According to the U.S. Bureau of Labor Statistics, the need for advanced practice nurses, which includes Doctor of Nursing Practice (DNP) nurses, is expected to grow by 45 percent by 2029. This is much faster than the national average of other healthcare-related professions. Candidates with an earned DNP qualify for positions as nurse educators, senior academic leaders, and senior leadership positions in care settings. The nurse leader or educator with a DNP in Population Health degree qualifies for positions as nurse leaders (supervisors, head, or charge nurses) in hospitals or clinics, quality improvement managers, infection prevention specialists, healthcare informatics nurses, clinical nurse educators, clinical nurse Researcher, community health nurses, university professors, and policy makers.

4. **Impact on Access and Affordability.** A student of nursing at UNCP can enter a clear educational pathway from a directed program in a community college to the Bachelor of Science in Nursing degree, to the Master of Nursing degree, which leads seamlessly to the terminal degree of the Doctor in Nursing Practice in Population Health. The median amount of student loan debt anticipated by graduate nursing students upon program completion is between $40,000 and $54,999. The cost of an online DNP degree at a private university in North Carolina is currently $136,012.00 for the total 74 minimum credit units (Duke University, 2021). In addition, federal student loan forgiveness programs for nurses offer financial assistance in exchange for work commitments in underserved communities or in the public sector. The nursing federal loan forgiveness programs will reduce the overall monies owed if a federal loan is taken out and paid back over a 10-year period.

In January 2024, UNCP will request a $1,000 tuition differential for this program. Approval of the proposed tuition differential is handled separately through the annual tuition and fee process. Tuition and fees for full time full-time (9+credit hour) students are as follows:

Full-Time 2022-2023 Graduate Tuition and Fees per Year (In Dollars)

Category	Resident	Non-Resident
Tuition	$4,280	$17,339
Tuition Differential (to be requested January 2024)	$1,000.00	$1,000.00
Mandatory Fees (Athletics, Student Activities, Health Services, Educational & Technology, Campus Security, Debt Service, ASG)	$2,494.76	$2,494.76

Special Fees	--	--

5. **Expected Quality.** The degree will consist of 35 semester credit hours of required coursework and will take six semesters to complete. The DNP program will be offered primarily online with guided opportunities for regional experiences to ensure timely graduation and achievement of educational goals. A total of 1,000 post-baccalaureate clinical hours is required, 500 of which can be from a master's level program. Voluntary accreditation through the Commission on Collegiate Nursing Education (CCNE) will be a directed goal for the new doctoral program. UNCP has two mobile clinics which help to provide nursing care to remote populations and a telehealth lab that allows for interprofessional communication to provide learning opportunities for students and services for the community, region, and state.

6. **Faculty Quality and Number.** The DNP is a professional practice degree. The 14 current faculty who will teach in the UNCP DNP all have a terminal degree in nursing in addition to many other post-doctoral credentials. The faculty will have extensive clinical practice and teaching experience in addition to research experience, research funding, publications, and experience directing student research. Over the first four years of the program, the university will hire three new faculty members and a program director who will be a faculty member.

7. **Relevant Lower-level and Cognate Programs.** The McKenzie-Elliott School of Nursing offers BSN and MSN degrees. The BSN includes a traditional Pre-licensure BSN program, Accelerated Pre-licensure BSN Program, and RN-BSN program. The traditional pre-licensure BSN option is four academic years in length and encompasses lower-division coursework in liberal arts and nursing prerequisites and upper division coursework in the nursing major. The length of the accelerated BSN option is three full semesters plus the summer and is for students admitted to the baccalaureate nursing program at the upper division level. The RN-BSN completion option is designed for registered nurses who wish to earn the baccalaureate nursing degree. The MSN has specialty tracks in nursing education, clinical nurse leader, and clinical prevention and population health. The proposed DNP curriculum builds upon the MSN competencies and domains required by CCNE for national accreditation.

8. **Availability of Campus Resources (library, space, etc.)** The DNP will be housed in the Weinstein Health Sciences Building. Opened in 2012, this 87,000-square foot allied health building houses the McKenzie-Elliott School of Nursing. No new square footage will be required in the first 10 years of the program's operation. Due to the online modality of instruction, existing infrastructure on campus will not require new construction or conversion of existing space. The Mary Livermore Library has holdings which will need minimal expansion to support the instructional and research needs of the DNP. The library has online services to aid students in research and resource acquisition.

9. **Existing Programs (Number, Location, Mode of Delivery).** Within the UNC System, seven institutions offer a DNP degree (CIP 51.3818). These are The University of North Carolina at Chapel Hill, East Carolina University, University of North Carolina at Charlotte, The University of North Carolina at Greensboro, University of North Carolina Wilmington, Western Carolina University, and Winston-Salem State University. The DNP is offered online at all these UNC System institutions.

10. **Potential for Unnecessary Duplication.** The DNP in Population Health is a unique degree for the UNC System and will allow multiple focus areas such as leadership, public health, and mental health while utilizing skills such as care management, fiscal oversight, and risk reduction. The DNP in Population Health allows the graduate to influence health practice, apply evidence-based interventions, and translate research into innovative practices in any population. These skills are especially applicable in rural communities that lack accessible health resources.

11. **Feasibility of Collaborative Program**. Because the DNP in Population Health is unique in the UNC System, there are many possibilities and opportunities for collaboration with other institutions. Examples of collaboration may include shared faculty with expertise in Public Health, Health Services, Management, Maternal/Child Health, and Health Behavior. Current and future collaboration with the doctoral programs in Health Behavior, Health Informatics, or Health Policy and Management, Maternal/Child Health, or Pharmaceutical Sciences across the system include practice and research collaboration with University of North Carolina at Chapel Hill College of Nursing and East Carolina University College of Nursing and other agencies with a strong population focus such as schools of public health.

Summary of Review Processes

1. **Campus Review Process and Feedback. (Note what individuals and deliberative bodies reviewed and approved.)** Program proposals are approved through the university curriculum development and revision process which includes review by the department faculty, department chair, dean, and provost. The process includes a review by the Curriculum Subcommittee and Academic Affairs Committee of the Faculty Senate as well as the Faculty Senate as whole.

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

III.   Recommendation

The recommendation is that the University of North Carolina Board of Governors approve the request by UNCP to establish the Doctor of Nursing Practice (DNP) (CIP 51.3818) effective fall 2023.

Request for Authorization to <u>Discontinue and/or Consolidate</u>
Academic Degree Programs

<u>East Carolina University – Master of Science in Athletic Training (MS)</u>
(CIP 51.0913)

Overview: The Master of Science in Athletic Training (51.0913) at East Carolina University will be <u>discontinued</u> effective spring 2023. The request to discontinue delivery of the degree program was approved by the head of the program, appropriate institutional committees, and chief academic officer.

Changes in accreditation requirements for Athletic Trainer certification and licensure required East Carolina University to discontinue the Bachelor of Science in Athletic Training and revive an inactive Master of Science in Athletic Training. However, a decline in student demand for the Master of Science in Athletic Training has resulted in difficulty recruiting and enrolling qualified applicants.

No students are currently enrolled in the program and no staff members will be affected by the discontinuation of the program. Three faculty members will be reassigned, in accordance with their credentials and university instructional needs. Plans are underway for faculty transitions to clinical and experiential instruction roles in public health or instructional roles in human performance programs.

Recommendation: Staff recommends that the University of North Carolina Board of Governors approve ECU's request to discontinue the delivery of the Master of Science in Athletic Training (51.0913) effective spring 2023.

Request for Authorization to <u>Discontinue and/or Consolidate</u>
Academic Degree Programs

<u>University of North Carolina at Greensboro – Master of Political Science (MA)</u>
(CIP 45.1011)

Overview: The Master of Political Science (45.1011) at The University of North Carolina at Greensboro will be <u>discontinued</u> effective fall 2023. The request to discontinue delivery of the degree program was approved by the head of the program, appropriate institutional committees, and chief academic officer.

Interest in the Master of Political Science has waned significantly. The department's other master's credential, an accredited Master of Public Administration, has become the graduate degree of choice for public service-minded students as reflected in strong enrollment numbers. No students are currently enrolled in the Master of Political Science. Faculty in the department teach in both programs and will not need to be reassigned due to the number of shared courses. No staff members will be affected by the discontinuation of the program.

Recommendation: The recommendation is that the University of North Carolina Board of Governors approve UNC Greensboro's request to discontinue the delivery of the Master of Political Science (45.1011) effective fall 2023.

Request for Authorization to <u>Discontinue and/or Consolidate</u>
Academic Degree Programs

<u>Western Carolina University – Master of Science in Science and Entrepreneurship (MS)</u>
(CIP 30.1501)

Overview: The Master of Science in Science an Entrepreneurship (30.1501) at Western Carolina University will be <u>discontinued</u> effective spring 2023. The request to permanently discontinue the degree program was approved by the head of the program, appropriate institutional committees, and chief academic officer.

The program is being discontinued to correct the Academic Program Inventory. The Master of Science in entrepreneurship (MS) was deactivated at the campus level and removed from the course catalog in 2010. However, a request to discontinue did not advance to the University of North Carolina Board of Governors for final approval. The last students in the MS were enrolled in 2010. No faculty or staff members will be reassigned due to the discontinuation of the program.

Recommendation: The recommendation is that the Board of Governors approve WCU's request to discontinue the Master of Science in Science and Entrepreneurship (30.1501) effective spring 2023.