

September 17, 2025 at 2:45 p.m.
Via Videoconference and PBS North Carolina Livestream
UNC System Office
223 S. West Street, Board Room
Raleigh, North Carolina

AGENDA

OPEN SESSION

- A-1. Approval of the Open Session Minutes of May 14, 2025 Terry Hutchens
- A-2. 2024-25 Committee on Educational Planning, Policies, and Programs Annual Report.....David English
- A-3. Academic Affairs Update.....David English
- A-4. Proposed Revisions to Section 700.7.1 of the UNC Policy Manual, *Policy on Military Student Success* Mary Varghese
- A-5. UNC System Academic Degree Program Actions.....David English
- A-6. Proposed Revisions to Section 400.1.6 of the UNC Policy Manual, *Policy on the University of North Carolina Academic Calendar and Credit Requirements*..... Dan Harrison
- A-7. Comprehensive Articulation Agreement Annual Report Katie O'Connor
- A-8. Revisions to Comprehensive Articulation Agreement Katie O'Connor
- A-9. Adjourn

DRAFT MINUTES

May 14, 2025 at 2:45 p.m.
Via Videoconference and PBS North Carolina Livestream
UNC System Office
223 S. West Street, Board Room
Raleigh, North Carolina

This meeting of the Committee on Educational Planning, Policies, and Programs was presided over by Chair Terry Hutchens. The following committee members, constituting a quorum, were also present in person: Gene Davis, Sonja Phillips Nichols, Kathryn Crisp Greeley, Mark Holton, and Javier Limon

Chancellor participating was Kelli R. Brown.

Staff members present included David English, Bethany Meighen, Hallie Knuffman, Daniel Harrison, Kaity McNeill, and others from the UNC System Office.

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

Chair Hutchens called the meeting to order at 2:45 p.m., Wednesday, May 14, 2025. The open session minutes from the April 9, 2025, committee meeting were approved by unanimous consent.

2. Academic Affairs Update (Item A-2)

Dr. David English began with a review of several reports including:

- UNC System Intercollegiate Athletics and Financial Transparency Report
- North Carolina Area Health Education Centers (NC AHEC) Annual Report: "Outcomes of North Carolina Medical School Graduates"
- Report on UNC System Institutions' Major-specific Waivers
- Update on UNC System Waivers for Exceeding 120-Credit Hour Limits — The result is a reduction of almost 40 percent in the number of degrees with exceptions to the 120-credit hour limit. This serves as an example of "good governance" at work and evidence of the Board's and our institutions' focus and commitment to save students time and money while ensuring academic quality.

3. UNC System Enrollment Challenges and Opportunities (Item A-3)

Dr. Bethany Meighen led the discussion, stating that universities nationwide are encountering enrollment challenges. UNC System institutions are taking proactive and innovative steps to address the challenges and to

attract a diverse range of students beyond traditional college-aged students. We heard from the University of North Carolina at Greensboro and Western Carolina University about their initiatives to strengthen pathways to their campuses. Chancellor Kelli R. Brown from WCU and Ms. Tina McEntire, vice chancellor for Enrollment Management at UNCG, led the discussion. Successful strategies included attracting transfer and adult students, pursuing direct admissions programs like NC College Connect, partnering with Project Kitty Hawk to develop online programs, expanding use of enrollment marketing and technologies, and building and expanding partnerships with community colleges and local employers.

4. UNC System Peer Study (Item A-4)

The committee reviewed the updated UNC System Peer Study that was previously presented to the committee in April. The committee voted to approve the revised peer institution lists for each of the constituent universities, which was also submitted to the Board through the consent agenda to be effective July 1, 2025 – June 30, 2030.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the nine requests for licensure approval and the limited license as discussed and for submission to the Board through the consent agenda.

Motion: Gene Davis

Motion carried

5. UNC System Academic Degree Program Actions (Item A-5)

Daniel Harrison, vice president, presented recommended actions on academic degree programs across the System.

The following programs were recommended for program establishments:

Fayetteville State University

Bachelor of Science (BS) in Special Education CIP 13.1001

North Carolina Agricultural and Technical State University

Bachelor of Science (BS) in Aeronautical and Astronautical Engineering CIP 14.0201

Bachelor of Science (BS) in Educational Studies CIP 13.0901

NC State University

Master of Science (MS) in Global One Health CIP 26.1305

University of North Carolina at Greensboro

Bachelor of Science (BS) in Cybersecurity CIP 11.1003

Bachelor of Science (BS) in Human Resources Management CIP 52.1001

University of North Carolina Wilmington

Bachelor of Science (BS) in Public Policy and Administration CIP 44.0501

Western Carolina University

Bachelor of Science (BSME) in Mechanical Engineering CIP 14.1901

The following programs were recommended for discontinuation and consolidation

East Carolina University

Master of Arts in Education (MAED) in Art Education (K-12) CIP 13.1302

Master of Arts (MA) in Health Education CIP 51.2207

University of North Carolina Asheville/University of North Carolina at Chapel Hill

Master of Public Health (MPH) CIP 51.2201

University of North Carolina at Charlotte

Master of Education (MEd) in Elementary Education CIP 13.1202

Chair Hutchens called for a motion to approve the eight requests for program establishment and the four requests for discontinuation and consolidation, as discussed, and to submit them to the Board through the consent agenda.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the eight requests for program establishment and the four requests for discontinuation and consolidation, as discussed, for submission to the Board through the consent agenda.

Motion: Gene Davis

Motion carried

6. Licensure Program Approvals (Item A-6)

The following institutions requested licensure approval:

- DeVry University, an existing licensed institution
- Johnson & Wales University, an existing licensed institution
- South College – Asheville, an existing licensed institution
- Universal Technical Institute, an existing licensed institution
- University of South Carolina, an existing licensed institution
- Walden University, an existing licensed institution
- Watts College of Nursing, an existing licensed institution
- Aspen University, a new applicant for licensure
- Community Based Education and Development, d/b/a CBD College, a new applicant for licensure
- One institution seeks a limited license to provide postsecondary instruction to three students in North Carolina.

Chair Hutchens called for a motion to approve the nine requests for licensure approval and the one limited license, as discussed, and to submit to the Board through the consent agenda.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the nine requests for licensure approval and the limited license as discussed and for submission to the Board through the consent agenda.

Motion: Gene Davis

Motion carried

There being no further business and without objection, the meeting was adjourned at 3:45 p.m.

Sonja Phillips Nichols, Secretary

AGENDA ITEM

A-2. 2024-25 Committee on Educational Planning, Policies, and Programs Annual ReportDavid English

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

Background: Pursuant to Section 302 E of *The Code*, "Each standing committee shall make a written report to the Board of Governors at least annually, reviewing the work of the committee during the preceding year."

Assessment: The annual report on the activities of the Committee on Educational Planning, Policies, and Programs for fiscal year 2024-25 is ready for review and submission.

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

DUTIES AND MEMBERSHIP

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

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

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

From July 1, 2024, to June 30, 2025, the following persons were appointed or reappointed to the Committee on Educational Planning, Policies, and Programs: Mr. Terry Hutchens, Ms. Kathryn Greeley, Mr. R. Gene Davis Jr., and Mr. Mark Holton. The Board chair subsequently appointed Mr. Hutchens as committee chair, Mr. Davis as vice chair, and Ms. Sonja Nichols as secretary. The *ex officio* members on the committee are Chancellor James R. Martin II (North Carolina Agricultural and Technical State University), Mr. Javier Limon (UNC Association of Student Governments), Chancellor Kimberly van Noort (University of North Carolina Asheville), Dr. Wesley Burks, (UNC Health Care System).

The committee met in 10 full meetings and two subcommittee meetings between July 1, 2024, and June 30, 2025. The major actions of the committee are summarized as follows:

Academic Program Development

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

	Institution	Degree Level	Program Title	CIP #	Committee Approved	Board Approved
1.	App State	BS	Organizational Leadership and Learning	52.0213	9/4/2024	9/12/2024
2.	FSU	BS	Construction Project Management	52.2002	11/7/2024	11/14/2024
3.	N.C. A&T	BS	Artificial Intelligence	11.0102	11/7/2024	11/24/2024
4.	App State	DNP	Nursing Practice	51.3818	11/7/2024	11/14/2024
5.	ECU	BS	Environmental Science	03.0103	2/26/2025	2/27/2025
6.	ECU	BS	Neuroscience	26.1501	2/26/2025	2/27/2025
7.	ECU	BS	Security Studies	45.0902	2/26/2025	2/27/2025
8.	NCSU	MS	Cybersecurity	11.1003	2/26/2025	2/27/2025
9.	UNC Asheville	BS	Astronomy	40.0201	2/26/2025	2/27/2025
10.	UNC Asheville	MS	Environmental Science	03.0103	2/26/2025	2/27/2025
11.	UNC Chapel Hill	MSM	Management	52.1301	2/26/2025	2/27/2025
12.	FSU	BS	Special Education	13.1001	5/14/2025	5/15/2025
13.	N.C. A&T	BS	Aeronautical and Astronautical Engineering	14.0201	5/14/2025	5/15/2025
14.	N.C. A&T	BS	Educational Studies	13.0901	5/14/2025	5/15/2025
15.	NCSU	MS	Global One Health	26.1305	5/14/2025	5/15/2025
16.	UNCG	BS	Cybersecurity	11.1003	5/14/2025	5/15/2025
17.	UNCG	BS	Human Resources Management	52.1001	5/14/2025	5/15/2025
18.	UNCW	BS	Public Policy and Administration	44.0501	5/14/2025	5/15/2025
19.	WCU	BS	Mechanical Engineering	14.1901	5/14/2025	5/15/2025

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

	Institution	Degree Level	Program Title	CIP #	Committee Approved	Board Approved
1.	UNC Asheville*	BA	Ancient Mediterranean Studies	16.1200	7/24/2024	7/24/2024
2.	UNC Asheville*	BA	Drama	50.0501	7/24/2024	7/24/2024
3.	UNC Asheville*	BA	Philosophy	38.0101	7/24/2024	7/24/2024
4.	UNC Asheville*	BA	Religious Studies	38.0201	7/24/2024	7/24/2024
5.	UNCG*	BA	Anthropology	45.0201	7/24/2024	7/24/2024
6.	UNCG*	BA	Religious Studies	38.0202	7/24/2024	7/24/2024
7.	UNCG*	BS	Physical Education, Teacher Education	13.1314	7/24/2024	7/24/2024
8.	UNCG*	BS	Physics	40.0801	7/24/2024	7/24/2024
9.	UNCG*	MA	Mathematics	27.0101	7/24/2024	7/24/2024
10.	UNCG*	MFA	Interior Architecture	04.0501	7/24/2024	7/24/2024
11.	UNCG*	MS	Nursing/Business Administration in Healthcare Management	51.0701	7/24/2024	7/24/2024
12.	UNCG*	Ph.D.	Communication Science and Disorders	51.0201	7/24/2024	7/24/2024
13.	UNCG*	Ph.D.	Computational Mathematics	27.0303	7/24/2024	7/24/2024
14.	UNCG*	BA	Geography, Secondary Education	13.1317	7/24/2024	7/24/2024
15.	UNCG*	MA	Applied Geography	45.0701	7/24/2024	7/24/2024
16.	UNCG*	MA	Languages, Literatures and Culture	16.0900	7/24/2024	7/24/2024
17.	UNCG*	MEd	Special Education: General Curriculum	13.1001	7/24/2024	7/24/2024
18.	UNCG*	BA	Physics	40.0801	7/24/2024	7/24/2024
19.	ECU	BS	Fashion Merchandising and Consumer Studies	19.0901	9/4/2024	9/12/2024

	Institution	Degree Level	Program Title	CIP #	Committee Approved	Board Approved
20.	N.C. A&T	BS	Business Administration	52.0201	9/4/2024	9/12/2024
21.	NCSU	MS	Mathematics Education	13.1311	9/4/2024	9/12/2024
22.	NCSU	MS	Technology Education	13.1309	9/4/2024	9/12/2024
23.	NCSU	Ed.D.	Agricultural and Extension Administration	01.0801	9/4/2024	9/12/2024
24.	ECU	BS	Health Fitness Specialist	31.0507	11/7/2024	11/14/2024
25.	UNCW	BA	Athletic Training	51.0913	11/7/2024	11/14/2024
26.	WCU	BS	Athletic Training Sport Medicine	51.0913	11/7/2024	11/14/2024
27.	UNCG	Ph.D.	Consumer, Apparel, and Retail Studies	19.0901	2/26/2025	2/27/2025
28.	UNCG	Ph.D.	Economics	45.0603	2/26/2025	2/27/2025
29.	UNCG	Ph.D.	Information Systems	11.0103	2/26/2025	2/27/2025
30.	ECU	MAED	Art Education	13.1302	5/14/2025	5/15/2025
31.	ECU	MA	Health Education	51.2207	5/14/2025	5/15/2025
32.	UNC Asheville/ UNC Chapel Hill	MPH	Public Health	51.2201	5/14/2025	5/15/2025
33.	UNC Charlotte	MEd	Elementary Education	13.1202	5/14/2025	5/15/2025

* All program discontinuations/consolidations listed for UNC Asheville (UNCA) and UNC Greensboro (UNCG) are program curtailments.

Reports and Recommendations, Received and Adopted

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

	Reports	Committee Approved	Board Approved
1.	Comprehensive Articulation Agreement Annual Report	9/4/2024	9/12/2024
2.	2023-2024 Committee on EPPP Annual Report	9/4/2024	9/12/2024
3.	UNC System Mission Statement Reviews	11/7/2024	11/14/2024
4.	Early College Renewal	11/7/2024	11/14/2024
5.	Project Lead the Way Course Weighting	1/27/2025	1/30/2025
6.	UNC System Biennial Program Productivity Review	4/9/2025	4/10/2025
7.	UNC System Peer Study	5/14/2025	5/15/2025

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

	Reports/Topics	Presented to Committee
1.	Education Preparation Efforts at the University of North Carolina System Office Report	9/4/2024
2.	Early College High School Graduates Report	9/11/2024
3.	Choose NC: Application Redirect Pilot	9/11/2024
4.	UNC Board of Governors Resolution on Literacy in Teacher Preparation	9/11/2024
8.	Distinguished Professors Endowment Trust Fund	11/13/2024
9.	Carnegie Classifications Overview	11/13/2024
10.	Licensure and State Authorization Overview	11/13/2024
11.	UNC System Health Care Initiatives Update	11/13/2024
12.	NC Teaching Fellows Program	1/27/2025
13.	UNC System Health Care Initiatives	1/29/2025
14.	Update on Implementation of Section 400.3.4 of the UNC Policy Manual, <i>Policy of Faculty Workload</i>	1/29/2025
15.	Update on Implementation of Section 400.1 of the UNC Policy Manual, <i>Policy on Academic Program Planning</i>	1/29/2025

	Reports/Topics	Presented to Committee
16.	UNC Board of Governors Resolution on Literacy in Teacher Preparation, Compliance Results December 2024	1/29/2025
17.	The Importance of Research for the UNC System	1/29/2025
18.	Financial Aid Updates: FAFSA and Next NC Scholarship	2/26/2025
19.	NC Innovation	2/26/2025
20.	University of North Carolina at Chapel Hill Enrollment	4/9/2025
21.	NC College Connect	4/9/2025
22.	UNC System Peer Study Overview	4/9/2025
23.	UNC System Intercollegiate Athletics and Financial Transparency Report	5/14/2025
24.	North Carolina Area Health Education Centers (NC AHEC) Annual Report	5/14/2025
25.	Report on UNC System Institutions' Major-Specific Waivers	5/14/2025
26.	Update on UNC System Waivers for Exceeding 120-Credit Hour Limits	5/14/2025
27.	UNC System Enrollment Challenges and Opportunities	5/14/2025

*Updates and reports given throughout the year.

Policy Revision Approvals

	Subject	Committee Approved	Board Approved
1.	Revisions to Section 700.1.3 of UNC Policy Manual, <i>Policy on Nonresident Undergraduate Enrollment</i>	7/24/2024	9/12/2024
2.	Revisions to Section 400.3.6 of the UNC Policy Manual, <i>Policy on University Teaching Awards</i>	7/24/2024	9/12/2024
3.	Supersede of Section 400.1.7 of the UNC Policy Manual, <i>Policy on the Performance of Nursing Education and Preparation Programs</i>	7/24/2024	9/12/2024

Other Committee and Board Actions

	Subject	Committee Approved	Board Approved
1.	2024 Governor James E. Holshouser Jr. Award for Excellence in Public Service	10/25/2024	11/14/2024
2.	2025 Oliver Max Gardner Award	2/4/2025	2/27/2025
3.	2025 Board of Governors Awards for Excellence in Teaching	1/27/2025	1/30/2025

Licensure of Nonpublic and Out of State Educational Institutions

The committee recommended and the Board of Governors subsequently approve the licensure of the degrees from the following institutions on the dates indicated:

	Institution and Degree	Committee Approved	Board Approved
1.	DeVry University	9/4/2024	9/12/2024
2.	South University, High Point	1/27/2025	1/30/2025
3.	The Chicago School of Professional Psychology	1/27/2025	1/30/2025
4.	The University of St. Augustine for Health Sciences	1/27/2025	1/30/2025
5.	The University of Southern California	1/27/2025	1/30/2025
6.	Ultimate Medical Academy, new applicant	1/27/2025	1/30/2025
7.	DeVry University	5/14/2025	5/15/2025
8.	Johnson & Wales University	5/14/2025	5/15/2025
9.	South College - Asheville	5/14/2025	5/15/2025
10.	Universal Technical Institute	5/14/2025	5/15/2025
11.	University of South Carolina	5/14/2025	5/15/2025
12.	Walden University	5/14/2025	5/15/2025
13.	Watts College of Nursing	5/14/2025	5/15/2025
14.	Aspen University	5/14/2025	5/15/2025
15.	Community Based Education and Development, new applicant	5/14/2025	5/15/2025

AGENDA ITEM

A-3. Academic Affairs Update.....David English

Situation: The committee will hear an update on recent activities involving academic affairs.**Background:** The Division of Academic Affairs advances the University's core academic mission. Academic Affairs supports students and faculty as they engage in teaching, research, and outreach. This division evaluates curricular options to ensure they are both rigorous and strategically distributed to avoid unnecessary duplication across constituent institutions. More generally, Academic Affairs designs and coordinates statewide initiatives to improve student retention and success.

A preliminary overview of fall 2025 enrollment data will be provided, and a brief summary of the Early College High School Graduates Report will be presented.

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.



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

A Report to the
Joint Legislative Education Oversight Committee

Submitted by
The University of North Carolina Board of Governors

September 1, 2025

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

**EARLY COLLEGE GRADUATES/THE UNIVERSITY OF NORTH CAROLINA ADMISSION POLICY REPORT TO
THE JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE
September 1, 2025**

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

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

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

This section became effective July 1, 2015, and applied to the 2016-17 academic year and each subsequent academic year.

Implementation of House Bill 97 Section 11.16

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

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

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

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

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

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

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

The table in Appendix B reports the number of students who self-identified as candidates for graduation from a cooperative innovative high school program with an associate degree and which option was chosen by those students when applying for admission to one of the 16 UNC System constituent institutions. Each institution submitted this information to the UNC System Office and collected this information either directly from the student's application or through follow-up communications with the student. Constituent institutions received 7011 applications from this cohort of students.

Appendix A: Website Information for Early College Admissions

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

Appendix B: Fall 2025 ECHS Application Information

UNC System Institutions	Total Number of Applicants who Self-Identified They Would Graduate from a Cooperative Innovative High School Program with an Associate Degree	Applicants Requested to be Reviewed as Freshmen	Applicants Requested to be Reviewed as Transfer
Appalachian State University	1059	990	69
East Carolina University	415	354	61
Elizabeth City State University	117	104	13
Fayetteville State University	81	67	14
North Carolina A&T State University	489	484	5
North Carolina Central University	563	551	12
North Carolina State University	1506	1483	23
University of North Carolina Asheville	587	585	2
University of North Carolina at Chapel Hill	1285	1282	3
University of North Carolina at Charlotte	1771	1710	61
University of North Carolina at Greensboro	67	67	0
University of North Carolina at Pembroke	516	508	8
University of North Carolina School of the Arts	31	25	6
University of North Carolina Wilmington	591	572	19
Western Carolina University	87	87	0
Winston-Salem State University	227	227	0
TOTALS	9392	9096	296

AGENDA ITEM

A-4. Proposed Revisions to Section 700.7.1 of the UNC Policy Manual,
Policy on Military Student Success.....Mary Varghese

Situation: In its 2025-26 session, the North Carolina state legislature enacted Senate Bill 118 and House Bill 378 making modifications to laws pertaining to certain military service members. Included in Senate Bill 118 and House Bill 378 was a provision for the UNC System to adopt a minimum enrollment deferment period for certain military service members and their spouses. Additionally, Senate Bill 118 allows for in-state tuition for certain veterans residing outside of North Carolina. As such, the UNC System is proposing revisions to the UNC Policy Manual, Section 700.7.1, *Policy on Military Student Success*, to ensure the policy reflects the recently enacted legislation.

Background: The existing *Policy on Military Student Success* includes a requirement for all UNC institutions to have a policy on providing enrollment deferment to military students. Now, in accordance with recently enacted legislation, the revisions to the policy will establish and standardize the minimum enrollment deferment period and clearly delineate the beneficiaries under each deferment period. Additionally, while the existing *Policy on Military Student Success* indicates that all UNC institutions must comply with federal and state laws to provide in-state tuition to certain service members, the revisions to the policy will delineate the military service members and dependents eligible for the in-state tuition rate. This not only includes military beneficiaries under Senate Bill 118 but also beneficiaries under the federal Veterans Choice Act. Finally, proposed revisions to the *Policy on Military Student Success* clarify the admissions status for those individuals that are eligible for the in-state tuition rate in accordance with NC G.S. 116-143.4.

Assessment: The committee will review the proposed updates to Section 700.7.1 of the UNC Policy Manual, *Policy on Military Student Success*.

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

Policy on Military Student Success

- I. Purpose. The University of North Carolina System is committed to the success of military-affiliated students, which for the purpose of this policy includes students who are U.S. military service members (including National Guard and Reserve members), veterans, spouses of service members or veterans, or dependent family members of service members or veterans. References to the “Armed Forces” shall mean: the United States Air Force, Army, Coast Guard, Marine Corps, Navy, Space Force, and National Guard.¹ This policy, and its associated regulation, provide a framework for the constituent institutions of the University of North Carolina System to develop and maintain a comprehensive network of services for military-affiliated students seeking to meet their educational goals.
- II. Admission of Active-Duty Service Members and Veterans
 - A. Equal Opportunity: The University of North Carolina System and its constituent institutions are committed to equality of opportunity. In accordance with G.S. 116-44.9B, constituent institutions shall not deny admission to any applicant solely on the basis of the applicant’s indication that the applicant is serving in the Armed Forces, reserve component of the Armed Forces, or Merchant Marines, or that the applicant intends to serve in the Armed Forces, reserve component of the Armed Forces, or Merchant Marine.
 - B. Undergraduate Admission: For purposes of undergraduate admission to any constituent institution of the University of North Carolina, any individual having completed a minimum of three years of cumulative active duty service in the United States Armed Forces shall be exempt from minimum admissions requirements (MAR) and minimum course requirements (MCR) pursuant to Section 700.1.1.2[R] of the UNC Policy Manual, *Regulation on Transfer Student Admission*, although they may be considered first-time undergraduates (freshmen) for reporting and/or receipt of services. Applicants in this profile shall be required to submit a high school transcript or GED, college transcript(s) (if applicable), and a relevant military transcript for evaluation. The branch of service reporting the source of transferred credit hours earned through military training will function as the applicant’s institution of transfer. If discharged from active duty, the veteran must have received an Administrative (non-punitive) Discharge. This policy shall not apply to veterans receiving a Bad Conduct or Dishonorable Discharge.
 - C. Non-binding Admissions: Nothing in this policy guarantees admission for military-affiliated students. Constituent institutions retain sole authority for admissions determinations.
 - D. Enrollment Deferment: In accordance with G.S. 116-44.9C, constituent institutions shall provide for enrollment deferment for members of the Armed Forces, reserve components

of the Armed Forces, and Merchant Marine, and their spouses, provided the deferment is requested at least 30 days prior to enrollment in the applicable constituent institution. Notwithstanding the foregoing sentence, constituent institutions are encouraged to accommodate deferment requests received less than 30 days prior to enrollment in the applicable constituent institution. The minimum deferment period is as follows:

1. Reserve Armed Forces – Members and spouses of the reserve component of the Armed Forces shall be granted deferments of at least two years after entry into the reserves.
2. Armed Forces and Merchant Marine – Members and spouses of the Armed Forces and Merchant Marine and their spouses shall be granted deferments of at least five years after entry into their respective service.

III. Data Collection and Reporting on Military-Affiliated Students. The president shall establish appropriate and uniform data collection procedures to enable the constituent institutions to identify and track the academic progress of military-affiliated students for the purposes of evaluating and reporting retention, graduation, and time to degree completion. Constituent institutions must develop appropriate protocols to assure the security of all information related to the status of active-duty students and students eligible to be activated.

IV. In-State Tuition Rate for Certain Nonresident Military-Affiliated Students. In accordance with state and federal laws, certain nonresident military-affiliated students shall be eligible to receive in-state tuition rates. This includes, but is not limited, to students who meet the following qualifications:

- A. Active-Duty Service Members – In accordance with G.S. 116-143.3, qualifying federal services members, including members of the Armed Forces on active duty for more than 30 days with a permanent duty station in North Carolina, and their spouses and dependent children are eligible to be charged the in-state tuition rate and applicable mandatory fees. The person applying for the benefit of this section has the burden of proving entitlement to the benefit.
- B. Honorably Discharged Veterans – In accordance with G.S. 116-143.3B, certain honorably discharged veterans are eligible to be charged the in-state tuition rate and applicable mandatory fees for enrollment, without having to satisfy the 12-month residency requirement under G.S. 116-143.1, provided that the individual meets all of the following criteria:
 1. Served active duty for not less than 90 days in the Armed Forces;
 2. Received an Honorable Discharge from the Armed Forces;
 3. Meets at least one of the following criteria:
 - a. Graduated from high school in North Carolina on or after January 1, 2004.

- b. Served active duty in the Armed Forces with a permanent station in North Carolina for at least 90 continuous days.
- c. Was awarded a Purple Heart.

The person applying for the aforementioned benefit has the burden of proving entitlement to the benefit. This benefit does not extend to spouses or dependents.

- C. Covered Individuals Under Veterans Choice Act – Qualifying “covered” individuals under Section 702 of the Veteran Access, Choice, and Accountability Act of 2014 (“Veterans Choice Act”), codified in 38 USC 3679(c), who are using educational benefits under the Post-9/11 GI Bill, the Montgomery GI Bill Active Duty (MGIB-AD), or Veteran Readiness and Employment (VR&E) program are eligible to be charged the in-state tuition rate and applicable mandatory fees. Covered individuals include military veterans, spouses, and dependent children, with specific eligibility criteria for each described in the Veterans Choice Act. Any covered individual must live in North Carolina when beginning classes, regardless of the formal state of residency, and must remain continuously enrolled in the institution to remain eligible for the in-state tuition rate.
- V. Nonresident Military-Affiliated Admission Status – In accordance with G.S. 116-143.4, a person eligible for the in-state tuition rate shall be considered an in-state applicant for the purpose of admissions; provided that in the case of dependent children and/or spouses of military service members, such dependent children and/or spouses must be enrolled in a high school or adult high school equivalency program in North Carolina at the time the individual seeks admission to a constituent institution.
- VI. Campus Support Structures for Military-Affiliated Students. The constituent institutions shall develop and maintain campus-based support networks, as well as a comprehensive series of community, regional, and national referrals for military-affiliated students to assist in successful navigation of their educational goals. These services shall include, but not be limited to, admissions, financial aid, housing, disability services, career services, health services and counseling, and other student services and supports offered under student affairs and academic affairs.
- VII. Military Credit Transferability. The University of North Carolina System recognizes the value of the education, training, and experience that military students bring to the university. The University and its constituent institutions shall establish a process by which this learning can be evaluated for possible course credit. Such military learning may include, but will not be limited to, recruit training, military occupational specialty (MOS) training and education, Defense Language Institute foreign language coursework and exams, Community College of the Air Force (CCAF) coursework, College-Level Examination Program (CLEP), and the DANTES Standardized Subject Test (DSST). The American Council on Education (ACE) credit equivalency recommendations shall serve as the standard reference work for recognizing learning acquired in the military.
- VIII. Withdrawal Due to Call to Duty. The University of North Carolina System supports students called to active duty or training in the United States Armed Forces, including service in the National Guard or Reserve.² The policies of the constituent institutions shall assist, whenever possible, the student in withdrawing and reentering the university without incurring financial

or academic hardship. Such policies shall include but are not limited to: military withdrawal; refunds of tuition, fees, and other expenses; academic credit; military leave of absence; readmission into the university; and scholarship status.

IX. Other Matters

- A. Effective Date. The requirements of this policy shall be effective on the date of its adoption by the Board of Governors.
- B. Relation to State Laws. The foregoing policies as adopted by the Board of Governors are meant to supplement, and do not purport to supplant or modify, those statutory enactments which may govern the activities of public officials.
- C. Regulations and Guidelines. These policies shall be implemented and applied in accordance with such regulations and guidelines as may be adopted from time to time by the president.

¹ For Sections IID, IV(A), and IV(B), “National Guard” shall be limited to North Carolina National Guard in accordance with G.S. 116-44.9C, G.S. 116-143.3, and G.S. 116-143.3B, respectively.

² Constituent institutions may choose whether to extend some or all of the benefits of these policies to the spouse or child of a person called to active duty. Institutions may also choose to include spouses and children of persons called to active duty under the extenuating circumstances regulation (Section 400.1.5[R] of the UNC Policy Manual).

Policy on Military Student Success

- I. Purpose. The University of North Carolina System is committed to the success of military-affiliated students, which for the purpose of this policy includes students who are U.S. military service members (including National Guard and Reserve members), veterans, spouses of service members or veterans, or dependent family members of service members or veterans. References to the "Armed Forces" shall mean: the United States Air Force, Army, Coast Guard, Marine Corps, Navy, Space Force, and National Guard.¹ This policy, and its associated regulation, provide a framework for the constituent institutions of the University of North Carolina System to develop and maintain a comprehensive network of services for military-affiliated students seeking to meet their educational goals. ▼
- II. Admission of Active-Duty Service Members and Veterans
 - A. Equal Opportunity: The University of North Carolina System and its constituent institutions are committed to equality of opportunity. In accordance with G.S. 116-44.9B, constituent institutions shall not deny admission to any applicant solely on the basis of the applicant's indication that the applicant is serving in the Armed Forces, reserve component of the Armed Forces, or Merchant Marines, or that the applicant intends to serve in the Armed Forces, reserve component of the Armed Forces, or Merchant Marine.
 - B. Undergraduate Admission: For purposes of undergraduate admission to any constituent institution of the University of North Carolina, any individual having completed a minimum of three years of cumulative active duty service in the United States Armed Forces shall be exempt from minimum admissions requirements (MAR) and minimum course requirements (MCR) pursuant to UNC Policy, Section 700.1.1.2[R], although they may be considered first-time undergraduates (freshmen) for reporting and/or receipt of services. Applicants in this profile shall be required to submit a high school transcript or GED, college transcript(s) (if applicable), and a relevant military transcript for evaluation. The branch of service reporting the source of transferred credit hours earned through military training will function as the applicant's institution of transfer. If discharged from active duty, the veteran must have received an Administrative (non-punitive) Discharge. This policy shall not apply to veterans receiving a "Bad Conduct or Dishonorable Discharge."
 - C. Non-binding Admissions: Nothing in this policy guarantees admission for military-affiliated students. Constituent institutions retain sole authority for admissions determinations.
 - D. Enrollment Deferment: In accordance with G.S. 116-44.9C, constituent institutions shall provide for enrollment deferment for members of the Armed Forces, reserve components

Deleted: The president shall establish regulations to implement the requirements of these policies and to promote the general welfare of military-affiliated students.

Deleted: Each constituent institution shall administer nondiscriminatory admissions policies by fairly evaluating the records of applicants

of the Armed Forces, and Merchant Marine, and their spouses, provided the deferment is requested at least thirty days prior to enrollment in the applicable constituent institution. Notwithstanding the foregoing sentence, constituent institutions are encouraged to accommodate deferment requests received less than thirty days prior to enrollment in the applicable constituent institution. The minimum deferment period is as follows:

1. Reserve Armed Forces – Members and spouses of the reserve component of the Armed Forces shall be granted deferments of at least two years after entry into the reserves.
2. Armed Forces and Merchant Marine – Members and spouses of the Armed Forces and Merchant Marine and their spouses shall be granted deferments of at least five years after entry into their respective service.

III. Data Collection and Reporting on Military-Affiliated Students. The president shall establish appropriate and uniform data collection procedures to enable the constituent institutions to identify and track the academic progress of military-affiliated students for the purposes of evaluating and reporting retention, graduation, and time to degree completion. Constituent institutions must develop appropriate protocols to assure the security of all information related to the status of active-duty students and students eligible to be activated.

IV. In-State Tuition Rate for Certain Nonresident Military-Affiliated Students. In accordance with state and federal laws, certain nonresident military-affiliated students shall be eligible to receive in-state tuition rates. This includes, but is not limited to, students who meet the following qualifications:

A. Active-Duty Service Members – In accordance with G.S. 116-143.3, qualifying federal services members, including members of the Armed Forces on active duty for more than 30 days with a permanent duty station in North Carolina, and their spouses and dependent children are eligible to be charged the in-state tuition rate and applicable mandatory fees. The person applying for the benefit of this section has the burden of proving entitlement to the benefit.

B. Honorably Discharged Veterans – In accordance with G.S. 116-143.3B, certain honorably discharged veterans are eligible to be charged the in-state tuition rate and applicable mandatory fees for enrollment, without having to satisfy the 12-month residency requirement under G.S. 116-143.1, provided that the individual meets all of the following criteria:

1. Served active duty for not less than 90 days in the Armed Forces;
2. Received an Honorable Discharge from the Armed Forces;
3. Meets at least one of the following criteria:
 - a. Graduated from high school in North Carolina on or after January 1, 2004.
 - b. Served active duty in the Armed Forces with a permanent station in North Carolina for at least 90 continuous days.

Deleted: Collecting, analyzing, and publishing this data supports the intent of Presidential Executive Order 13607 ("Establishing Principles of Excellence for Educational Institutions Serving Service Members, Veterans, Spouses, and Other Family Members," issued April 27, 2012), aligns with the recommendations contained in the *UNC SERVES April 2010 Report to the President*, and serves to track progress made towards the implementation of Session Law 2014-67.

Deleted: North Carolina created and maintains its public institutions of higher education primarily for the benefit of the residents of North Carolina, and its institutions are generously supported by the General Assembly and the public.

Deleted: may

Deleted: under

Deleted: conditions established by state and federal law,

Deleted: the guidelines promulgated by

Deleted: Residency Determination System (RDS).

c. Was awarded a Purple Heart.

The person applying for the aforementioned benefit has the burden of proving entitlement to the benefit. This benefit does not extend to spouses or dependents.

C. Covered Individuals Under Veterans Choice Act – Qualifying “covered” individuals under Section 702 of the Veteran Access, Choice, and Accountability Act of 2014 (“Veterans Choice Act”), codified in 38 USC 3679(c), who are using educational benefits under the Post-9/11 GI Bill, the Montgomery GI Bill Active Duty (MGIB-AD), or Veteran Readiness and Employment (VR&E) program are eligible to be charged the in-state tuition rate and applicable mandatory fees. Covered individuals include military veterans, spouses and dependent children, with specific eligibility criteria for each described in the Veterans Choice Act. Any covered individual must live in North Carolina when beginning classes, regardless of the formal state of residency, and must remain continuously enrolled in the institution to remain eligible for the in-state tuition rate.

V. Nonresident Military-Affiliated Admission Status – In accordance with G.S. 116-143.4, a person eligible for the in-state tuition rate shall be considered an in-state applicant for the purpose of admissions; provided that in the case of dependent children and/or spouses of military service members, such dependent children and/or spouses must be enrolled in a high school or adult high school equivalency program in North Carolina at the time the individual seeks admission to a constituent institution.

VI. Campus Support Structures for Military-Affiliated Students. The constituent institutions shall develop and maintain campus-based support networks, as well as a comprehensive series of community, regional, and national referrals for military-affiliated students to assist in successful navigation of their educational goals. These services shall include, but not be limited to, admissions, financial aid, housing, disability services, career services, health services and counseling, and other student services and supports offered under student affairs and academic affairs.

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

VIII. Withdrawal Due to Call to Duty. The University of North Carolina System supports students called to active duty or training in the United States Armed Forces, including service in the National Guard or Reserve.² The policies of the constituent institutions shall assist, whenever possible, the student in withdrawing and re-entering the university without incurring financial or academic hardship. Such policies shall include but are not limited to: military withdrawal;

refunds of tuition, fees, and other expenses; academic credit; military leave of absence; re-admission into the university; and scholarship status.

IX. Other Matters

- A. Effective Date. The requirements of this policy shall be effective on the date of its adoption the Board of Governors.
- B. Relation to State Laws. The foregoing policies as adopted by the Board of Governors are meant to supplement, and do not purport to supplant or modify, those statutory enactments which may govern the activities of public officials.
- C. Regulations and Guidelines. These policies shall be implemented and applied in accordance with such regulations and guidelines as may be adopted from time to time by the president.

¹ For Sections IID, IV(A), and IV(B), “National Guard” shall be limited to North Carolina National Guard in accordance with G.S. 116-44.9C, G.S. 116-143.3, and G.S. 116-143.3B, respectively.

² Constituent institutions may choose whether to extend some or all of the benefits of these policies to the spouse or child of a person called to active duty. Institutions may also choose to include spouses and children of persons called to active duty under the extenuating circumstances regulation (Section 400.1.5[R] of the UNC Policy Manual).

Deleted: <#>Military Withdrawal

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

Deleted:

¹Nothing in this policy prevents constituent institutions from evaluating military learning independent of the ACE evaluation.

AGENDA ITEM

A-5. UNC System Academic Degree Program Actions..... David English

Situation: Section 400.1.1[R] of the UNC Policy Manual, *Regulation for Academic Program Planning and Evaluation*, defines the academic program actions that require 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

University of North Carolina at Chapel Hill
Master of Science (M.S.) in Global Medicines Development CIP 51.2006

University of North Carolina at Charlotte
Master of Science (M.S.) in Artificial Intelligence CIP 11.0201
Bachelor of Science (B.S.) in Artificial Intelligence CIP 11.0201
Bachelor of Science (B.S.) in Construction Engineering CIP 14.3301

Program Discontinuations and Consolidations

East Carolina University
Master of Arts (M.A.) in International Studies CIP 30.2001
Master of Arts in Education (M.A.E.d) in Physical Education CIP 13.1314

University of North Carolina Wilmington
Bachelor of Arts (B.A.) in Environmental Science CIP 03.0104

Background: Per Section 400.1 of the UNC Policy Manual, the constituent institutions and the UNC System Office review academic degree program offerings and bring periodic requests for program establishment, discontinuation, and consolidation recommendations to the Board. 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 are 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 Discontinue and/or Consolidate
Academic Degree Programs

East Carolina University — Master of Arts in International Studies (MA)
(CIP 30.2001)

Overview: The Master of Arts in International Studies (30.2001) at East Carolina University will be discontinued effective fall 2025. This request to discontinue a degree program has been reviewed by the appropriate institutional committees and approved by the appropriate academic authority(ies).

The request to discontinue the Master of Arts in International Studies is due to insufficient resources for core course offerings. No faculty or staff members will be affected by the discontinuation of the program. The program currently has two enrolled students, and no additional students will be admitted. Students maintaining satisfactory academic progress are expected to complete the program by 2026.

Recommendation: It is recommended that the Board of Governors approve East Carolina University's request to discontinue the delivery of the Master of Arts in International Studies (30.2001) effective fall 2025.

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

East Carolina University – Master of Arts in Education in Physical Education (MAEd - PE)
(CIP 13.1314)

Overview: The Master of Arts in Education in Physical Education (13.1314) at East Carolina University will be discontinued and consolidated effective fall 2025. This request to discontinue the degree program has been reviewed by the appropriate institutional committees and approved by the appropriate academic authority(ies).

The Master of Arts in Education in Physical Education (13.1314) will be discontinued and consolidated into the Master of Science in Kinesiology (31.0505). This action is being requested due to low enrollment. No faculty or staff members will be affected by the discontinuation and consolidation of the program. Enrolled students will matriculate through their current plan of study to complete the program.

Recommendation: It is recommended that the Board of Governors approve East Carolina University's request to discontinue the Master of Arts in Education in Physical Education (13.1314) effective fall 2025.

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

University of North Carolina Wilmington – Bachelor of Arts in Environmental Science (BA)
(CIP 03.0104)

Overview: The Bachelor of Arts in Environmental Science (03.0104) at the University of North Carolina Wilmington will be discontinued and consolidated effective fall 2025. This request to discontinue the degree program has been reviewed by the appropriate institutional committees and approved by the appropriate academic authority(ies).

The Bachelor of Arts in Environmental Science will be discontinued and consolidated into the Bachelor of Science in Environmental Sciences (03.0104). This action is being requested as an effort to align the programs with related content areas for greater efficiency and effectiveness. No faculty or staff members will be affected by the discontinuation and consolidation of the program. Enrolled students will matriculate through their current plan of study to complete the program. The Bachelor of Science in Environmental Sciences will be the only program available to newly admitted students.

Recommendation: It is recommended that the Board of Governors approve the University of North Carolina Wilmington's request to discontinue and consolidate the Bachelor of Arts in Environmental Science (03.0104) effective fall 2025.



**Request for Authorization to Establish
Master of Science (MS) in Global Medicines Development
CIP 51.2006
University of North Carolina at Chapel Hill**

I. Program Highlights

- The University of North Carolina at Chapel Hill proposes the establishment of a Joint Master of Science in Global Medicines Development.
- The proposed degree will serve as a world-class training program for pharmaceutical scientists focused on creating innovative leaders in global health addressing industry elements like research and development, drug development, drug storage, safety monitoring, and supply chain requirements.
- The degree will be offered in partnership with the school of pharmacy at Monash University (Melbourne, Australia), which is the No. 4 pharmacy school in the world. Students will access expertise and resources from two top-10 schools of pharmacy in the world and include required placements in their third term at a pharmaceutical sciences company in Melbourne, Australia, and Research Triangle Park (RTP) and beyond.
- The 36-credit-hour degree will be delivered via a hybrid format; 12 credit hours will be delivered in-person by Monash; six credit hours will be delivered online via UNC; six credit hours will be delivered in hybrid format (predominantly online with two week-long in-person intensives per course at Monash) via UNC; and 12 credit hours will be delivered in-person during the third semester placement, which is jointly planned, supported, and assessed.
- Projected enrollment in year five is a total of 146 students. All students will learn in residence at Monash.
- Currently no degrees offered within the UNC System are specifically aimed at drug development on a global scale, thus the proposed program fills a need within North Carolina.
- The proposed program addresses the UNC System's strategic plan, committed to access, affordability, student success, and economic impact and community engagement. It also aligns with UNC-Chapel Hill's Carolina Next plan to strengthen student success, discover, enable career development, and globalize.
- Market analyses based on institutional research and external expert Hanover Research show strong demand projections, employment outcomes in the pharmaceutical and biotechnology industries in North Carolina and beyond, and employer support for the proposed program.
- Industry jobs include global business development, regulatory strategy, medication development, supply chain management, clinical trial positions, and research and policy roles.

II. Academic Program Planning Criteria (UNC Policy 400.1)

1. **Relation to Campus Distinctiveness and Mission.** The proposed program benefits North Carolina, graduates, and the companies that may interact with the students during the program and post-graduation. The UNC System's mission, "Education, research, and public service for all North Carolinians," was specifically considered and is consistent with the mission of the proposed program. Students will contribute to the mission through their placement in a pharmaceutical

sciences company, where they will work on a problem of global significance to create their capstone project, required for graduation, as well as their impact in the North Carolina and global workforce upon graduation.

2. **Student Demand.** Because of the unique nature of the proposed program, direct comparator programs do not exist. There are no UNC System degrees in the proposed area of study. Therefore, robust market and competitor analyses were completed internally both by the Eshelman School of Pharmacy and Monash University Faculty of Pharmacy and Pharmaceutical Sciences, and externally via Hanover Research. These reports are part of the Request to Establish package.

Table 1. Other UNC System Enrolled for CIP 51.2006 — [Clinical and Industrial Drug Development], [MS]

Institution	AY2019-20	AY2020-21	AY2021-22	AY2022-23	AY2023-24	AY2024-25
None	N/A	N/A	N/A	N/A	N/A	N/A

Table 2. Other UNC System Completions for CIP 51.2006 — [Clinical and Industrial Drug Development], [MS]

Institution	AY2019-20	AY2020-21	AY2021-22	AY2022-23	AY2023-24	AY2024-25
None	N/A	N/A	N/A	N/A	N/A	N/A

Table 3. IPEDS Peer Institutions Completions for CIP 51.2006 — [Clinical and Industrial Drug Development], [MS]

Institution	AY2019-20	AY2020-21	AY2021-22	AY2022-23
University of Washington-Seattle Campus	14	18	23	15

Employment Opportunities for Graduates. Employment opportunities are anticipated throughout the leadership structure of global pharmaceutical and biotechnology companies. Market analysis included an analysis of top pharmaceutical industry jobs, including global business development, regulatory strategy, medication development, supply chain management, clinical trial positions, and research and policy roles.

Table 4. Median Wage for SOC Codes Cross-walked to CIP Code: 51.2006 [Clinical and Industrial Drug Development]

11-3051 Industrial Production Managers

Educational Level Requirement	SOC Count	Median Wage
Some College or Associate Degree		
Bachelor's Degree	<u>185,790</u>	<u>\$121,440</u>
Doctoral or Professional Degree		

11-9121 Natural Sciences Managers

Educational Level Requirement	SOC Count	Median Wage
Some College or Associate Degree		
Bachelor's Degree	<u>96,520</u>	<u>\$ 161,180</u>
Doctoral or Professional Degree		

25-1071 Health Specialties Teachers, Postsecondary

Educational Level Requirement	SOC Count	Median Wage
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Some College or Associate Degree		
Bachelor's Degree		
Doctoral or Professional Degree	<u>225,360</u>	<u>\$105,620</u>

Table 5. Estimated Employment in North Carolina for SOC Codes Cross-walked to CIP Code: 51.2006 with a Matching Education Level Requirement

Source: NC Dept of Commerce (<https://analytics.nccommerce.com/projections/occ/>)

Education Level Requirement	Count of SOC Codes	2022 Estimate	2032 Estimate	Net Change	Percent Change
Industrial production Managers (Bachelor's)	9,340	8,216	8,759	543	0.64%
Natural Sciences Managers (Bachelor's)	6,750	4,480	5,195	715	1.49%
Health Specialties Teachers, Postsecondary (doctoral or professional degree)	10,530	11,470	14,842	3,372	2.61%

- Impact on Access and Affordability.** Per above, projected earnings potential for graduates of the proposed program is above the state average of roughly \$1,100 per week or ~\$57,200 per year. Graduates of the three-semester degree program will have favorable levels of indebtedness compared to potential earnings and professional trajectories.

The NC Department of Commerce reports more than 60,000 jobs available in biotechnology and pharmaceutical industries, with a growth of 3 percent since 2001. National and international job growth is expected due to there being more than 8,000 medicines in the drug development pipeline throughout the world with more than 70 percent having the potential to be first-in-class treatments. Market research firm Grand View Research estimates the global pharmaceutical manufacturing sector to grow at a compound annual growth rate of 13.7 percent from 2020 through 2027, pointing to strong demand for skilled labor.

Graduates of the proposed program will obtain a wide range of well-paying jobs in several industries. For example, graduates that go into the pharmaceutical industry can expect to earn \$70,000-\$80,000 USD annually within the US.

- Program Specific Fees or Tuition.** UNC-Chapel Hill is not requesting any program-specific fees or tuition differential for this program. As a joint degree program, the proposed tuition model is unique. Monash University will serve as the administrative student home and will recover 15 percent of tuition for domestic (including North Carolina residents) students and 16 percent of tuition for international students. After the administrative overhead is deducted, 50 percent of revenue will be allocated to UNC-Chapel Hill. Fees to the university will be taken from program revenue, and remaining revenue will be split 25 percent to the university and 75 percent to the UNC Eshelman School of Pharmacy

Table 6. Full-Time 2026 Master's Tuition and Fees per Year (In Dollars)

5. **Expected Quality.** The proposed program will leverage an established partnership between UNC-Chapel Hill's

Category	Resident	Nonresident
Tuition	\$25,984 USD (\$40,000 AUD as of 8/14/25)	\$37,029.76 USD (\$57,000 AUD as of 8/14/25)
Tuition Differential	N/A	N/A
Mandatory Fees (Athletics, Student Activities, Health Services, Educational & Technology, Campus Security, Debt Service, ASG)	0,000.00	0,000.00
Special Fees	N/A	N/A

Eshelman School of Pharmacy ranking No. 10 in the world and No. 1 in the US and Monash University's Faculty of Pharmacy and Pharmaceutical Sciences ranking No. 4 in the world and #1 in Australia. While program-specific accreditation is not required, the program will be accredited and aligned with national standards in the United States and Australia. Students will take a full academic load at 12 credit hours per semester and will complete a placement and capstone project in their final semester in a pharmaceutical sciences industry setting.

6. **Faculty Quality and Number.** Faculty must qualify to teach in the program through training and experience. Specific qualifications include an earned doctorate or terminal degree in pharmacy, pharmaceutical sciences, regulatory sciences, or related field, or strong evidence of competency in the teaching area must be provided in alignment with UNC's faculty credentialing requirements for instruction. UNC-Chapel Hill's Eshelman School of Pharmacy, specifically the Practice Advancement and Clinical Education Division and the Pharmacotherapy and Experimental Therapeutics Division, have five participating faculty who teach across the existing PharmD, MS, Ph.D., and Master in Professional Science degrees. Monash University has four participating faculty who teach in the existing BS and MS in Pharmacy, MS in Pharmaceutical Sciences, Ph.D. programs, and BS in Pharmaceutical Sciences degrees and are nationally known scholars.
7. **Relevant Lower-level and Cognate Programs.** The UNC-Chapel Hill Eshelman School of Pharmacy has a strong faculty offering doctoral, master's, and bachelor's level courses and training in pharmaceutical sciences, with expertise that translates to the proposed program. Similar foundational knowledge and skills from other science fields and research faculty including biology, chemistry, environmental health, genetics and molecular biology, and regulatory science also contribute to the proposed program. Monash University also offers related science degree programs including biomedical science and medical science that provide academic and faculty support for the proposed program.
8. **Availability of Campus Resources (Library, Facilities, etc.).** The proposed program is residential in Melbourne, Australia. Students will be considered joint students on both campuses and able to access relevant campus services either online or residentially.
9. **Existing Programs (Number, Location, Mode of Delivery).** The UNC System does not offer degrees in this CIP code at any degree level. The UNC-Chapel Hill MS in Pharmaceutical Sciences with a specialization in health-system pharmacy administration is the nearest. Annual student applications, acceptances, and new enrollments averaged 28.5, 11, and 20, respectively from 2020 to 2023. This degree also offers hybrid learning options with enrollments online and based at a hospital partner site. Notably, it is marketed to traditional learners (post-graduate, early-career learners) and working professionals.

Table 7. Other UNC System Applied/Admitted /Enrolled for CIP 51.2006 — [Clinical and Industrial Drug Development]

Institution	Degree Level	Counts	AY (e.g., 22-23)	AY (e.g., 23-24)
None	N/A	N/A	N/A	N/A

10. **Potential for Unnecessary Duplication.** The proposed joint degree does not duplicate a current degree .
11. **Feasibility of Collaborative Program.** The degree is proposed as a joint degree with Monash University in Australia. There are no other pharmacy schools within the UNC System.

III. Summary of Review Processes

- Institution Review Process and Feedback.** This proposal has undergone review, revision, and approval from the following UNC-Chapel Hill committees and approving bodies: Eshelman School of Pharmacy faculty, Academic Programs Consulting Team, Academic Policy Committee, Graduate School Administrative Board, Provost's Office, CFO and finance and operations, and chancellor.
- UNC System Office Review Process and Feedback.** Throughout the review process, UNC Chapel Hill provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support the statements made.

IV. Recommendation

Staff recommends that the UNC Board of Governors approve the University of North Carolina at Chapel Hill request to establish the Master of Science (MS) in Global Medicines Development (CIP 51.2006) effective spring 2026.

**Request for Authorization to Establish
Bachelor of Science (B.S.) in Construction Engineering
CIP 14.3301
University of North Carolina at Charlotte**

I. Program Highlights

- The University of North Carolina at Charlotte proposes the establishment of a Bachelor of Science in Construction Engineering.
- The B.S. in Construction Engineering at UNC Charlotte aims to address the growing demand for skilled professionals in the construction industry, enhancing infrastructure and economic development. It bridges civil engineering design and field construction operation, preparing students for leadership roles in construction engineering. Projected enrollment in year five is 60 students.
- The proposed program is vital to meet the construction industry's talent shortage, particularly in Charlotte's booming market in which 157 people are moving to the region each day¹. Strengths include the program's unique integration of civil engineering and construction management, a mandatory internship, and only two newly added courses, leveraging existing resources. The curriculum emphasizes new technology, leadership, and professional licensure, aligning with industry needs. The proposed program would also be one of the few accredited programs in this discipline in the Southeastern U.S.
- The program supports the university's commitment to serving a variety of students, including adult learners and veterans, by offering a high-demand degree that enhances career prospects. By addressing regional infrastructure needs², it contributes to community and economic development, aligning with myFutureNC's goal of increasing credential attainment³. The interdisciplinary approach strengthens UNC Charlotte's reputation as a top urban research institution, fostering innovation and industry partnerships.
- Outside of UNC Charlotte, five institutions within the UNC System offer B.S. degrees in Construction Management or Construction Project Management, with strong and increasing enrollments year over year.⁴ NC State's B.S. in Construction Engineering degree has shown enrollment growth year over year.
- North Carolina is one of the largest construction markets in the U.S. and demand is high for professionals with both engineering problem-solving skills and construction management knowledge. Graduates will manage construction projects, applying skills in planning, surveying, quality management, and temporary structural design, with roles in engineering firms, construction companies, or public agencies. The program projects a better than 90 percent job placement rate upon graduation, based on our existing program experience.

¹ Business NC, July 24, 2025: <https://mailchi.mp/businessnc/test-daily-digest-7302017-8937313?e=e7e9e56cc5>

² Charlotte-area voters will be considering a comprehensive transportation plan (\$25 billion over 30 years):
<https://www.charlotteobserver.com/news/politics-government/article309380380.html>;
<https://www.bizjournals.com/charlotte/news/2025/07/24/charlotte-area-transit-system-tax-mtc-rail-roads.html>

³ Source: myFutureNC, 2025: <https://www.myfuturenc.org/>

⁴ Fayetteville State University's B.S. in Construction Project Management, launched Fall 2024, does not yet have historical data and therefore is not included in the year over year data evaluation.

II. Academic Program Planning Criteria (UNC Policy 400.1)

1. **Relation to Campus Distinctiveness and Mission.** The B.S. in Construction Engineering enhances UNC Charlotte's distinctiveness as a leading urban research university by addressing regional infrastructure demands and fostering economic growth. It supports the UNC System's mission to improve quality of life through education by preparing graduates for high-demand construction careers, aligning with strategic goals of workforce development and economic impact. The program's affordability, access, and integration with existing Civil Engineering and Construction Management programs strengthens UNC Charlotte's interdisciplinary approach. Its focus on industry partnerships elevates the university's research profile in smart cities and disaster resilience. By serving underserved populations and leveraging Charlotte's construction market, it reinforces the university's commitment to local-to-global impact and myFutureNC's credential attainment goals, positioning UNC Charlotte as a key contributor to North Carolina's economic competitiveness.

2. Student Demand.

Table 1. Other UNC System Enrolled for CIP 14.3301 — Construction Engineering, Bachelors

Institution	AY2019-20	AY2020-21	AY2021-22	AY2022-23	AY2023-24	AY2024-25
NCSU	66	69	62	70	80	N/A

Table 2. Other UNC System Completions for CIP 14.3301 — Construction Engineering, Bachelors

Institution	AY2019-20	AY2020-21	AY2021-22	AY2022-23	AY2023-24	AY2024-25
NCSU	22	16	12	14	18	N/A

Table 3. IPEDS Peer Institutions Completions for CIP 14.3301 — Construction Engineering, Bachelors

Institution	AY2019-20	AY2020-21	AY2021-22	AY2022-23
Georgia Southern University	1	6	7	9
University of Texas at Arlington ⁵	21	58	70	65

3. **Employment Opportunities for Graduates.** North Carolina is one of the largest construction markets in the U.S. Industry demand is high for professionals with both engineering problem-solving skills and construction management knowledge. Graduates of the proposed Construction Engineering program will be well-prepared for in-demand roles such as project engineer, field engineer, estimator, and superintendent with contractors, engineering firms, and public agencies. Graduates may also pursue licensure as Professional Engineers (PEs) and advance into leadership roles in the infrastructure, energy, and commercial construction sectors. For reference to the tables below, the Standard Occupational Classification (SOC) codes cross-walked to the 14.3301

⁵ The University Catalog for University of Texas at Arlington indicates BS degrees in Construction Management and Architectural Engineering only: <https://catalog.uta.edu/>

CIP code include Architectural and Engineering Managers (11-9041), Cost Estimators (13-1051), Civil Engineers (17-2051), Engineers, All Other (17-2199), and Engineering Teachers, Postsecondary (25-1032).

Table 4. Median Wage for SOC Codes Cross-walked to CIP Code: 14.3301⁶

Educational Level Requirement	SOC Count	Median Wage
Some College or Associate Degree	N/A	N/A
Bachelor's Degree	4	\$121,910 (Average of 13-1051, 11-9041, 17-2051, 17-2199)
Doctoral or Professional Degree	1	\$119,340 (25-1032 Engineering Teachers)

Table 5. Estimated Employment in North Carolina for SOC Codes Cross-walked to CIP Code: 14.3301 with a Matching Education Level Requirement⁷

Education Level Requirement	Count of SOC Codes	2022 Baseline	2032 Estimate	Net Change	Percent Change
Bachelor's Degree	4	27,254	30,043	2,789	10.2%
Doctoral or professional degree	1	1,274	1,503	229	18%

4. **Impact on Access and Affordability.** The program will expand access to high-demand careers with strong earning potential. Tuition will align with standard UNC Charlotte undergraduate rates, ensuring affordability. Graduates entering roles such as construction managers or civil engineers (median salary \$104,900 per Bureau of Labor Statistics) will see favorable debt-to-earnings outcomes. Based on average in-state tuition and modest borrowing, estimated debt service would represent less than 3 percent of annual income, making the degree a high return-on-investment option for students. The program's applied, career-focused curriculum will reduce time-to-employment and support low debt-to-earnings ratios, promoting socioeconomic outcomes and return on investment for students.
5. **Program Specific Fees or Tuition.** The existing major fee (\$300) in the William States Lee College of Engineering will apply to students in the BS in Construction Engineering.

Table 6. Full-Time Undergraduate 2025-2026 Tuition and Fees per Year (In Dollars)

Category	Resident	Non-Resident
Tuition	\$3,812.00	\$20,018.00
Tuition Differential	N/A	N/A

⁶ Source: Bureau of Labor Statistics National Median, 2024: https://www.bls.gov/oes/current/oes_nat.htm

⁷ Source: NC Department of Commerce, 2022: <https://analytics.nccommerce.com/Projections/occ/index.html>

Mandatory Fees (Athletics, Student Activities, Health Services, Educational & Technology, Campus Security, Debt Service, ASG)	\$3,285.00	3,285.00
Special Fees (major fee)	\$300.00	\$300.00

6. **Expected Quality.** The program's quality is ensured through a 120-credit-hour curriculum, including a mandatory internship and only two new courses, leveraging existing Civil Engineering and Construction Management resources. It aligns with the Accreditation Board for Engineering and Technology (ABET) accreditation standards, emphasizing outcomes such as communication, critical thinking, and project management, assessed via capstone and internship projects. Unique features include industry-aligned training and technology which UNC Charlotte achieves through experienced faculty, robust facilities (e.g., construction labs), and a joint department administration model. Regular ABET evaluations and industry advisory board input ensure continuous improvement in order to deliver graduates ready for professional licensure and leadership roles.
7. **Faculty Quality and Number.** The program leverages existing faculty from Civil and Environmental Engineering and Engineering Technology and Construction Management, with no new hires needed initially. Twenty-eight faculty members, including Ph.D.-holding professors and industry domain experts, ensure high-quality instruction across the curriculum. Adjunct faculty and teaching assistants will handle increased loads, maintaining research and teaching balance without impacting existing programs.
8. **Relevant Lower-level and Cognate Programs.** The program builds on UNC Charlotte's existing Civil Engineering, Civil Engineering Technology, and Construction Management programs, along with shared courses in mathematics, physics, chemistry, and other general education subjects. These programs provide foundational expertise in engineering fundamentals, materials, and management, enabling seamless integration and leveraging established faculty and curriculum to support specialized construction engineering training.
9. **Availability of Campus Resources (Library, Facilities, etc.).** Existing campus resources, including J. Murrey Atkins Library's extensive holdings and shared facilities (e.g., construction material testing, surveying labs), are sufficient for the program. No new physical spaces or infrastructure are needed for years one to five, as the program uses existing Civil Engineering and Construction Management labs. No additional funding is required, ensuring cost-effective implementation.
10. **Existing Programs (Number, Location, Mode of Delivery).** Within the UNC System, only NC State offers a B.S. in Construction Engineering, located in Raleigh with a site-based option in Havelock (Craven Community College). The program is delivered in person, ABET-accredited, and focuses on construction engineering and project management. No other UNC System institution offers a standalone B.S. in Construction Engineering.

Table 7. Other UNC System Applied/Admitted /Enrolled for CIP 14.3301 — Construction Engineering

Institution	Degree Level	Counts	AY (2022-23)	AY (2023-24)
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NCSU	Bachelor's	Applied	20	34
NCSU	Bachelor's	Admitted	1	11
NCSU	Bachelor's	Enrolled	1	11

11. **Potential for Unnecessary Duplication.** The B.S. in Construction Engineering at UNC Charlotte is distinct from NC State's program, the only other such program in the UNC System, by emphasizing a balanced integration of construction, engineering, and management concepts, experiential learning through a mandatory internship, and alignment with Charlotte's regional workforce needs. Consultation with NC State University confirmed no concerns about duplication and highlighted complementary goals. North Carolina's job-to-enrollment ratio is twice the average of comparable states, indicating a 50 percent enrollment gap. UNC Charlotte's 80 percent acceptance rate versus NC State's 47 percent enhances access for students, addressing unmet demand. The program's affordability, leveraging of existing resources, and focus on technology further differentiate it, ensuring no unnecessary duplication while meeting regional and statewide workforce needs.
12. **Feasibility of Collaborative Program.** Collaboration opportunities include graduate pathways, articulation agreements, research partnerships, and national network engagement. Many UNC Charlotte Civil Engineering graduates pursue advanced degrees; a trend expected for Construction Engineering graduates. Articulation agreements with North Carolina community colleges will streamline transfer pathways and boost enrollment. Research collaborations with peer institutions like NC State, East Carolina University, Western Carolina University, and Virginia Tech will focus on joint funding proposals and faculty development in areas such as smart cities. Joining national organizations like the Associated Schools of Construction and Construction Industry Institute will foster collaborative research, competitions, and best-practice sharing. These formalized partnerships will enhance program quality, student opportunities, and industry alignment, without requiring new resources.

III. Summary of Review Processes

1. **Institution Review Process and Feedback.** The proposed program was reviewed and approved by the Dean of the William States Lee College of Engineering, the Undergraduate College and Curriculum Committee, and Faculty Council at UNC Charlotte. Leadership support and approval for the proposed program includes the Provost and Vice Chancellor for Academic Affairs, Vice Chancellor for Business Affairs, and Chancellor.
2. **UNC System Office Review Process and Feedback.** Throughout the review process, UNC Charlotte provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support the statements made.

IV. Recommendation

Staff recommends that the UNC Board of Governors approves the UNC Charlotte request to establish the Bachelor of Science (BS) in Construction Engineering (CIP 14.3301) effective fall 2026.



**Request for Authorization to Establish
Bachelor of Science (BS) in Artificial Intelligence
CIP 11.0102
University of North Carolina at Charlotte**

I. Program Highlights

- The University of North Carolina at Charlotte proposes the establishment of a Bachelor of Science (BS) in Artificial Intelligence in the College of Computing and Informatics (CCI).
- The Bachelor of Science in Artificial Intelligence is designed for students aiming to build skills for a range of careers in artificial intelligence (AI) and machine learning. Year five enrollment is estimated to be 400 students.
- This distinct undergraduate AI program proposal integrates AI into the curriculum from the first year through an application-first, top-down approach in the introductory Artificial Intelligence and Machine Learning courses. This degree will focus on applied learning, real-world problem-solving, cross-disciplinary collaboration, and hands-on experiences.
- The proposed BS in AI directly supports UNC Charlotte's institutional mission by preparing students for high-impact careers, fostering cutting-edge research, and addressing urgent workforce needs. The proposed program aligns with three university pillars: (1) Transform Students' Lives Through Educational Opportunity and Excellence; (2) Power the Future Through Inquiry, Research, and Creative Discovery; and (3) Drive Progress for North Carolina and Beyond.
- EAB projects above-average national employment growth in the top five occupations seeking bachelor's-level AI professionals between 2025 and 2035.¹ A search for artificial intelligence-related job postings on NCWorks.gov² reveals a high demand for AI professionals both statewide and in the Charlotte region. Statewide, there are over 2,600 AI-related job listings across various industries, and in Charlotte there are more than 1,000 job openings, demonstrating a strong local demand.
- Graduates from this program will be well-positioned for careers in AI, data science, and machine learning across multiple sectors, including finance, consulting, health care, cybersecurity, technology, and energy. Based on the CCI's existing BS in Computer Science five-year student success metrics, the college anticipates that this proposed program will similarly boast 81 percent employment within the field³ and across multiple industries with 84 percent remaining in the region and estimated five-year post-graduation wages between \$76,000 (\$81,000 within the field)⁴ and \$93,000.⁵⁶

¹ EAB. (2025, February). Market pulsecheck for a bachelor's-level artificial intelligence program. See Appendix A for the full study.

² NCWorks.gov. (2025, February 24). Job search results for "Artificial Intelligence". Retrieved from <https://www.ncworks.gov>

³ Lightcast's CIP to O*NET mapping

⁴ Lightcast (2025). "Program Snapshot: Computer Science-Bachelor of Science." Data retrieved 7/24/2025.

⁵ Source: <https://collegescorecard.ed.gov/>. Retrieved 7/24/2025.

II. Academic Program Planning Criteria (UNC Policy 400.1)

1. **Relation to Campus Distinctiveness and Mission.** The program aligns with UNC Charlotte's mission as a leading urban research institution with a substantial local-to-global impact. CCI currently offers programs in bioinformatics, data science, and cybersecurity — fields that are rapidly being transformed by AI applications necessitating a more focused and streamlined AI degree program. Given its activity within AI-impacted fields, CCI is well-equipped to provide an undergraduate AI program focused on applied learning, real-world problem-solving, cross-disciplinary collaboration, and hands-on experiences. Additionally, UNC Charlotte has made significant contributions to AI research, including advancements in AI and mixed reality, natural language processing, computer vision, machine learning, deep learning, and computer intelligence for predictive health and environmental risk analysis.⁷

The program will also support the greater UNC System's mission, emphasizing education, research, and public service for all North Carolinians by aligning with the following three pillars: (1) Student Success, (2) Affordability and Efficiency, and (3) Economic Impact and Community Engagement.

2. **Student Demand.**

Table 1. Other UNC System Enrolled for CIP 11.0102 — Artificial Intelligence and Robotics, BS

Institution	AY2019-20	AY2020-21	AY2021-22	AY2022-23	AY2023-24	AY2024-25
None	N/A	N/A	N/A	N/A	N/A	N/A

Table 2. Other UNC System Completions for CIP 11.0102 — Artificial Intelligence and Robotics, BS

Institution	AY2019-20	AY2020-21	AY2021-22	AY2022-23	AY2023-24	AY2024-25
None	N/A	N/A	N/A	N/A	N/A	N/A

Table 3. IPEDS Peer Institutions Completions for CIP 11.0102 — Artificial Intelligence and Robotics, BS

Institution	AY2019-20	AY2020-21	AY2021-22	AY2022-23
None	N/A	N/A	N/A	N/A

3. **Employment Opportunities for Graduates.** EAB identified 6,508 statewide and 28,224 regional AI-related job postings between February 2024 and January 2025.⁸ Generative AI job postings have increased significantly. Software development demand is rising due to AI integration, and data scientists and machine learning engineers are becoming critical. AI skills are essential in cybersecurity, IT infrastructure, and digital transformation, with health care and finance experiencing a surge in AI-driven

⁷ UNC Charlotte College of Computing and Informatics, "CCI Research Areas," UNC Charlotte, accessed February 28, 2025, <https://cci.charlotte.edu/cci-research-areas/>.

⁸ EAB. (2025, February). Market pulsecheck for a bachelor's-level artificial intelligence program. See Appendix G for the full study.

automation and innovation.⁹ The Standard Occupational Classification (SOC) codes linked to the 11.0102 AI and Robotics CIP code, according to the U.S. Department of Education CIP-SOC crosswalk, are as follows: computer and information science researchers (15-1221), software developers (15-1252), data scientists (15-2051), and postsecondary computer science teachers (25-1021). The most relevant occupations for graduates of this undergraduate program are software developers and data scientists.

Table 4. Median Wage for SOC Codes Cross-walked to CIP 11.0102 — Artificial Intelligence and Robotics, B.S.

Educational Level Requirement	SOC Count	Median Wage
Some College or Associate Degree	N/A	N/A
Bachelor's Degree	2	\$124,900 ¹⁰
Master's Degree	1	\$132,560
Doctoral or Professional Degree	1	\$86,080

Table 5. Estimated Employment in North Carolina for 11.0102 with a Matching Education Level Requirement

Education Level Requirement	Count of SOC Codes	2022 Baseline	2032 Estimate	Net Change	Percent Change
Bachelor's Degree	2	31,309	41,686	10,377	33%
Master's Degree	1	382	510	128	33.5%
Doctoral or Professional Degree	1	1,368	1,527	159	11.6%

4. **Impact on Access and Affordability.** Students in the proposed program are expected to incur debt loads similar to those in the current BS in Computer Science program, where the median total debt after graduation is approximately \$22,000¹¹. With entry-level salaries for BS graduates averaging around \$84,000 yearly¹² and median earnings reaching \$93,000¹³ five years after graduation, the estimated debt-to-earnings ratio is about 3%. This is a favorable figure that reflects strong return on investment.
5. **Program Specific Fees or Tuition.** The existing major fee (\$225) in the College of Computing and Informatics will also apply to students in the BS in Artificial Intelligence.

Table 6. Full-Time Undergraduate 2025-2026 Tuition and Fees per Year (In Dollars)

Category	Resident	Nonresident
Tuition	\$3,812.00	\$20,018.00
Tuition Differential	N/A	N/A

⁹ Bureau of Labor Statistics, "Industry and Occupational Employment Projections Overview and Highlights, 2023–33," Monthly Labor Review, U.S. Department of Labor, 2024, <https://www.bls.gov/opub/mlr/2024/article/industry-and-occupational-employment-projections-overview-and-highlights-2023-33.htm>.

¹⁰ Average of \$132,000 and \$118,000

¹¹ <https://inside.charlotte.edu/news-features/2021-11-16/unc-charlotte-students-graduate-student-loan-debt-lower-state-national>

¹² Burtch Works. (2024). Data Science & AI Professionals Salary Report (p. 22). Retrieved from <https://www.burtchworks.com/salary-2024>

¹³ Source of debt data: <https://collegescorecard.ed.gov/>. Retrieved 7/24/2025.

Mandatory Fees (Athletics, Student Activities, Health Services, Educational & Technology, Campus Security, Debt Service, ASG)	\$3,285.00	\$3,285.00
Special Fees	\$225.00	\$225.00

6. **Expected Quality.** The proposed BS in Artificial Intelligence will require students to complete general education requirements and 70 credit hours of study within the major. There will be no prerequisites beyond those courses required for general education. The program will not seek specialized accreditation; accordingly, barriers to degree progression that might otherwise be associated with such programs will be avoided, improving accessibility. CCI also supports student success through several targeted initiatives. The Center for Education Innovation and Research promotes evidence-based teaching practices, while the Integrated Critical Core provides foundational support during the first two years of study, including in the BS in AI. Faculty also engage in the Student Classroom Experience Project to continuously improve learning outcomes.
7. **Faculty Quality and Number.** The College of Computing and Informatics currently has 47 faculty members engaged in teaching and research related to artificial intelligence, representing three departments: Computer Science, Software and Information Systems, and Bioinformatics. These faculty span all academic ranks, including 14 professors, seven associate professors, 12 assistant professors, nine teaching professors, and five lecturers. This mix ensures a strong balance of research depth and teaching focus, with senior research faculty driving innovation and teaching professors and lecturers supporting high-quality instruction across the curriculum.
8. **Relevant Lower-level and Cognate Programs.** The program will be structured similarly to existing undergraduate programs in CCI, particularly the BS in Computer Science with the AI, Robotics, and Gaming concentration. The program will leverage CCI's experience in supporting students who enter college with limited programming backgrounds, ensuring they can succeed in the major.
9. **Availability of Campus Resources (Library, Facilities, etc.).** Existing campus resources, including J. Murrey Atkins Library's extensive holdings, are adequate to support student research for this program. Facilities are currently available for the AI program staff on the campus of UNC Charlotte in Woodward Hall, Bioinformatics building, and will be available in the Burson building after the already proposed, approved, and planned renovations/expansion. All faculty have private offices, conference rooms, and workspaces throughout the College of Computing and Informatics. Renovations are also planned throughout the college, providing additional capacity to support the AI program. The college anticipates that the expansion of AI research, fueled by the growth of the proposed MS and BS in AI, will be further supported by grants, enabling the future acquisition of additional state-of-the-art technology.
10. **Existing Programs (Number, Location, Mode of Delivery).**

Table 7. Other UNC System Applied/Admitted /Enrolled for CIP 11.0102 — Artificial Intelligence and

Robotics, BS

Institution	Degree Level	Counts	AY (e.g., 22-23)	AY (e.g., 23-24)
N.C. A&T ¹⁴	Bachelor's/BS	Applied	N/A	N/A
N.C. A&T	Bachelor's/BS	Admitted	N/A	N/A
N.C. A&T	Bachelor's/BS	Enrolled	N/A	N/A

11. **Potential for Unnecessary Duplication.** There are no currently active BS in Artificial Intelligence in the UNC System. North Carolina Agricultural and Technical State University has begun establishing an undergraduate program in artificial intelligence, CIP 11.0102; however, it was not yet active at the time of UNC Charlotte's request to establish. While interest in AI-related education and training is evident throughout the UNC System, that does not fill the educational gap left by the absence of a dedicated undergraduate degree program.

12. **Feasibility of Collaborative Program.** N.C. A&T's BS in Artificial Intelligence was approved by the UNC System Board of Governors in 2024. While other universities offer AI concentrations within computer science degrees, UNC Charlotte and N.C. A&T will be the only stand-alone AI bachelor's programs in the state. The favorable employer demand in both statewide and regional labor markets supports both programs.

UNC Charlotte's existing collaborations with institutions such as NC State University, N.C. A&T, Duke University, and University of North Carolina at Chapel Hill, to name a few, through initiatives like NCShare and the Center for Energy Security and Reliability demonstrate UNC Charlotte's strong foundation for future AI research partnerships.

III. Summary of Review Processes

1. **Institution Review Process and Feedback.** The proposed program was reviewed and approved by the dean and associate dean of the College of Computing and Informatics, department chair for Computer Science, the Undergraduate Course and Curriculum Committee and the Faculty Council. Leadership support and approval for the proposed program includes the provost and vice chancellor for Academic Affairs, vice chancellor for Business Affairs, and chancellor.
2. **UNC System Office Review Process and Feedback.** Throughout the review process, UNC Charlotte provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support the statements made.

IV. Recommendation

Staff recommends that the UNC Board of Governors approve UNC Charlotte's request to establish the Bachelor of Science (BS) in Artificial Intelligence (CIP 11.0102) effective fall 2026.

¹⁴ NC Agricultural and Technical State University has a newly approved BS in CIP 11.0102, but as of Spring 2025, has not enrolled students.

**Request for Authorization to Establish
Master of Science (MS) in Artificial Intelligence
CIP 11.0102
University of North Carolina at Charlotte**

I. Program Highlights

- The University of North Carolina at Charlotte proposes the establishment of a Master of Science (MS) in Artificial Intelligence.
- The proposed Master of Science in Artificial Intelligence provides students with advanced skills and knowledge in planning, design, development, implementation, testing, and management of artificial intelligence (AI) systems, applications, and infrastructures. Graduates with this degree will possess comprehensive training in core mathematics and AI algorithms, the AI software lifecycle, and ethical considerations, as well as communication and teamwork. Year five enrollment is estimated to be 200 students.
- There are no M.S in AI degrees (CIP 11.0102) currently offered within the UNC System. With fewer than 1,000 MS in AI degrees awarded nationally in 2023, and none from UNC System institutions, the proposed program fills a critical educational and workforce gap in North Carolina.
- The proposed program will develop technical AI leaders ready for an “AI-first” workforce, beginning with a course that gives students immediate exposure to real-world AI applications. Next, students choose from advanced clusters such as machine learning, human-AI interaction, robotics and decision-making, AI system design, and AI security — providing both depth and flexibility.
- The proposed program aligns with the university’s following three pillars: (1) Transform Students’ Lives Through Educational Opportunity and Excellence; (2) Power the Future Through Inquiry, Research, and Creative Discovery; and (3) Drive Progress for North Carolina and Beyond.
- Graduates from this program will be well-positioned for careers in AI, data science, and machine learning across multiple sectors, including finance, consulting, technology, cybersecurity, IT infrastructure, and energy. NCWorks.gov¹ reveals statewide, there are over 2,600 AI-related job listings across various industries, and in Charlotte there are more than 1,000 job openings, demonstrating a strong local demand. Nationally, according to Lightcast (2024): “Generative AI job postings have increased 15,625 percent from 2021 to 2024.”²

II. Academic Program Planning Criteria (UNC Policy 400.1)

1. **Relation to Campus Distinctiveness and Mission.** Enrollment in AI-related programs, particularly the graduate certificate in applied artificial intelligence, has grown more than sixfold since 2021, driven largely by domestic students aged 31–35. The university has already made significant contributions to AI research, with advancements in AI and mixed reality in the Human Centered

¹ NCWorks.gov. (2025, February 24). Job search results for "Artificial Intelligence". Retrieved from <https://www.ncworks.gov>

² Lightcast. (2024). *The Speed of Skill Change*. Retrieved February 2025, from <https://lightcast.io/resources/research/speed-of-skill-change>.

Computing Lab, and machine learning in the ["https://charlotteml.github.io/"](https://charlotteml.github.io/)CharMLab, and in the [Center for Computational Intelligence to Predict Health & Environmental Risks \(CIPHER\)](#). These research efforts position UNC Charlotte as a key player in AI innovation, with the opportunity for students to engage in research through the thesis option in the M. These research efforts position UNC Charlotte as a key player in AI innovation, with the opportunity for students to engage in research through the thesis option in the MS degree.[Center for Computational Intelligence to Predict Health & Environmental Risks \(CIPHER\)](#). These research efforts position UNC Charlotte as a key player in AI innovation, with the opportunity for students to engage in research through the thesis option in the MS degree.S degree.[Center for Computational Intelligence to Predict Health & Environmental Risks \(CIPHER\)](#). These research efforts position UNC Charlotte as a key player in AI innovation, with the opportunity for students to engage in research through the thesis option in the MS degree.

2. The program supports the UNC System’s mission by aligning with the following three pillars: (1) Student Success, (2) Affordability and Efficiency, and (3) Economic Impact and Community Engagement. The *Burtch Works 2024 Data Science & AI Professionals Salary Report* found that “80 percent of all Data Science and AI professionals surveyed held an advanced degree. Education level has historically had a marked effect on salary.”³

3. Student Demand.

Table 1. Other UNC System Enrolled for CIP 11.0102 — Artificial Intelligence and Robotics, MS

Institution	AY2019-20	AY2020-21	AY2021-22	AY2022-23	AY2023-24	AY2024-25
None	N/A	N/A	N/A	N/A	N/A	N/A

Table 2. Other UNC System Completions for CIP 11.0102 — Artificial Intelligence and Robotics, MS

Institution	AY2019-20	AY2020-21	AY2021-22	AY2022-23	AY2023-24	AY2024-25
None	N/A	N/A	N/A	N/A	N/A	N/A

Table 3. IPEDS Peer Institutions Completions for CIP 11.0102 — Artificial Intelligence and Robotics, MS

Institution	AY2019-20	AY2020-21	AY2021-22	AY2022-23
Florida Atlantic University	NA	4	11	30

4. **Employment Opportunities for Graduates.** According to the U.S. Bureau of Labor Statistics, generative AI job postings have increased significantly. AI skills are essential in cybersecurity, IT infrastructure, and digital transformation, with health care and finance experiencing a surge in AI-driven automation and innovation.⁴ The Standard Occupational Classification (SOC) codes linked to the 11.0102 AI and Robotics CIP code, according to the U.S. Department of Ed CIP-SOC crosswalk, are as follows: computer and information science researchers (15-1221), software developers (15-1252), data scientists (15-2051), and postsecondary computer

³ Burtch Works. (2024). Data Science & AI Professionals Salary Report (p. 19). Retrieved from <https://www.burtchworks.com/salary-2024>.

⁴ Bureau of Labor Statistics, “Industry and Occupational Employment Projections Overview and Highlights, 2023–33,” Monthly Labor Review, U.S. Department of Labor, 2024, <https://www.bls.gov/opub/mlr/2024/article/industry-and-occupational-employment-projections-overview-and-highlights-2023-33.htm>.

science teachers (25-1021).

Table 4. Median Wage for SOC Codes Cross-walked to CIP 11.0102 — Artificial Intelligence and Robotics, M.S.⁵

Educational Level Requirement	SOC Count	Median Wage
Some College or Associate Degree	N/A	N/A
Bachelor's Degree	2	\$124,900 ⁶
Master's Degree	1	\$132,560
Doctoral or Professional Degree	1	\$86,080

Table 5. Estimated Employment in North Carolina for SOC Codes Cross-walked to CIP Code: 11.0102 with a Matching Education Level Requirement

Education Level Requirement	Count of SOC Codes	2022 Baseline	2032 Estimate	Net Change	Percent Change
Bachelor's Degree	2	31,309	41,686	10,377	33%
Master's Degree	1	382	510	128	33.5%
Doctoral or Professional Degree	1	1,368	1,527	159	11.6%

5. **Impact on Access and Affordability.** The graduates of the proposed program will benefit from a favorable debt-to-earnings ratio and will quickly benefit financially from their participation in the program. According to the *Burtch Works 2024 Data Science & AI Professionals Salary Report*,⁷ the average entry-level AI professional (nonmanager) earned \$117,000 in 2024, up from \$110,000 in 2023. This number corresponds to the average median wages of all cross-⁸ According to the Department of Education's College Scorecard, the typical yearly loan payment for a UNC Charlotte MS⁹ With an estimated annual salary of \$117,000 in AI professions, this corresponds to an average debt-to-earnings ratio of 3.4 percent.

6. **Program Specific Fees or Tuition.** UNC Charlotte is requesting a tuition differential for this program. The existing major fee (\$225) in the College of Computing and Informatics (CCI) will also apply to students in the MS in Artificial Intelligence.

Table 6. Full-Time Graduate 2025-2026 Tuition and Fees per Year (In Dollars)

Category	Resident	Nonresident
Tuition	\$4,841	\$20,627
Tuition Differential	\$4,800	\$4,800
Mandatory Fees (Athletics,	\$3,285	\$3,285

⁵ Source: Bureau of Labor Statistics National Median, 2024: https://www.bls.gov/oes/current/oes_nat.htm

⁶ Average of \$132,000 and \$118,000

⁷ Burtch Works. (2024). Data Science & AI Professionals Salary Report (p. 19). Retrieved from <https://www.burtchworks.com/salary-2024>.

⁸ Source: Bureau of Labor Statistics National Median, 2024: https://www.bls.gov/oes/current/oes_nat.htm

⁹ Source: <https://collegescorecard.ed.gov/>. Retrieved on 7/24/2025.

Student Activities, Health Services, Educational & Technology, Campus Security, Debt Service, ASG)		
Special Fees (major fee)	\$225	\$225

7. **Expected Quality.** The proposed MS in Artificial Intelligence program curriculum requires 30 credit hours of study with 12 core courses, nine technical courses organized into various clusters (Machine Learning, Robotics & Decision-Making, Human-AI Interaction, AI System Design, and AI Security clusters), six elective credits, and three capstone credits. The program takes advantage of existing computer science courses and labs that are already offered as a part of the MS in Computer Science while developing new courses that offer a hands-on approach to designing, building, and deploying advanced AI systems. No new lab equipment or facilities are required.
8. **Faculty Quality and Number.** The College of Computing and Informatics (CCI) currently has 40 faculty members engaged in teaching and research related to artificial intelligence, representing three departments: Computer Science, Software and Information Systems, and Bioinformatics. These faculty span all academic ranks, including 14 professors, seven associate professors, 12 assistant professors, and seven teaching professors. This mix ensures a strong balance of research depth and teaching focus, with senior research faculty driving innovation and teaching professors supporting high-quality instruction across the curriculum.
9. **Relevant Lower-level and Cognate Programs.** The proposed MS in AI builds on UNC Charlotte's strong foundation in AI education, faculty expertise, and ongoing research innovation. Within the program, strong student enrollment in the AI, Robotics, and Gaming concentration and AI-focused courses (Natural Language Processing, Machine Learning, Computer Vision, and Robotics), 600 and 100 students, respectively, reflects significant interest in AI-related study. The MS in AI will allow these faculty to go beyond teaching applications of AI and focus more intensively on the design, development, and deployment of advanced AI systems. This focus will give these students a more specialized and applied knowledge in artificial intelligence.
10. **Availability of Campus Resources (Library, Facilities, etc.).** Existing campus resources, including J. Murrey Atkins Library's extensive holdings, are adequate to support student research for this program. Facilities are currently available for the AI program staff on the campus of UNC Charlotte in Woodward Hall, Bioinformatics building, and will be available in the Burson building after the already proposed, approved, and planned renovations/expansion. All faculty have private offices, conference rooms, and workspaces throughout the College of Computing and Informatics. Renovations are also planned throughout the college, providing additional capacity to support the AI program.
11. **Existing Programs (Number, Location, Mode of Delivery).**

Table 7. Other UNC System Applied/Admitted /Enrolled for CIP 11.0102 — Artificial Intelligence and Robotics

Institution	Degree Level	Counts	AY (e.g., 22-23)	AY (e.g., 23-24)
NC Agricultural and Technical State	Bachelor's/BS	Applied	N/A	N/A

University (N.C. A&T) ¹⁰				
N.C. A&T	Bachelor's/BS	Admitted	N/A	N/A
N.C. A&T	Bachelor's/BS	Enrolled	N/A	N/A

12. **Potential for Unnecessary Duplication.** The proposed program will be the first and only master's degree in AI (CIP 11.0102) in the UNC System.
13. **Feasibility of Collaborative Program.** During program development, UNC Charlotte consulted with N.C. A&T State University, whose Department of Computer Science is establishing an undergraduate AI program. The MS in AI program leadership will explore Credit by Examination for applicants with relevant coursework or industry experience and pursue undergraduate-level transfer credit agreements where appropriate. CCI also anticipates ongoing research collaborations with N.C. A&T and other UNC institutions as opportunities align with program goals and faculty expertise.

II. Summary of Review Processes

1. **Institution Review Process and Feedback.** The proposed program was reviewed and approved by the dean and associate dean of the College of Computing and Informatics, department chair for Computer Science, the dean of the Graduate School, Graduate Council, and the Faculty Council. Leadership support and approval for the proposed program includes the provost and vice chancellor for Academic Affairs, vice chancellor for Business Affairs, and chancellor.
2. **UNC System Office Review Process and Feedback.** Throughout the review process, UNC Charlotte provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support the statements made.

III. Recommendation

Staff recommend that the UNC Board of Governors approve the UNC Charlotte request to establish the Master of Science (MS) in Artificial Intelligence (CIP 11.0102) effective fall 2026.

¹⁰ NC Agricultural and Technical State University has a newly approved BS in CIP 11.0102, but as of Spring 2025, has not enrolled students.

AGENDA ITEM

- A-6. Proposed Revisions to Section 400.1.6 of the UNC Policy Manual,
Policy on the University of North Carolina Academic Calendar and Credit Requirements David English

Situation:	The committee will discuss proposed revisions to Section 400.1.6 of the UNC Policy Manual, <i>Policy on the University of North Carolina Academic Calendar and Credit Requirements</i> .
Background:	In 2023, the North Carolina General Assembly passed S.L. 2023-132, which amends G.S. 116-11.4 to prohibit a constituent institution of the University of North Carolina System from receiving accreditation from an accreditation agency for consecutive accreditation cycles.
Assessment:	It is now recommended that Section 400.1.6 of the UNC Policy Manual be amended to reflect the changing landscape and legislation in higher education accreditation. The proposed changes eliminate the requirement for University of North Carolina System institutions to adhere to all standards, calendar, and curricular requirements advanced by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The proposed language will require all UNC System institutions instead to adhere to the standards and requirements set forth by an institutional accreditor.
Action:	This item requires a vote by the committee, with a vote by the full Board of Governors through the consent agenda at the next meeting.

Policy on the University of North Carolina Academic Calendar and Credit Requirements

I. Purpose. A critical responsibility of all University of North Carolina (UNC) institutions¹ is to ensure appropriate rigor and integrity in their academic programs and instructional courses. This policy outlines the requirements of the constituent institutions regarding academic calendar and credit hour requirements.

II. Academic Calendar Requirements. UNC institutions shall develop academic calendars and course offerings that are structured to ensure consistent academic rigor and learning outcomes, regardless of their duration. Institutions shall publish academic calendars, grading policies, and other related materials in a manner publicly available to students and the public, and ensure that they are widely distributed. In setting the academic calendar for each term, institutions may set holiday periods, study days, and final examinations appropriate to accommodate the scheduled classes.

A. The traditional fall and spring semesters serve as the foundation and core of the academic calendar for all UNC institutions. This academic year is defined as at least 30 weeks of instructional time, typically divided into two equivalent semesters, which is based on the period that begins on the first day of classes in the academic year and ends on the last day of classes or examinations. A week of instructional time is any period of seven consecutive days in which at least one day of regularly scheduled instruction, examination, or (after the last day of classes) at least one scheduled day of study for examinations occurs. Instructional time does not include periods of orientation, counseling, homework, vacation, or other activity not related to class preparation or examination. Therefore, the weeks of instructional time may be less than the number of calendar weeks that elapse between the first day of classes and the last day of classes or examinations.

B. Weeks of instructional time cannot overlap, and a UNC institution cannot use a single day of scheduled instruction, exams, or study time to create more than one week of instruction. Weeks of instructional time may begin and end on a day other than Monday, provided that each week of instructional time comprises a seven consecutive day period (for example, a Wednesday through the following Tuesday), which includes at least one day of scheduled instruction, exams, or study time.

C. Institutions are encouraged to consider and develop additional instructional terms, such as summer sessions, intercessions, and accelerated formats that support and enhance efforts to improve student success metrics and service of transfer students, adult students, returning students, military-affiliated students, and other nontraditional student groups. All courses are expected to ensure the academic credit hour requirements listed below, regardless of the length of the instructional term.

III. Academic Credit Hour Requirements

A. All UNC institutions must ensure that every course offered for academic credit adheres to the standards advanced by the United States Department of Education and the institution's

accrediting agency recognized by the United States Department of Education. . A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately 15 weeks for one semester of credit, to result in a minimum of 750-scheduled minutes of instructional time or the equivalent per credit hour.

B. The UNC institution may identify an equivalent amount of work over a different amount of time, or at least an equivalent amount of work for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

C. The time may include required examination periods but may not include study days. In no case may an institution set a calendar that has optional final examinations, if that time is considered a part of the required minimum class time.

IV. External Requirements. UNC institutions are expected to adhere to all calendar and curricular requirements advanced by the United States Department of Education, [United States Department of Education-recognized institutional accrediting agency](#), and other relevant organizations.

V. Other Matters

A. Effective Date. The requirements of this policy shall be effective on the date of adoption of this policy by the Board of Governors.

B. Relation to State Laws. The foregoing policies as adopted by the Board of Governors are meant to supplement, and do not purport to supplant or modify, those statutory enactments which may govern the activities of public officials.

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

¹This policy applies only to work at the baccalaureate level and above, and therefore does not apply to the North Carolina School for Science and Mathematics, the University of North Carolina School of the Arts for its high school programs, or to any lab schools operated by a constituent institution. Secondary instruction at those institutions is subject to separate regulations under various General Statutes.

AGENDA ITEM

A-7. Comprehensive Articulation Agreement Annual Report Katie A. O'Connor

- Situation:** The revised *Comprehensive Articulation Agreement (CAA)* was signed by the UNC Board of Governors and the State Board of Community Colleges on February 21, 2014. The CAA was implemented in the fall 2014 semester. As part of that agreement, both systems are required to approve and submit an annual report on the progress and success of transfer students. This annual reporting affords the advisory committee an opportunity to reflect on the past year's progress, as well as to identify key areas of improvement and support needed from both systems.
- Background:** This report summarizes ongoing efforts to implement and fulfill the CAA. The Transfer Advisory Committee (TAC) is committed to providing students and institutions with information and strategies to support both associate degree and baccalaureate degree completion. Information is provided on North Carolina Community College System (NCCCS) transfer student enrollment and academic performance, efforts to improve transfer efficiency and effectiveness, status of compliance visits, and recommendations for future actions.
- Assessment:** The annual report demonstrates compliance with NCGS 116-11(10c). There was an increase in the total number of NCCCS transfer students over the past year. Students who obtain the Associate of Arts (AA) or Associate of Science (AS) degree prior to transferring continue to exhibit strong academic performance following their first year at a UNC System institution. The TAC includes several recommendations, such as identifying innovative ways to engage with transfer partners at universities and community colleges, searching for technology solutions to support credit mobility, and streamlining transfer governance across the state.
- Action:** This item requires a vote by the committee, with a vote by the full Board of Governors through the consent agenda.

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

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

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

November 1, 2025

As Required by
Session Law 2013-72 (HB 903)

**ANNUAL REPORT ON THE *COMPREHENSIVE ARTICULATION AGREEMENT* TO
THE JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE
NOVEMBER 1, 2025**

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

SUMMARY

The revised *Comprehensive Articulation Agreement* (CAA) was signed by the UNC Board of Governors and the State Board of Community Colleges on February 21, 2014. The revised CAA was implemented in the fall 2014 semester. The Transfer Advisory Committee (TAC) has completed four full rounds of compliance visits with UNC System institutions.

The University of North Carolina (UNC) System and the North Carolina Community College System (NCCCS) continue to work to enhance educational opportunities for NCCCS students by improving transfer administration, utilizing data to assess transfer effectiveness, and facilitating communication between respective constituent institutions. Both public higher education systems in North Carolina continue to work together to develop and support degree-mapping tools, improved policies, and professional development opportunities to facilitate informed and efficient transfer.

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

The most recent version of the CAA, complete with appendices, is available here:
<https://www.northcarolina.edu/wp-content/uploads/reports-and-documents/academic-affairs/caa-oct.-2022.pdf>

CAA PROGRESS: 2024-25

Transfer Enrollment and Performance Data

The UNC System data dashboard provides essential data on transfer students, including enrollment trends, credit hours and degree transfers, graduation rates, grade point average, and performance in disciplines after transfer. Within the dashboard, data for individual community colleges and universities are available for deeper analysis. The UNC System data dashboard continues to be a vital resource in determining whether the CAA is having the desired impact on transfer student success and whether the changes in policy and practice put in place because of the CAA and the associated compliance site visits are achieving the desired positive outcomes. This information is critical to the decision-making process for individual community colleges and universities and for the two systems. Similarly, the NCCCS provides data dashboards to report on community college transfer performance, in addition to enrollment and graduation data. The NCCCS data dashboard has recently been updated to reflect changes in the state transfer performance measures, and as of 2025-26 those dashboards will also provide more concise community college transfer data. Both data dashboards provide comprehensive and timely information on transfer student access, success, and transitions between institutions.

Students who entered the NCCCS in fall 2014 and later are under the protections of the CAA, and a significant number continue to transfer to the UNC System as of the fall 2024 semester. This large number of transfer students who possess the protections of the CAA and their successful transfer to the state universities gives a clear indication of the value of the CAA to students.

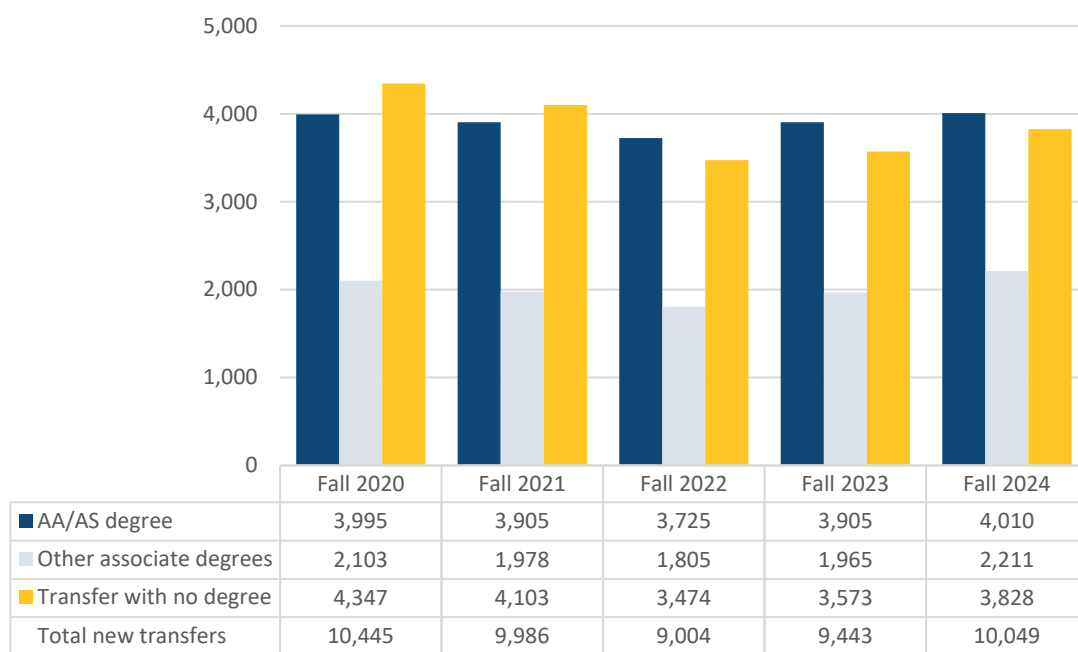
Transfer Student Enrollment

Before the COVID-19 pandemic, there was a steady increase in enrollment of NCCCS transfer students into UNC System institutions. This increase was a clear result of the revised CAA, proper advising, and the strong collaboration between the UNC System and the NCCCS. During the post-pandemic period through the 2023-24 academic year there was an overall decrease in associate degree attainment and transfer enrollment as compared to fall 2020. However, fall 2024 data shows transfer numbers increased, and in many cases exceeded those of fall 2020. While it is too early to draw definite conclusions, there is reason to believe that transfer activity may be returning to pre-pandemic trends.

Data illustrates an increase in the number of NCCCS students transferring to the UNC System (see Table 1), up from 9,443 in the fall 2023 semester to 10,049 in the fall 2024 semester. This marks the first increase in total transfer students since 2018. The number of NCCCS students transferring with a completed associate degree (of any kind) increased (see Table 2) in fall 2024. During the fall 2024 semester, the total number of NCCCS students transferring with a completed degree (AA/AS or any other associate degree) was 6,221, compared with 5,870 in the fall 2023 semester.

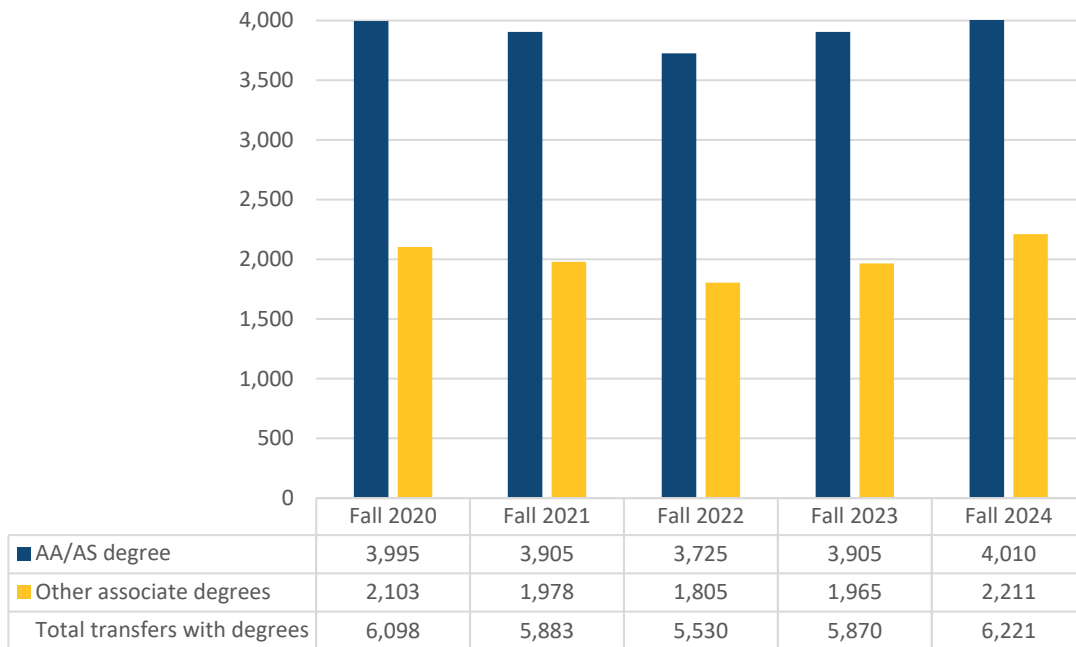
The number of NCCCS students who transfer to UNC System institutions with transfer credit, but no degree, increased from 2023 (3,573) to fall 2024 (3,828). In addition to the provisions of the CAA that require the completion of an associate degree, the Transfer Guides project and increased efforts focused on transfer coordination, detailed later in this report, are opportunities to encourage community college students to complete their two-year degrees prior to transferring to UNC System institutions.

Table 1
New NCCCS Student Enrollment in UNC System Institutions



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

Table 2
NCCCS Student Transfers with Completed Associate Degrees



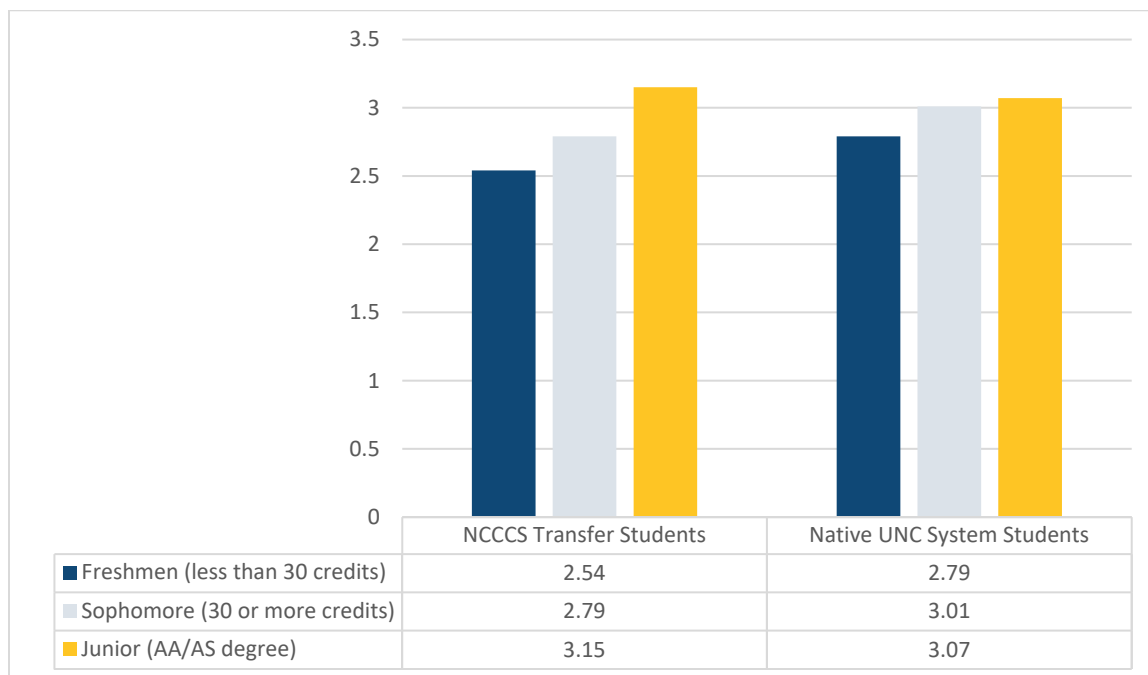
Note: Data within Table 2 include the most current information posted on the UNC public dashboards and may differ slightly from previously reported information.

Transfer Performance Data

The most recent data on transfer student performance (2024-25 data for students who transferred in the fall 2023 semester) continue to indicate a strong correlation between degree and credit-hour completion prior to transfer and academic performance at the university (see Table 3). Students who transferred in the fall 2023 semester from an NCCCS institution into a UNC System institution with fewer than 30 completed credit hours have a lower GPA than those who started at a university as freshmen. This is also true of students who transfer before completing an associate degree but have more than 30 credit hours of transferable coursework: GPA of non-degree-earning transfer students with more than 30 completed hours is lower compared to their UNC System sophomore counterparts who began at the university.

Students who completed the associate degree prior to transferring in the fall 2023 semester, however, performed better than UNC System juniors who started at the university as freshmen (3.15 GPA vs. 3.07 GPA). These results confirm the foundational principle of the CAA that transfer students who complete the associate degree prior to transfer will perform as well as or better than students who began their higher education journeys at UNC System institutions.

Table 3
2023-24 Transfer Student Grade Point Average After First Year



Note: Data indicated are reflective of first-year performance at UNC institutions for transfer students. This measurement was taken during fall 2024 to spring 2025 for the cohort entering in fall 2023.

Campus Compliance Site Visits

In January 2016, the Transfer Advisory Committee (TAC) established a process for reviewing the institutional transfer credit policies and procedures of UNC System institutions once every two years to ensure compliance with the CAA. As of the last round of compliance visits, the UNC School of the Arts has not been included because it had few transfer students. Since 2016, the TAC has completed four rounds of reviews with each UNC System institution using a combination of virtual and in-person visits. Beginning in the 2025-26 academic year, TAC will conduct university CAA compliance reviews with a rotation of in-person site visits and extensive surveys. Also beginning in 2025-26, TAC has proposed to regularly review community college CAA compliance using surveys and/or site visits.

Transfer Guides (formerly referred to as Baccalaureate Degree Plans)

The CAA requires tools to support student transfer. One such requirement ensures that UNC System institutions develop and maintain transfer guides (formerly called Baccalaureate Degree Plans (BDPs)) to outline community college programs with university courses that lead to timely baccalaureate degree completion for each major plan of study that the university offers.

Until last fall, UNC System institutions created and maintained BDPs based on best practices developed at each institution. After TAC reviewed statewide concerns with the utility,

timeliness, maintenance, and accuracy of BDPs in 2021, over 2,500 students, faculty, and staff participated in surveys and focus groups expressing various opinions regarding BDPs.

In response to the input received from stakeholders, and in collaboration with many teams across North Carolina, the UNC System Office created a new process and format for the BDPs. This centralized, student-facing resource was rebranded as Transfer Guides and made available to the public in 2024 on a centralized platform hosted by our close collaborators, College For North Carolina (CFNC). All Transfer Guides can be accessed at: www.cfnc.org/transferguides. In its first year (2024-25), 1,377 Transfer Guides were published and over 91,000 individual Transfer Guides were accessed.

At the start of the second year (2025-26), efforts are taking place to build on the strong foundation of the Transfer Guides project. In addition to the creation of a formal annual editing process, TAC is thrilled to see over 1,500 updated Transfer Guides publicly available on the CFNC site. During the first week of publishing the updated Transfer Guides for this academic year, there were already 6,000 views of individual guides. And while outside the official purview of TAC, the addition of Transfer Guides for the AFA in Music, AFA in Theatre (two tracks), AFA in Visual Arts, and AA in Teacher Prep and AS in Teacher Prep are highly supported by TAC. It is the hope of TAC that additional high-transfer community college degree programs will continue to be included in the Transfer Guides project to best support students across the state as they pursue transfer into baccalaureate programs.

CAA Revisions

The last CAA was significantly revised over a decade ago. Over the past year, TAC has focused efforts on updating the CAA to make it more concise and easier to use for students, their families, faculty, and advisors. Throughout the process, TAC referenced input from various stakeholders across the state in order to ensure that students, faculty, advisors, and staff members from both systems were informed of the proposed changes. Highlights from the proposal include an improved, centralized student appeal process, clarifying language about transfer of credits, and a simplification of the policy language. Revisions are being submitted in fall 2025 for consideration by the NCCC System State Board of Community Colleges and the UNC System Board of Governors.

Data Sharing and Student Access

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

Both system offices are supportive of this type of program, and a pilot project is currently underway. TAC supports the continued support of data sharing across systems to best facilitate transfer.

Additionally, TAC supports including more detailed information on the UNC System data dashboard, so that tracking student transfers from community college to university may be easier than ever and provide information at the programmatic and department level.

Funding for TAC

Since its inception, the TAC has relied upon the home institutions of its members to fund member participation in TAC meetings, compliance site visits, and presentations at professional conferences or workshops. The TAC is intentionally comprised of members from across the state from both urban and rural areas and representing both large and small institutions. Unfortunately, the travel costs associated with the duties and responsibilities of membership place an additional financial obligation on institutions that already have existing significant constraints and limitations on their spending. The lack of such supporting funds may prohibit some institutions from allowing their employees to participate in this important work.

The NCCCS and the UNC System Offices both strongly advise that funding be allocated to provide for travel to TAC meetings, site visits, and professional presentations — all of which support the mission of increased transfer efficiency and effectiveness — for each of the members of the TAC. An initial budget request would be approximately \$7,500 to reduce the costs for the individual TAC members and their institutions.

Conclusion and TAC Recommendations

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

- Technological and operational solutions that create greater continuity, clarity, accessibility, and transparency for advising and the processing of transfer students and informing course, program, and institution selection among the NCCCS and UNC System institutions, particularly through the implementation of statewide data sharing between the two systems.

- After reviewing student survey responses and comprehensive transfer data, the TAC would like to initiate discussions with other transfer stakeholders regarding expanding the scope of TAC to provide the same review service, support, and reporting to other uniform articulation agreements between the UNC and NCCCS systems.
- A website and/or mobile application that allows students to see how credit earned at one institution would be counted at another — a true degree audit for transfer credit.
- Additional training for community college and university employees on the benefits and guarantees of the CAA.
- Continuing collaborations with other key partners (e.g., NC State University's Belk Center for Community College Leadership and Research, myFutureNC, North Carolina Independent Colleges and Universities, etc.) in the work of transfer success.

AGENDA ITEM

A-8 Revisions to Comprehensive Articulation AgreementKatie A. O'Connor

- Situation:** The revised *Comprehensive Articulation Agreement* (CAA) was signed by the University of North Carolina Board of Governors and the State Board of Community Colleges on February 21, 2014. The CAA was implemented in the fall 2014 semester. The Transfer Advisory Committee (TAC) is charged with the authority to interpret CAA policy and is made up of four representatives of the North Carolina Community College System (NCCCS) and the University of North Carolina (UNC) System. The TAC is charged with maintaining the CAA, and adopting technical corrections as needed to remain current and accurate.
- Background:** The TAC is committed to providing students and institutions with information and strategies to support both associate degree and baccalaureate degree completion. As changes are deemed necessary, the TAC proposes edits to the UNC Board of Governors and the North Carolina State Board of Community Colleges for approval.
- Assessment:** The TAC proposes several significant changes to the CAA—the largest overhaul since 2014. First, a number of formatting and editorial changes were made to clarify meaning and update language to reflect branding preferences for both systems. Second, several changes are proposed to align with Section 400.1.5.3[R] of the UNC Policy Manual, *Regulation to Foster Undergraduate Transfer Student Success*, signed in February 2025. Third, policy clarifications are made to ensure that interpretation and application of the CAA is consistent across all UNC universities and NC community colleges. Fourth, new appendices are added to update official requests and appeals to TAC regarding transfer credit evaluations and additions to the CAA Transfer Course List.
- Action:** This item requires a vote by the committee, with a vote by the full Board of Governors through the consent agenda.

**COMPREHENSIVE ARTICULATION AGREEMENT
BETWEEN
THE UNIVERSITY OF NORTH CAROLINA SYSTEM
AND
THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM**

**Approved by the Board of Governors of The University of North Carolina System and
the State Board of The North Carolina Community College System**

Original version March 1, 1996; Full revision February 21, 2014;
Updated July 2015; February 2016; August 2016; June 2018; September 2018; May 2019; August 2020;
October 2020; TBD
(This document, complete with appendices, is available at [https://www.ncccommunitycolleges.edu/academic-
programs/college-transferarticulation-agreements/comprehensive-articulation-agreement-caa](https://www.ncccommunitycolleges.edu/academic-programs/college-transferarticulation-agreements/comprehensive-articulation-agreement-caa))

COMPREHENSIVE ARTICULATION AGREEMENT
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Original version March 1, 1996; Full revision February 21, 2014;
Updated July 2015; February 2016; August 2016; June 2018; September 2018; May 2019;
August 2020;
October 2020; October 2022; Month 2025

(This document, complete with appendices, is available at
<https://www.ncccommunitycolleges.edu/students/enrollment-and-registration/university-transfer/articulation-agreements/comprehensive-articulation-agreement/>)

**COMPREHENSIVE ARTICULATION AGREEMENT (CAA) BETWEEN THE
UNIVERSITY OF NORTH CAROLINA SYSTEM AND THE NORTH CAROLINA
COMMUNITY COLLEGE SYSTEM**

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Form CAA-03—Change of Course Designation to Pre-Major/Elective
or General Education

A.—Transfer Advisory Committee

B.—CAA Transfer Credit Appeal Procedure

C.—Associate in Arts and Associate in Science Curriculum Standards

D.—Transfer Course List

E.—Uniform Articulation Agreements

This document contains the articulation agreement in sections I-IV. Supporting documentation is provided in the appendices.

Legislative Overview

The Comprehensive Articulation Agreement (CAA) fulfills the provisions of House Bill 739, Senate Bill 1161 (1995 Session of the General Assembly), and House Bill 903. The original legislation is provided in Appendix A. Section 1 of HB 739 instructed the Board of Governors (BOG) of ~~The~~the University of North Carolina (UNC) System and the State Board of Community Colleges (SBCC) to develop a plan for the transfer of credits between the institutions ~~of within~~ the North Carolina Community College System (NCCCS), and between them and the constituent institutions of ~~The University of North Carolina~~the UNC System. Section 3 of HB 739 instructed the ~~State Board of Community Colleges~~SBCC to implement common course descriptions for all community college programs by June 1, 1997. Section 1 of SB 1161 directed ~~The University of North Carolina~~

~~the UNC~~ System ~~Board of Governors~~BOG and the ~~State Board of Community Colleges~~SBCC to develop a plan that ensures accurate and accessible academic ~~counseling~~advising for students considering transfer between community colleges, and between community colleges and the constituent institutions of ~~The University of North Carolina~~the UNC System. Section 2 of SB 1161 required the two Boards to establish a timetable for the development of guidelines and transfer agreements for program majors, professional specialization, and associate in applied science degrees. Section 3 of SB 1161 directed the ~~Board of Governors of The University of North Carolina~~UNC System ~~BOG~~ and the ~~State Board of Community Colleges~~SBCC to review their policies and rules and make any changes that are necessary to implement the plan for the transfer of credits.

In 2013, S.L. 2013-72 (HB 903) further emphasized the importance of the ~~Comprehensive Articulation Agreement~~(CAA) by mandating compliance with its terms ~~stating~~:

"(10c) The Board of Governors shall require each constituent institution to adhere fully to the Comprehensive Articulation Agreement between the University of North Carolina and requiringthe North Carolina Community College System that addresses the transfer of courses and academic credits between the two systems and the admission of transfer students. The Board of Governors shall further ensure that the agreement is applied consistently among the constituent institutions. The University of North Carolina and the North Carolina Community College System shall conduct biannual joint reviews to assure full institutional adherence to the agreement. The bill requires that a report, summarizing the results of these reviews, including any instances of non-compliance or revision toof the Comprehensive Articulation Agreement to ensure that the agreement be submittedis fair, current, and relevant for all students and institutions and shall report their findings to the Joint Legislative Education Oversight Committee on, including all revisions to the Comprehensive Articulation Agreement and reports of noncompliance by November 1 of each year. The University of North Carolina and the North Carolina Community College System shall also jointly develop an articulation agreement advising tool for students, parents, and faculty to simplify the course transfer and admissions process."

The Transfer Advisory Community (TAC) will develop and establish a procedure for conducting the biannual joint reviews of the CAA.

II. Review and Revision of the Comprehensive Articulation Agreement (2013)

Since the ~~Comprehensive Articulation Agreement~~ CAA was established in 1997, there have been ~~nearly two decades~~ many years of student and faculty experience with the CAA; and considerable changes in ~~lower-level~~ general education requirements and major program requirements of ~~our University of North Carolina~~ the UNC System institutions. Additionally, executive and legislative agencies ~~with~~ within the state have ~~endorsed greater~~ promoted participation in college ~~level work-by-level courses through the Career and College Promise (CCP) program for~~ qualified secondary students.

After the review of the CAA within the context of these changes, ~~this~~ the 2014 revision of CAA policies and curricula ~~is~~ was designed to better facilitate the original purpose of the CAA to optimize the transfer of credits between the institutions of the ~~North Carolina Community College System and The University of North Carolina System~~ institutions NCCCS and the UNC System.

The focus of the ~~current~~ 2014 review of the CAA ~~includes~~ included the following:

- ~~Supporting current~~ general education requirements at ~~senior~~ UNC System institutions;
- ~~Establishing a process for maintaining currency;~~
- ~~Ensuring current~~ information is universally accessible to students and advisors at ~~both senior public~~ institutions of higher education in North Carolina

~~4. The 2025 CAA revision focuses on clarifying the language and community colleges.~~
policies to promote broader understanding and ease-of-use. The revised ~~Comprehensive Articulation Agreement~~ CAA serves as a current and adaptive agreement ~~that~~ which supports more students completing both the associate and baccalaureate degrees.

As part of the biannual review of the CAA, the TAC, with the approval of the SBCC and the UNC System BOG, reviews, revises, and adapts the CAA to the needs of students and public institutions. If any changes are approved, updates to the CAA are shared across the state.

III. Assumptions and Intent

The ~~Comprehensive Articulation Agreement~~ CAA between ~~The University of North Carolina (the NCCCS and the UNC) System and the North Carolina Community College System (NCCCS)~~ rests upon several assumptions common to successful statewide comprehensive articulation agreements. The primary assumption is that institutions recognize the professional integrity of other public post-secondary institutions that are ~~regionally~~ accredited for college transfer programs. ~~All courses designated as approved for college transfer under this~~

agreement will be taught by faculty who meet Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) credential requirements. Another assumption is that substantial commonality exists in the ~~lower-division~~ general education requirements and courses currently offered at all universities and community colleges for the purpose of transfer.

The general education courses and pre-major courses offered at the institutions that comprise ~~The the NCCCS and the~~ UNC System ~~and the NCCCS~~ are similar in intended outcomes and competencies, and so, transferable between institutions. ~~The general education~~ Graduation requirements ~~of the receiving institutions remain in effect for all students not participating in this comprehensive articulation agreement; any upper-division general education requirements and graduation requirements at the universities~~ remain unaffected by this agreement.

~~Institution-wide, lower-division general education requirements serve as the starting point for determining specific general education courses in each baccalaureate major. The specific lower-level courses required for each major are the subject of the pre-majors developed by joint discipline committees. The purpose and history are provided in Appendix B.~~

IV. Policies

The Comprehensive Articulation Agreement (~~The CAA~~) applies to all ~~fifty-eight North Carolina Community College System (58 NCCCS)~~ institutions and all ~~sixteen 16~~ constituent institutions of ~~The University of North Carolina (the UNC)~~ System. The CAA is applicable to all NCCCS students who successfully complete a course designated as transferable or graduate with an Associate in Arts (~~AA~~) or Associate in Science (~~AS~~) degree and transfer to a constituent institution of ~~The the~~ UNC System. The regulations for implementation of the CAA were originally approved by the ~~Board of Governors UNC System BOG~~ and the ~~State Board of Community Colleges. The Transfer Advisory Committee (SBCC. The TAC)~~ oversees refinements of the regulations and minor changes. ~~Significant changes will be brought to the UNC System BOG and the SBCC for review at the discretion of the respective Presidents of the NCCCS and the UNC System. The TAC procedures are provided in Appendix B.~~

~~Significant changes will be brought to the Board of Governors and the State Board of Community Colleges for review at the discretion of the respective Presidents of The UNC System and the NCCCS. The TAC Procedures are provided in Appendix C.~~

Since the CAA was first established, the state of North Carolina has encouraged high school students to maximize their time by taking college coursework under various initiatives. The CAA policies extend to high school students taking college coursework through the NCCCS and/or the constituent universities of ~~The the~~ UNC System.

A. Transfer Advisory Committee (TAC)

Authority to interpret CAA policy rests with the ~~Transfer Advisory Committee (TAC)~~. The TAC is an eight-member committee appointed by the Presidents of the ~~North Carolina Community College System (NCCCS)~~ and ~~The University of North Carolina (UNC)~~ the UNC System: (or their designees).

•—NCCCS Members:

- Four representatives from the NCCCS: ~~These members will be appointed by the Chief Academic Officer of the NCCCS.~~

•—UNC System Members

- Four representatives from the UNC System: ~~These members will be appointed by the Chief Academic Officer of the UNC System.~~

Questions concerning CAA policy interpretations should be directed to the appropriate system's chief academic officer (CAO) with an explanation of the institutional policy that may (appear to) be in conflict with CAA policy. The ~~chief academic officer~~ CAO will forward unresolved questions to the TAC for interpretation. Each system will appoint one ex-officio, nonvoting member to support the work of the TAC.

Questions about the transferability of ~~course work~~ coursework under the CAA or any proposed changes to the policies, general education courses, or pre-majors must be addressed by the TAC. Changes to the curriculum standards for the ~~Associate in Arts~~ AA and ~~Associate in Science~~ AS degree programs are under the authority of the ~~State Board of Community Colleges~~ SBCC. The TAC will be notified of any changes.

The TAC will also provide general counsel and recommendations to the NCCCS and the UNC System in matters leading to optimal transfer between the two systems.

A directory of current TAC members can be found at:
<https://www.nccommunitycolleges.edu/students/enrollment-and-registration/university-transfer/articulation-agreements/comprehensive-articulation-agreement/>

B. Transfer Assured Admissions Policy (TAAP)

The TAAP assures admission to one of the 16 UNC System institutions under the following conditions:

- Admission is not assured to a specific campus~~or specific~~₁ program₁ or major~~:~~
- Students must have graduated from an NCCCS institution with an ~~Associate in Arts or Associate in Science~~AA or AS degree~~:~~
- Students must meet all requirements of the CAA~~:~~
- Students must have an overall grade point average (GPA) of at least 2.0 on a 4.0 scale, as calculated by the college from which they graduated~~, and a grade of "C" or better in all CAA courses:~~
- Students must be academically eligible for re-admission to the last institution attended~~:~~
- Students must meet judicial requirements of the institution to which they apply~~:~~
- Students must meet all application requirements at the receiving institution, including the submission of all required documentation by stated deadlines~~:~~

If a student is denied admission to a UNC System institution, ~~then they will be notified in writing by the institution. In this notification, the student will be directed to the College Foundation of for North Carolina~~Carolina's (CFNC) website (www.cfnc.org) ~~where the student will be given information regarding space availability~~

~~and contacts in the respective~~ (www.cfnc.org) is a helpful resource for students to find information about the admissions requirements of other UNC System institutions ~~admissions offices~~. It is the student's responsibility to contact ~~each institution's these other institutions'~~ admissions ~~office offices~~ to ~~get receive~~ specific information about admissions and available majors.

If the previous steps do not result in admission to a UNC System institution, then the student should contact the CFNC Resource Center at 1-866-866-CFNC ~~those other institutions~~.

C. Transfer-Credit Appeal-Related Appeals

If a transfer student ~~perceives that believes~~ the terms of the CAA have not been honored, they may follow the Transfer Credit Appeal Procedure ~~via the Transfer Student and Credit Appeals Portal~~ as outlined in Appendix ED. Each NCCCS and UNC System institution will provide a link to the Transfer ~~Student and Credit Appeal Procedure Appeals Portal~~ on its website.

V. Regulations

A. Transfer of Credits

The ~~Comprehensive Articulation Agreement (CAA)~~ establishes the procedures governing the transfer of credits for students who transfer from a ~~North Carolina Community College System (NCCCS)~~ institution to a ~~University of North Carolina (UNC) System~~ institution. The CAA ~~does not address admission to a specific institution or to a specific major within an institution-UNC System institution.~~

1. — Eligibility

~~To be eligible for the transfer of credits under the CAA, the student must 1.~~

Agreement Benefits

~~Students who graduate from the community college a NCCCS institution with an Associate in Arts (AA) or Associate in Science (AS) degree and have an overall Grade Point Average (GPA) of at least 2.0 on a 4.0 scale and a grade of "C" or better in all CAA courses are guaranteed the following benefits:~~

- ~~Admission to a UNC System institution as outlined above in section IV.B.~~
- ~~Fulfillment of the UNC System's Minimum Eligibility Requirements (MER) and Minimum Course Requirements (MCR)~~
- ~~A General Education Waiver at any UNC System institution to which a student is admitted~~

- Transfer credit for all courses (regardless of delivery method) originating at the NCCCS institution (completed with a “C-“ or higher) found on the CAA Transfer Course List used in earning the AA or AS degree
- Fulfillment of the Foundations of American Democracy course, as defined in the UNC Policy Manual 400.1.5 and 400.1.5 [R]

Students who do not complete the ~~degree are eligible to transfer credits on a course-by-course basis.~~

2. — Definition of General Education Courses and Pre-major Courses

~~The Associate in Arts (AA) and Associate in Science (AS) degree programs in the North Carolina Community College System require a total of sixty AA or sixty-one semester hours credit for graduation (see Appendix F) and AS degree prior to transferring are transferable to any UNC institution. The overall total is comprised of both lower-division general education and pre-major not guaranteed the same benefits of the CAA; however, they shall receive transfer credit for all courses. This curriculum reflects the distribution of discipline areas commonly included in institution-wide, lower-division general education requirements for the baccalaureate degree found on the CAA Transfer Course List completed with a grade of “C-” or higher.~~

2. Explanation of Agreement Benefits

- The CAA guarantees graduates from a NCCCS institution with an AA or AS degree to receive a General Education Waiver at the UNC System to which they are admitted. The number of credits awarded at the UNC System institution will vary depending on:
 - Whether the coursework used to complete the associate degree was completed with a grade of C- or higher at the NCCCS institution
 - Whether the receiving university accepts credit by exam (AP, IB, CLEP, etc.) in the same manner as the NCCCS institution
 - Whether any other previously completed college coursework accepted by the NCCCS institution is transferable in the same manner to the UNC System institution

Under the provisions of the CAA, credit-by-exam course credits are acceptable as part of a student's successfully completed AA or AS degree. It is suggested that universities award equivalent course credit that aligns with the NCCCS institution's course awarded for credit-by-exam course credits, as if the course credit had been earned through regular study at the community college. However, universities can determine course equivalencies for AP credit and other credits by exam based on their institutional policies as stated in UNC System Policy (700.10.1).

UNC System institutions have institutional equivalency policies for accepting credit by exam and other university/college credits and therefore may award credit for these differently than NCCCS institutions. Students are responsible for reviewing university policy to understand how credit by exam and any previously earned college credit is accepted by a UNC System institution.

- b. A student who completes the AA or AS degree prior to transfer to a UNC System institution will receive a General Education Waiver at the receiving UNC System institution, regardless of total credits transferred (e.g., less than 60) or how the community college applied any previously earned credit (e.g., AP or CLEP exams, previous college/university coursework, etc.) toward associate degree completion. This General Education Waiver exempts a student from any requirement specified as part of the General Education curriculum outlined in the UNC System institution's Undergraduate Catalog but does not exempt a student from any major-specific or institutional graduation requirements.

3. Additional Parameters

- a. Admission to university major programs may require additional courses not available at the community college. Time to earn a baccalaureate degree may be impacted for students entering such programs, and students should plan accordingly.
- b. A UNC System institution cannot place requirements on students transferring under the CAA that are not required of students that begin their higher education journeys at the university.
- c. Each UNC System institution will establish and publish an institutional policy/guideline outlining whether a student who receives an AA or AS degree through reverse transfer will have fulfilled the UNC System institution's general education requirements.
- d. CAA courses in which the student received less than a "C-" will not negate the provisions of the CAA, outlined in section V.1.A; however, individual course credit will not be awarded at UNC System institutions for NCCCS courses completed with a grade less than C-.

4. Associate Degree Structure

The AA and AS degree programs in the NCCCS require a total of 60 or 61 semester hours of credit for graduation (see Appendix E) and are transferable to any UNC System institution. The AA and AS degree programs include general education requirements that requirements are in alignment with baccalaureate degree curricula across UNC System institutions. The AA and AS degree programs represent the fundamental foundation for successgeneral education and include study in the areas of English composition, communications, humanities and fine arts, natural sciences and mathematics, and social and behavioral sciences. Within these discipline areas, community colleges must include opportunities for the achievement of AA and AS degree earners will obtain competence in reading, writing, oral communication, fundamental mathematical skills, and basic computer use. Students must meet the receiving university's foreign language and/or health and physical education requirements, if applicable, prior to or after transfer to a UNC System institution.

The AA and AS degree programs of study are structured to include two components:

- **–Universal General Education Transfer Component (UGETC) courses comprise:** NCCCS courses that constitute a minimum of 30 semester hours of within the AA and AS degree programs and that award one-to-one equivalency credit toward general education requirements at any UNC System institution, and
- **Additional general education, pre-major, and elective courses:** NCCCS courses that prepare students for successful transfer into selected majors at UNC System institutions that will bring the total number of hours in the degree programs to 60-61 semester hours. These courses will transfer with one-to-one equivalency if an equivalent course is offered at UNC System institutions; otherwise, elective transfer credit will be awarded.

To ensure maximum transferability of credits, students should select a identify intended transfer major(s) and institution(s) as soon as possible and no later than the end of the first semester at the community college. Students should follow preferred transfer university options known as Baccalaureate Degree Plans (BDPs, the Transfer Guide(s) (see section V.A.7.) before completing 30 semester hours of credit. Additionally in an effort to select the most meaningful general education, pre-major, and elective courses should be selected based on are recommended by the student's intended major(s) and transfer institution options.(s).

Students will receive instruction, guidance, and assistance in making these selections when enrolled in the NCCCS course ACA 122 – College Transfer & Career Success. NCCCS institutions are encouraged to require ACA 122 of all is a required course within both the AA and AS program enrollees degree programs. To promote effective and efficient transfer, NCCCS institutions should enroll AA and AS degree students in ACA 122 during their first semester of enrollment to promote effective and efficient transfer.

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

The specific number and distribution of courses used to fulfill the requirement in each of these areas will be identified by each community college as meeting its own general education requirements. The UGETC courses and other required courses will be drawn from those courses designated in the NCCCS Combined Course Library as being transferable. This will preserve the autonomy of each community college to develop its own general education program, including those aspects that make its program unique. Students should follow the university designed BDPs for specifics regarding courses and distribution.

3. — Transfer of Associate in Arts and Associate in Science degree programs

- a. The CAA enables North Carolina community college graduates of two-year Associate in Arts (AA) and Associate in Science (AS) degree programs who are admitted to constituent institutions of The University of North Carolina System to transfer with junior

status:

- a.—Requirements for admission to some major programs may necessitate additional courses not available at the community college. Time to earn a baccalaureate degree may be impacted for students entering such programs, and students should plan accordingly.

5. Transfer Guides

To help students select transferable and applicable coursework while pursuing an associate degree, each UNC System institution will develop, publish, and maintain Transfer Guides. Transfer Guides are academic guides for NCCCS students to identify applicable NCCCS courses that lead to associate degree completion and that align with their intended university and major. Transfer Guides are designed to prepare students for admission into their intended major and baccalaureate degree completion at a receiving university. Transfer Guides are updated by universities annually and community colleges are expected to ensure students are accessing and following the most updated Transfer Guide each academic year. If NCCCS course recommendations on a Transfer Guide change during a student's time at the community college, the student should contact the university for more information. For AA and AS degree completers, universities will honor NCCCS course recommendations published on Transfer Guides for up to 4 academic years, if the student has been continuously enrolled since the Transfer Guide was published. Students who complete the AA or AS degree and follow the Transfer Guides published by a UNC System institution will have met the university's General Education requirements upon transferring and will receive NCCCS course transfer credit/have transfer credit applied toward university degree programs as outlined on the Transfer Guide. See UNC System Policy 400.1.5.3 [R] (Regulation to Foster Undergraduate Transfer Student Success) for more information.

B. Impact of the CAA on Other Articulation Agreements

The CAA takes precedence over uniform and bilateral articulation agreements established between constituent institutions of ~~The University of North Carolina (UNC) System and the North Carolina Community College System (NCCCS)~~ the NCCCS and the UNC System but does not necessarily preclude such agreements. Institution-to-institution articulation agreements that fall within the parameters of the CAA and enhance transferability of students from NCCCS institutions to UNC System institutions are encouraged. Institutional and uniform articulation agreements conflicting with the CAA are not permitted.

C. Compliance Procedures

~~The Transfer Advisory Committee (TAC)~~ TAC is charged with ensuring compliance of institutional policies and practices regarding the CAA. To that end, ~~a TAC Review Team, composed of at least one UNC System representative and at least one NCCCS representative,~~ will survey and review the ~~institutional~~ transfer credit policies and procedures of ~~two UNC System institutions per quarter, each UNC System once every four years.~~ Similarly, the TAC will review the transfer practices supporting the CAA of each NCCCS

institution once every four years. The TAC will report the findings of all such reviews to ~~The~~
~~UNC System and~~ the NCCCS ~~Offices~~ and the UNC System offices.

Appendices

Appendix A

Legislation

HB 739, SB 1161, HB 903

GENERAL ASSEMBLY OF NORTH CAROLINA
1995 SESSION
RATIFIED BILL

CHAPTER 287
HOUSE BILL 739

**AN ACT TO SIMPLIFY THE TRANSFER OF CREDIT BETWEEN NORTH CAROLINA
INSTITUTIONS OF HIGHER EDUCATION.**

Section 1. The Board of Governors of The University of North Carolina and the State Board of Community Colleges shall develop a plan for the transfer of credits between the institutions of the North Carolina Community College System and between the institutions of the North Carolina Community College System and the constituent institutions of The University of North Carolina. The Board of Governors and the State Board of Community Colleges shall make a preliminary report to the Joint Legislative Oversight Committee on Education prior to March 1, 1996. The preliminary report shall include a timetable for the implementation of the plan for the transfer of credits.

Sec. 2. It is the intent of the General Assembly to review the plan developed by the Board of Governors and the State Board of Community Colleges pursuant to Section 1 of this act and to adopt a plan prior to July 1, 1996, for the transfer of credits between the institutions of the North Carolina Community College System and between the institutions of the North Carolina Community College System and the constituent institutions of The University of North Carolina.

Sec. 3. The State Board of Community Colleges shall implement a common course numbering system, to include common course descriptions, for all community college programs by June 1, 1997. A progress report on the development of the common course numbering system shall be made to the Joint Legislative Oversight Committee on Education by March 1, 1996.

Sec. 4. This act is effective upon ratification.

In the General Assembly read three times and ratified this the 19th day of June, 1995.

Dennis A. Wicker _____ Harold J. Brubaker
President of the Senate _____ Speaker of the House of Representatives

GENERAL ASSEMBLY OF NORTH CAROLINA
1995 SESSION
RATIFIED BILL

CHAPTER 625
SENATE BILL 1161

AN ACT TO IMPLEMENT THE RECOMMENDATION OF THE JOINT LEGISLATIVE
EDUCATION OVERSIGHT COMMITTEE TO IMPLEMENT AND MONITOR THE
PLAN FOR THE TRANSFER OF CREDITS BETWEEN NORTH CAROLINA
INSTITUTIONS OF HIGHER EDUCATION.

Whereas, it is in the public interest that the North Carolina institutions of higher education have a uniform procedure for the transfer of credits from one community college to another community college and from the community colleges to the constituent institutions of The University of North Carolina; and Whereas, the Board of Governors of The University of North Carolina and the State Board of Community Colleges have developed a plan for the transfer of credits between the North Carolina institutions of higher education; and

~~institutions of higher education; and~~

Whereas, the General Assembly continues to be interested in the progress being made towards increasing the number of credits that will transfer and improving the quality of academic advising available to students regarding the transfer of credits; Now, therefore,

Section 1. The Board of Governors of The University of North Carolina and the State Board of Community Colleges shall develop a plan to provide students with accurate and understandable information regarding the transfer of credits between community colleges and between community colleges and the constituent institutions of The University of North Carolina. The plan shall include provisions to increase the adequacy and availability of academic counseling for students who are considering a college transfer program. The Board of Governors and the State Board of Community Colleges shall report on the implementation of this plan to the General Assembly and the Joint Legislative Education Oversight Committee by January 15, 1997.

Sec. 2. The Board of Governors and the State Board of Community Colleges shall establish a timetable for the development of guidelines and transfer agreements for program majors, professional specializations, and associate in applied science degrees. The Board of Governors and the State Board of Community Colleges shall submit the timetable and report on its implementation to the General Assembly and the Joint Legislative Education Oversight Committee by January 15, 1997.

Sec. 3. The State Board of Community Colleges shall review its policies and rules and make any changes in them that are necessary to implement the plan for the transfer of credits, including policies and rules regarding the common course numbering system, Combined Course Library, reengineering initiative, and the system wide conversion to a semester-based academic

year. The necessary changes shall be made in order to ensure full implementation by September 1, 1997.

Sec. 4. This act is effective upon ratification.
In the General Assembly read three times and ratified this the 21st day of June, 1996.

Dennis A. Wicker	_____	Harold J. Brubaker
President of the Senate	_____	Speaker of the House of Representatives

GENERAL ASSEMBLY OF NORTH CAROLINA SESSION 2013

SESSION LAW 2013-72
HOUSE BILL 903

AN ACT TO REQUIRE ALL CONSTITUENT INSTITUTIONS OF THE UNIVERSITY OF NORTH CAROLINA TO FULLY ADHERE TO THE COMPREHENSIVE ARTICULATION AGREEMENT WITH THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM REGARDING THE TRANSFER OF COURSES AND ACADEMIC CREDITS BETWEEN THE TWO SYSTEMS AND THE ADMISSION OF TRANSFER STUDENTS AND TO DIRECT THE UNIVERSITY OF NORTH CAROLINA AND THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM TO REPORT BIANNUALLY REGARDING THE AGREEMENT TO THE JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE.

The General Assembly of North Carolina enacts:

Section 1. G.S. 116-11 is amended by adding a new subdivision to read:

"(10c) The Board of Governors shall require each constituent institution to adhere fully to the Comprehensive Articulation Agreement between The University of North Carolina and the North Carolina Community College System that addresses the transfer of courses and academic credits between the two systems and the admission of transfer students. The Board of Governors shall further ensure that the agreement is applied consistently among the constituent institutions. The University of North Carolina and the North Carolina Community College System shall conduct biannual joint reviews of the Comprehensive Articulation Agreement to ensure that the agreement is fair, current, and relevant for all students and institutions and shall report their findings to the Joint Legislative Education Oversight Committee, including all revisions to the Comprehensive Articulation Agreement and reports of noncompliance by November 1 of each year. The University of North Carolina and the North Carolina Community College System shall also jointly develop an articulation agreement advising tool for students, parents, and faculty to simplify the course transfer and admissions process."

Section 2. This act is effective when it becomes law.

In the General Assembly read three times and ratified this the 5th day of June, 2013.

Daniel J. Forest _____ Thom Tillis
President of the Senate _____ Speaker of the House of Representatives

Pat McCrory
Governor

Appendix B

Purpose and History (1997-2014)

i. Purpose

The CAA was developed jointly by faculty and administrators of the North Carolina Community College System and The University of North Carolina System based on the proposed transfer plan approved by both governing boards in February 1996.

The provisions of the originating legislation are consistent with the strategic directions adopted by The University of North Carolina System Board of Governors, the first of which is to "expand access to higher education for both traditional and non-traditional students through...uniform policies for the transfer of credit from community colleges to constituent institutions...development of electronic information systems on transfer policies, off-campus instruction, and distance education...[and] increased collaboration with other education sectors." Similarly, the State Board of Community Colleges has established the education continuum as one of seven critical success factors used to measure the performance of programs consistent with the workforce development mission of the North Carolina Community College System. College-level academic courses and programs have been a part of the mission and programming of the North Carolina Community College System from its inception in 1963.

The Board of Governors and the State Board of Community Colleges are committed to further simplifying the transfer of credits for students and thus facilitating their educational progress as they pursue associate or baccalaureate degrees within and among public post-secondary institutions in North Carolina.

ii. History

The two Boards approved a "Proposed Plan to Further Simplify and Facilitate Transfer of Credit Between Institutions" at their meetings in February 1996. This plan was submitted as a preliminary report to the Joint Legislative Education Oversight Committee in March 1996. Since that time, significant steps have been taken toward implementation of the transfer plan. At their April 1996 meetings, the Boards appointed their respective sector representatives to the Transfer Advisory Committee to direct, coordinate, and monitor the implementation of the proposed transfer plan. The Transfer Advisory Committee membership is listed in Appendix D.

Basic to the work of the Transfer Advisory Committee in refining transfer policies and implementing the transfer plan has been the re-engineering project accomplished by the North Carolina Community College System, especially common course names, numbers, credits, and descriptions. The Community College Combined Course Library includes approximately 3,800 semester credit courses written for the associate degree, diploma, and certificate programs offered in the

system. Colleges select courses from the Combined Course Library to design all curriculum programs.

Of approximately 700 arts and sciences courses within the Combined Course Library, the faculty and administrators of the community colleges recommended approximately 170 courses as appropriate for the general education transfer core. The Transfer Advisory Committee then convened a meeting on May 28, 1996, at which six University of North Carolina faculty in each of ten general education discipline areas met with six of their professional counterparts from the community colleges.

Through a very useful and collegial dialog, these committees were able to reach consensus on which community college courses in each discipline were acceptable for transfer to University of North Carolina institutions as a part of the general education core. This list of courses was distributed to all University of North Carolina and community college institutions for their review and comments. Considering the recommendations of the general education discipline committees and the comments

from the campuses, the Transfer Advisory Committee established the list of courses that constitutes the general education transfer core. This general education core, if completed successfully by a community college student, is portable and transferable as a block across the community college system and to all University of North Carolina institutions.

With the establishment of the general education core as a foundation, joint academic disciplinary committees were appointed to draw up guidelines for community college curricula that will prepare students for intended majors at University of North Carolina institutions. Each committee consisted of representatives from each UNC institution offering such major programs and eight to ten representatives from community colleges. The Transfer Advisory Committee distributed the pre-majors recommended by the faculty committees to all University of North Carolina and community college institutions for their review and comments. Considering the faculty committee recommendations and the campus comments, the Transfer Advisory Committee established pre-majors which have significant numbers of transfers from the community colleges to the University of North Carolina institutions.

The special circumstances surrounding transfer agreements for associate in applied science programs, which are not designed for transfer, require bilateral rather than statewide articulation. Special circumstances include the different accreditation criteria for faculty in transfer and non-transfer programs, the different general education requirements for transfer and non-transfer programs, and the workforce preparedness mission of the technical/community college AAS programs.

A major element in the proposed transfer plan adopted by the two boards in February 1996 is the transfer information system. Simultaneously with the work being done on the general education and professional specialization (major) components of the transfer curriculum, the joint committee on the transfer information system laid out a plan, approved by the Boards of The University of North Carolina and the North Carolina Community College System, "to provide students with accurate and understandable information regarding the transfer of credits...[and] to increase the adequacy and availability of academic counseling for students who are considering a college transfer program." In addition to the printed publications currently being distributed to students, transfer counselors, admissions directors, and others, an electronic information network provides (1) electronic access to the articulation database which will include current transfer policies, guidelines, and on-line catalogs for public post-secondary institutions; (2) computerized common application forms, which can be completed and transmitted electronically along with transcripts and other education records; and (3) an electronic mail network for transfer counselors and prospective transfer students. Access to the e-mail network is available in the transfer counselors' offices and other selected sites on campuses.

The final element of the transfer information system is the Transfer Student Academic Performance Report. This report, recently refined with suggestions from community college administrators, is sent annually to each community college and to the State Board of Community Colleges. These data permit the rational analysis of transfer issues and are beneficial to students and to educational and governmental decision makers. This performance report provides the important assessment component necessary for evaluating and improving the transfer process.

Appendix C

Transfer Advisory Committee Procedures Related to Transfer Courses

Articulation between the ~~North Carolina Community College System (NCCCS)~~ and ~~The University of North Carolina (the UNC)~~ System is a dynamic process. To ensure the currency of the ~~Comprehensive Articulation Agreement (CAA); CAA~~, occasional modifications to the CAA may be necessary. These modifications may include ~~the updates to the language of the CAA~~; addition, deletion, and revision of courses on the transfer ~~course list~~; development and/or revision of pre-majors; and changes in course designation (i.e., additions to ~~the~~ UGETC list or changing a course from general education to elective). ~~The~~ TAC will receive requests for modification only upon the recommendation of the ~~chief academic officer~~ CAO of the NCCCS or UNC System. Additions, deletions, and modifications may be subject to faculty review under the direction of the TAC. Because the modification process involves faculty and administrative review, this process may require up to 12 months for final action.

Additions of Courses to the Universal General Education Transfer Component Designation on the Transfer Course List

(See Appendix C, Form CAA-02 on page 2720)

Courses currently included on the approved transfer course list may be considered for inclusion as a ~~Universal General Education Transfer Component (UGETC)~~ UGETC course through the following procedures:

1. The ~~Chief Academic Officer (CAO)~~ of ~~any subscribing a NCCCS~~ institution ~~submits and a UNC System institution submit~~ a written request for a change in course status to the ~~CAO~~ CAOs of the ~~respective system: NCCCS and UNC System~~. The request should include the rationale for the revised status.
2. The system ~~CAO~~ CAOs then ~~submit~~ submit the request to the ~~Director of Community College Partnerships & Adult Learner Initiatives~~ UNC System TAC ~~ex-officio member who shares with TAC for discussion~~ at ~~t-h-e~~ UNC System the next scheduled meeting.
3. ~~The Director of Community College Partnerships & Adult Learner Initiatives~~ The NCCCS ~~ex-officio member will solicit a response from all community colleges approved to offer the course. The UNC System ex-officio member~~ will send the request to the CAOs of the universities. If all the universities approve of the addition, the recommendation will be sent to ~~the~~ TAC and to the CAOs of the two systems.
4. If all universities do not approve the request, the ~~Director of Community College Partnerships & Adult Learner Initiatives~~ NCCCS and UNC System ~~ex-officio TAC members~~ may assemble a discipline team composed of university and community college faculty to see if the course can be revised in a manner that ~~will be acceptable for inclusion in the UGETC course list. If so, the proposed course revisions will be sent to the university CAOs for consideration.~~

~~will be acceptable for inclusion in the UGETC course list. If so, the revised~~

~~course will be sent to the university CAOs for consideration.~~

5. If all the universities approve of the addition of the revised course, the recommendation will be sent to the TAC and the CAOs of the two systems. ~~If~~The NCCCS ex-officio member will lead the addition request is formal process of formalizing course changes across the system. In the event that the proposed courses changes are not approved by the universities, this will be submitted to ~~the~~ TAC and the CAOs of the two systems for information.
6. After ~~the~~ TAC has acted on the request, the NCCCS Office will distribute notification of action taken to the requesting college ~~or~~and to the entire NCCCS, if applicable. The UNC System will distribute notice of actions as appropriate to its campuses.

Addition of Courses to the Transfer Course List

(See Appendix C, Form CAA-01 on page 19)

Courses in the NCCCS Combined Course Library that are not on the CAA transfer course list may be recommended for inclusion by a participating institution through the following process:

1. For community colleges, the CAO of the college submits a written request for inclusion on the transfer course list either as a general education, ~~a~~ pre-major, or elective course to the CAO of one of the UNC System institutions. If the university will accept the course, and believes it should be recommended for statewide consideration, the CAO will endorse the request, indicating the transfer designation (General Education, Pre-major, or Elective)), and forward it to the ~~Director of Community College Partnerships & Adult Learner Initiatives~~ UNC System ex-officio TAC member and to the CAOs of the two systems.
2. For universities, the CAO of the university will partner with the CAO of a community college and send the request to the ~~Director of Community College Partnerships & Adult Learner Initiatives~~ UNC System ex-officio TAC member and to the CAOs of the two systems.
3. The NCCCS Office will solicit a response from all community colleges approved to offer the course, and a two-thirds favorable response is required for the change to be pursued. The CAO at the UNC System may seek input from its respective campuses as he/she deems appropriate.
4. The CAO of either system may submit the request for action to the TAC a minimum of thirty days prior to the next TAC meeting.
5. The TAC reviews the request. Any member of ~~the~~ TAC may request that a course be referred to the Faculty Review Committee. For all courses that are approved, the committee records their action and the rationale of action.
6. The NCCCS Office will distribute notification of action taken to the requesting college ~~or and~~ to the entire NCCCS, if applicable. The UNC System will distribute notice of actions as appropriate to its campuses.

Deletion of a Course from the Transfer Course List

(See Appendix C, Form CAA-01 on page ~~79~~18)

The CAO of any participating community college or university may request that a course be removed from the CAA transfer course list by following similar procedures as outlined in items 1-6 in the Addition of Courses to the Transfer Course List above. The NCCCS Office will review and recommend annually, to ~~the~~ TAC, courses on the CAA transfer list that are not taught at any community college for at least the past two years. These courses will to be considered for removal from the transfer course list.

Change in the CAA Designation of a Course

(See Appendix C, Form CAA-03 on page 23)

The CAO of any participating community college or university may request a change in the designation of a course in the CAA (i.e., ~~an~~ Elective to General Education or Pre-Major) by sending the request and rationale to the CAOs of the two systems. Either of the system CAOs may submit the request to ~~the~~ TAC for action.

The Faculty Review Process

Any member of ~~the~~ TAC may request that a course under consideration be forwarded to the Faculty Review Committee. The Faculty Review Committee will be assembled and asked to review the course and the proposed action.

1. The Faculty Review Committee will consist of the following representatives:
 - a. ~~32~~ UNC System faculty members
 - b. ~~32~~ NCCCS faculty members
2. Appointments to the committee will be ~~for three years but may be renewed~~ determined by the UNC System and NCCCS Offices.
3. The Faculty Review Committee will receive a request to review a course(s) from the assigned representative(s) of ~~the~~ TAC within one week of the TAC meeting where the request was made.
4. Faculty will be asked to forward their comments, suggestions, and recommendations to one faculty representative from each sector. These ~~threetwo~~ faculty members will then forward a composite report and recommendation to the assigned representative(s) of ~~the~~ TAC prior to the next scheduled TAC meeting.

The assigned representative(s) of ~~the~~ TAC will report the results of the Faculty Review Committee at the next TAC meeting scheduled ~~meeting~~ for action.

Approval of the requested action will require a majority of ~~the~~ TAC members.

Appendix C

CAA Transfer Course List Change Forms

Form CAA-03: Course Addition/Deletion

1. Form CAA-02: Change of Course Status to Universal General Education Transfer Component (UGETC)
2. Form CAA-03: Change of Course Status to Pre-Major/Elective or General Education

Course Addition/Deletion Form CAA-01

Course Information:

Course Title:—

Total—:

~~Course Description:~~

The ~~Chief Academic Officer~~CAO of any participating community college or university may request that a course be removed from the CAA transfer list. Both a community college and a university must partner to request the addition of a course to the transfer ~~course~~ list. The

university endorsement signifies that the university accepts the course and believes the course should be recommended for statewide consideration.

Name of the Community College: _____

Name of UNC System Institution: _____

_____ would like for the above course to be added to the CAA transfer course list with a status of:

_____ Pre-Major/Elective

_____ General Education or _____ UGETC for the following discipline:

_____ Communications _____ Humanities/Fine Arts _____

_____ Math

_____ Social/Behavioral Science _____ Natural Science

_____ would like for the above course to be deleted from the CAA transfer course list

Please provide rationale for the course addition or deletion: (additional page may be utilized)

Signature of ~~Chief Academic Officer~~ CAO at a NCCCS ~~College~~ Institution

Date

Signature of ~~Chief Academic Officer~~ CAO at a UNC System Institution _____ Date

Please submit the completed and signed request to ~~all of~~ the following ~~three~~ representatives:

- ~~Senior Vice President and~~ ~~Senior Vice President for~~
• ~~Chief Academic Officer~~ ~~Academic Affairs and Chief Academic officer~~ CAO, North Carolina Community College System
- CAO, The University of North Carolina System ~~5016 Mail Service Center~~ ~~P.O. Box 2688~~
~~Raleigh, NC 27699-5016~~ ~~Chapel Hill, NC 27514~~

Vice President for Academic Programs,
Faculty, and Research The University of
North Carolina System
P.O. Box 2688
Chapel Hill, NC 27514

Upon receipt of the form, either ~~Senior Vice President~~ CAO may indicate endorsement of the request and send the request to ~~the Transfer Advisory Committee~~ TAC for action a minimum of thirty days prior to the TAC meeting. The NCCCS Office will solicit a response from all community colleges approved to offer the course and include the results of the vote along with their endorsement. The CAO at the UNC System may seek input from its respective campuses as deemed appropriate.

Please Note: New, proposed courses that are not currently in the NCCCS Combined Course Library must first ~~be submitted to the NCCCS Curriculum Review Committee, by a community college, accompanied by a request for addition to the Combined Course Library. Please see Section 15 of the Curriculum Procedures Reference Manual at: <http://www.nccommunitycolleges.edu/academic-programs/curriculum-procedures-reference-manual-cprm>~~ follow the procedures outlined in Section 15 of the Curriculum Procedures Reference Manual at: <https://www.nccommunitycolleges.edu/college-faculty-staff/academics/programs/curriculum-procedures/>

Comprehensive Articulation Agreement Transfer Course List
Change of Course Status to Universal General Education Transfer
Component (UGETC)
Form ~~GAA02CAA-02~~

Occasional modifications to the CAA may be necessary to ensure currency. These modifications may include a change in a transfer course designation from general education or pre-major/elective to ~~Universal General Education Transfer Component (UGETC). The Transfer Advisory (TAC)~~ will receive requests for modification only upon the recommendation of the ~~Vice President CAO~~ of the ~~North Carolina Community College System (NCCCS)~~ or the ~~University UNC~~ System. ~~Modifications may be subject to faculty review under the direction of North Carolina (UNC) TAC. Because modification of the CAA can involve faculty and administrative review, this process may require up to 12 months for final action. If the request is approved, notification will be distributed to the entire NCCCS and UNC System institutions. If the request is denied, the requesting party(s) will be informed.~~

~~Modifications may be subject to faculty review under the direction of the TAC. Because modification of the CAA involves faculty and administrative review, this process may require up to 12 months for final action. If the request is approved notification will be distributed to the entire NCCCS and UNC System institutions. If the request is denied, the requesting party(s) will be informed.~~

Course Information:

Three-Letter Prefix: ~~_____~~ ~~Three-Letter~~ _____ ~~Course~~ Number: _____

Course Title: _____

Hours: _____ Classroom: _____ Lab: _____ : _____ Clinical: _____ Work
Experience _____ : _____
Total: _____

Prerequisites: _____ Corequisites: _____

~~Course Description:~~

Course Description:

Name of ~~the~~ Community College: _____
and

NCCCS Institution: _____

AND

Name of UNC System Institution: _____

would like for the above course to receive ~~the~~ UGETC status. The course is currently on the CAA transfer course list and is designated as:

_____ ~~pre-major/elective~~

_____ ~~Pre-Major/Elective~~

_____ General Education under the following discipline:

_____ ~~Communications~~

_____ ~~Humanities/Fine Arts~~

_____ ~~Math~~

_____ ~~Social/Behavioral Science~~

_____ ~~Mathematics~~

_____ ~~Natural Science~~

Please provide rationale for ~~the~~ UGETC classification: (additional page may be utilized)

Signature of ~~Chief Academic Officer NCCCS College~~ CAO at a NCCCS Institution
Date

and

Signature of ~~Chief Academic Officer~~ CAO at a UNC System Institution _____ Date

The completed and signed form should be sent to the following representatives:

- Vice President for Academic Programs, Faculty, and Research CAO, North Carolina Community College System
- CAO, The University of North Carolina System

P.O. Box 2688
Chapel Hill, NC 27514

The NCCCS Office will solicit a response from all community colleges approved to offer the course. The UNC System Office will send the request to the ~~Chief Academic Officers~~ CAOs of the universities. If all of the universities approve of the UGETC designation, the recommendation will be sent to ~~the Transfer Advisory Committee~~ TAC and the ~~Vice Presidents~~ CAOs of the two systems.

If all universities do not approve the request, the UNC System Office may assemble a discipline team comprised of university and community college faculty to see if the course can be revised in a manner that will be acceptable for ~~inclusion in the~~ UGETC designation. If so, the revised course will be sent to the university CAOs for UGETC consideration.

If all the universities approve of the UGETC designation of the revised course, the recommendation will be sent to ~~the~~ TAC and the ~~Senior Vice Presidents~~ CAOs of the two systems. If the request is not approved by the universities, this will be submitted to ~~the~~ TAC and the ~~Senior Vice Presidents~~ CAOs of the two systems for information.

Comprehensive Articulation Agreement ~~(CAA)~~ Transfer Course List
Change of Course ~~Designation~~ Status to Pre-Major/Elective or General
Education
Form ~~CAA03~~ CAA-03

Occasional modifications to the CAA may be necessary to ensure currency. These modifications may include a change in ~~the~~ transfer course designation ~~to~~ from general education or pre-major/elective. ~~The Transfer Advisory (to UGETC. TAC)~~ will receive requests for modification only upon the recommendation of the ~~Vice President of the North Carolina Community College System (CAO of the NCCCS)~~ or the ~~University of North Carolina (UNC)~~ System. Modifications may be subject to faculty review under the direction of ~~the~~ TAC. Because modification of the CAA ~~involves~~ can involve faculty and administrative review, this process may require up to 12 months for final action. If the request is approved, notification will be distributed to the entire NCCCS and UNC System institutions. If the request is denied, the requesting party(s) will be informed.

Course Information:

Course Information:

Three-Letter Prefix: ~~_____~~ Three-Letter _____ Course Number: _____

Course Title: _____

Hours: _____ Classroom: _____ Lab: _____: _____ Clinical: _____ Work

Experience: _____

Total: _____

Prerequisites: _____ Corequisites: _____

Course Description:

Course Description:

The above course is currently designated on the CAA ~~transfer course~~ Course list as:

_____ Pre-~~major~~ Major/Elective

_____ General Education or _____ UGETC ~~under~~ for the following discipline:

_____ Communications _____ Humanities/Fine Arts _____ Math

_____ Social/Behavioral Science _____ Mathematics _____

_____ Natural Science

We would like to request that the designation of the course be changed to:

~~We would like to request that the designation of the course be changed to:~~

~~_____~~ Pre-~~major~~Major/Elective
~~_____~~ General Education ~~under~~or ~~_____~~ UGETC for the following discipline:
~~_____~~ Communications ~~_____~~ Humanities/Fine Arts ~~_____~~ Math
~~_____~~ Social/Behavioral Science ~~_____~~ Math ~~_____~~
~~_____~~ Natural Science

Please note that a UGETC form (~~GA402CAA-02~~) is required for a UGETC designation request.

Name of ~~the~~:

NCCCS ~~institution making request:~~ _____ or

~~UNC System~~ Institution making request: ~~:~~ _____

~~_____~~ or
Name of UNC System Institution: _____

Please provide rationale for the course designation change and any ~~indications~~indication of support from partnering institution(s): (additional page may be utilized)

Signature of Chief Academic Officer NCCCS College _____ Date

or

Signature of ~~Chief Academic Officer~~ CAO at a NCCCS Institution _____ Date

OR

Signature of CAO at a UNC System Institution _____ Date

Change in the CAA Designation of a Course

The Chief Academic Officer of any participating community college or university may request a change in the designation of a course in the CAA by sending the completed and signed request to the ~~Vice Presidents~~ CAOs of both systems. Please submit the signed request to ~~both the~~ following representatives:

- ~~Senior Vice President and~~ _____ ~~Senior Vice President for~~
~~Chief Academic Officer~~ _____ ~~Academic Affairs and Chief Academic officer~~ CAO, North
Carolina Community College System _____
- ~~CAO, The University of North Carolina System~~ ~~5016 Mail Service Center~~ _____ ~~Post~~
~~Office Box 2688~~
~~Raleigh, NC 27699-5016~~ _____ ~~Chapel Hill, NC 27514~~

Upon receipt of the form, either ~~Senior Vice President~~ CAO may indicate endorsement of the request and send the form to the ~~Director of Community College Partnerships & Adult Learning Initiative at the~~ UNC System ~~Office~~. The NCCCS Office will solicit a response from all community colleges approved to offer the course and include the results of the vote along with their endorsement. The CAO at the UNC System may seek input from its respective campuses as deemed appropriate.

Appendix D

Transfer Advisory Committee 2020-2021

A Complete list of current TAC membership may be found at [_____](#).

Appendix E

Comprehensive Articulation Agreement

CAA Transfer Credit Appeal Procedure

University of North Carolina System/North Carolina Community College System

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

Steps in Filing an Appeal **Step #1:**

By: Students must complete the steps below and start the appeals process by the last day of classes of the first semester for which admission is offered, the student must submit a CAA Transfer Credit Appeal Form along with any supporting documentation to the director of admission at the UNC System campus to which the student has been admitted. Students first (Students enrolling at the senior institution a university in a summer session semester must submit their appeal by the end of the subsequent fall semester).

The student must specify on the appeal form

Step #1: Appeal to University

Submit a formal appeal through the receiving university's established transfer appeals process.

Step #2: Ensure that the appeal contains the specific CAA language that is in contention. Appeals that lack this information will not be considered.

- The Director of Admission will review the appeal and respond in writing (email or letter) to the student within 15 business days.

Step #2: Appeal to Transfer Advisory Committee

Step #3

- If the student is not satisfied with the decision of the Director of Admission, he/she rendered by the institution's appeals process, they may appeal on the same form to the Chief Academic Officer (Provost) of the University within 15 days of written notice of the director's decision.
- The Provost will review the appeal and respond in writing (email or letter) to the student TAC via the Transfer Student and Credits Appeal Portal within 15 business days of receiving the student's appeal.
- If the student is not satisfied with the decision of the Provost, he/she may appeal to the Transfer Advisory Committee (TAC) subcommittee, composed

of the institution, a representative from the UNC System Office, and a representative from the NCCCS. The student must submit the appeal to the subcommittee within 15 days of the receipt of the Provost's decision. The appeal to the TAC subcommittee should be sent to:

**UNC System Transfer Advisory Committee
Member CAA Appeal PO Box 2688
Chapel Hill, NC 27515**

If a consensus is reached by the subcommittee, the student will be notified within 15 business days; if a consensus resolution is not reached, the appeal will be forwarded from the institution's appeal process. Using the portal, students must complete a secondary electronic appeal form and upload supporting documentation, including details from the university's transfer appeals process, to be reviewed by TAC Members. To complete the subcommittee appeal to the full TAC within 10 business days. The TAC will review the appeal and notify the student of the final decision within 10 business days of receiving the appeal., students must:

1. Access the Transfer Student and Credit Appeals Portal:
<https://transferappeal.northcarolina.edu/>
2. File an appeal using university log-in credentials or by creating a log-in using a personal email address
3. Submit appeals-related documentation within the Transfer Student and Credit Appeals Portal. All appeal documentation and communication from TAC's review will be maintained within the portal

TAC members will make every effort to review the appeal and notify a student of a response within 15 business days of receiving the appeal in the Transfer Student and Credits Appeal Portal. In some instances, an appeal may take longer than 15 business days to review by TAC. In these instances, the appeal will remain open and under review until a final decision is rendered. The student will be notified by TAC should additional time be needed to review the appeal. Students should note that appeal decisions from TAC are final.

Appeal Procedure Contact:

Any questions regarding the Comprehensive Articulation Agreement Transfer Credit Appeal Procedure can be emailed to transferappeal@uncsystem.com.

University of North Carolina System/North Carolina Community College System

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

- The completed form and any supporting documentation **must be submitted to the UNC System** institution's Director of Admission by the last day of classes of the first semester for which admission is offered:

- You must specify the nature of the appeal and cite the specific CAA language that is in contention. Appeals that do not include this information cannot be considered.

Last Name: _____ First: _____ MI: _____
(Please print or type)

Address: _____
(Number and Street) (City) (State) (Zip)

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

Last NC Community College Attended: _____

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

Section 2: Basis for your appeal

- State your concern(s), citing specific language in the CAA that is applicable to your contention. Attach supporting documents.
- The CAA may be found at the UNC System website:
<https://www.northcarolina.edu/college-transfer-articulation-agreements/>

Student Signature: _____ Date: _____

The CAA can be accessed on the NCCCS website:

<https://www.ncccommunitycolleges.edu/students/enrollment-and-registration/university-transfer/articulation-agreements/comprehensive-articulation-agreement/>

Appendix EE

CAA Related Documents

Associate in Arts ~~and~~ Curriculum Standard

The current Associate in Arts Curriculum Standard can be found under “College Transfer” at <https://www.nccommunitycolleges.edu/college-faculty-staff/academics/programs/curriculum-standards/>

Associate in Science Curriculum ~~Standards~~Standard

Associate in Arts (A10100)

Effective Term:

Curriculum

Standard

Summer 2016 The Associate in Arts degree shall be granted for a planned program of study consisting of a minimum of 60 semester hours of credit (SHC) of college transfer courses. Within the degree program, the institution shall include opportunities for the achievement of competence in reading; writing; oral communication; fundamental mathematical skills; and basic computer use.

Courses are approved for transfer through the Comprehensive Articulation Agreement (CAA). The CAA enables North Carolina community college graduates of two-year associate in arts programs who are admitted to constituent institutions of The University of North Carolina System to transfer with junior status.

Community college graduates must obtain a grade of “C” or better in each course and an overall GPA of at least 2.0 on a 4.0 scale in order to transfer with a junior status. Courses may also transfer through bilateral agreements between institutions.

GENERAL EDUCATION (45 SHC) The general education common course pathway includes study in the areas of English composition; humanities and fine arts; social and behavioral sciences; natural sciences and mathematics.

UNIVERSAL GENERAL EDUCATION TRANSFER COMPONENT

(All Universal General Education Transfer Component courses will transfer for equivalency credit.)

English Composition (6 SHC)

The following two English composition courses are required.

ENG 111 — Writing & Inquiry — (3 SHC)

ENG 112 — Writing/Research in the Disciplines — (3 SHC)

Select three courses from the following from at least two different disciplines (9 SHC)

Communications

COM 120 — Introduction to Interpersonal — (3 SHC) or
Communication

COM 231 — Public Speaking — (3 SHC)

Humanities/Fine Arts

ART 111	Art Appreciation	(3 SHC)
ART 114	Art History Survey I	(3 SHC)
ART 115	Art History Survey II	(3 SHC)
DRA 111	Theatre Appreciation	(3 SHC)
ENG 231	American Literature I	(3 SHC)
ENG 232	American Literature II	(3 SHC)
ENG 241	British Literature I	(3 SHC)
ENG 242	British Literature II	(3 SHC)
MUS 110	Music Appreciation	(3 SHC)
MUS 112	Introduction to Jazz	(3 SHC)
PHI 215	Philosophical Issues	(3 SHC)
PHI 240	Introduction to Ethics	(3 SHC)

Social/Behavioral Sciences

Select three courses from the following from at least two different disciplines (9 SHC):

ECO 251	Principles of Microeconomics	(3 SHC)
ECO 252	Principles of Macroeconomics	(3 SHC)
HIS 111	World Civilizations I	(3 SHC)
HIS 112	World Civilizations II	(3 SHC)
HIS 131	American History I	(3 SHC)
HIS 132	American History II	(3 SHC)

POL 120 — American Government — (3 SHC)
PSY 150 — General Psychology — (3 SHC)
SOC 210 — Introduction to Sociology — (3 SHC)

Math (3-4 SHC)

Select one course from the following:

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

Natural Sciences (4 SHC)

Select 4 SHC from the following course(s):

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

ADDITIONAL GENERAL EDUCATION HOURS (13-14 SHC)

An additional 13-14 SHC of courses should be selected from courses classified as general education within the Comprehensive Articulation Agreement. Students should select these courses based on their intended major and transfer university.

Total General Education Hours Required: —45

OTHER REQUIRED HOURS (15 SHC)

Academic Transition (1 SHC)

The following course is required:

ACA 122 — College Transfer Success — (1 SHC)

An additional 14 SHC of courses should be selected from courses classified as pre-major, elective or general education courses within the Comprehensive Articulation Agreement. Students should select these courses based on their intended major and transfer university.

***One semester hour of credit may be included in a 61 SHC associate in arts program of study. The transfer of this hour is not guaranteed.**

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

Students must meet the receiving university's foreign language and/or health and physical education requirements, if applicable, prior to or after transfer to the senior institution.

SBCC and BOG approved 02/21/14; Revised by TAG on 12/02/15; Revised by TAG on 02/22/2019.

Associate in Science (A10400) Effective Term:

Curriculum Standard Summer 2016

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

Courses are approved for transfer through the Comprehensive Articulation Agreement (CAA). The CAA enables North Carolina community college graduates of two-year associate in science programs who are admitted to constituent institutions of The University of North Carolina System to transfer with junior status:

Community college graduates must obtain a grade of "C" or better in each course and an overall GPA of at least 2.0 on a 4.1 scale in order to transfer with a junior status. Courses may also transfer through bilateral agreements between institutions:

GENERAL EDUCATION (45 SHC) The general education common course pathway includes study in the areas of English composition; humanities and fine arts; social and behavioral sciences; natural sciences and mathematics.

UNIVERSAL GENERAL EDUCATION TRANSFER COMPONENT

(All Universal General Education Transfer Component courses will transfer for equivalency credit.)

English Composition (6 SHC) The following two English composition courses are required:

~~ENG 111 Writing & Inquiry (3 SHC)~~

~~ENG 112 Writing/Research in the Disciplines (3 SHC)~~

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

Communications

~~COM 120 Introduction to Interpersonal (3 SHC) or~~
~~Communication~~

~~COM 231 Public Speaking (3 SHC)~~

Humanities/Fine Arts

~~ART 111 Art Appreciation (3 SHC)~~

~~ART 114 Art History Survey I (3 SHC)~~

~~ART 115 Art History Survey II (3 SHC)~~

~~DRA 111 Theatre Appreciation (3 SHC)~~

~~ENG 231 American Literature I (3 SHC)~~

~~ENG 232 American Literature II (3 SHC)~~

~~ENG 241 British Literature I (3 SHC)~~

~~ENG 242 British Literature II (3 SHC)~~

~~MUS 110 Music Appreciation (3 SHC)~~

~~MUS 112 Introduction to Jazz (3 SHC)~~

~~PHI 215 Philosophical Issues (3 SHC)~~

~~PHI 240 Introduction to Ethics (3 SHC)~~

Social/Behavioral Sciences (6 SHC)

Select two courses from the following from at least two different disciplines:

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

SOC 210 Introduction to Sociology (3 SHC)

Math (8 SHC)

Select two courses from the following:

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

Natural Sciences (8 SHC)

Select 8 SHC from the following course(s):

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

ADDITIONAL GENERAL EDUCATION HOURS (11 SHC)

An additional 11 SHC of courses should be selected from courses classified as general education within the Comprehensive Articulation Agreement. Students should select these courses based on their intended major and transfer university.

Total General Education Hours Required: 45**OTHER REQUIRED HOURS (15 SHC)****Academic Transition (1 SHC)**

The following course is required:

ACA 122 College Transfer Success	(1 SHC)
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An additional 14 SHC of courses should be selected from courses classified as pre-major, elective or general education courses within the Comprehensive Articulation Agreement. Students should select these courses based on their intended major and transfer university.

***One semester hour of credit may be included in a 61 SHC associate in science program of study. The transfer of this hour is not guaranteed.**

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

Students must meet the receiving university's foreign language and/or health and physical education requirements, if applicable, prior to or after transfer to the senior institution.

SBCC and BOG approved 02/21/14; Revised by TAC on 12/02/15; Revised by TAC on 02/22/2019.

Appendix G

The current Associate in Science Curriculum Standard can be found under “College Transfer” at <https://www.nccommunitycolleges.edu/college-faculty-staff/academics/programs/curriculum-standards/>

CAA Transfer Course List

The most current Transfer Course List may be found at:

<http://www.nccommunitycolleges.edu/academic-programs/college-transferarticulation-agreements/comprehensive-articulation-agreement-caa>

Appendix H

Uniform Articulation Agreements

The implementation of the 2014 Comprehensive Articulation Agreement between the North Carolina Community College System and The University of North Carolina System presented motivation for the development of uniform articulation agreements across North Carolina's institutions of public higher education. The purpose of the creation of these agreements was to re-evaluate the needs of students, to improve curriculum, and to commit to improving inter-institutional collaboration in order to put student success first. The following list represents the current uniform articulation agreements:

- Associate in Arts in Teacher Preparation
- Associate in Science in Teacher Preparation
- Associate in Fine Arts in Visual Arts to Bachelor of Fine Arts (AFAVA to BFA)
- Associate in Fine Arts in Theatre to Bachelor of Fine Arts in Theater (AFAT to BFA)
- Associate in Fine Arts in Music to Bachelor of Arts in Music (AFAM to BM)
- Associate in Applied Science (AAS) in Early Childhood Education to Bachelor of Science in Birth through Kindergarten (AASEGE to BSBK)
- Associate in Engineering to Bachelor of Science in Engineering (AE to BSE)
- Registered Nurse to Bachelor of Science in Nursing (RN to BSN)

Information about these uniform articulation agreements is located at:

<https://www.northcarolina.edu/transfer-student-success/college-transferarticulation-agreements>

The current CAA Transfer Course List can be found at:

<https://www.nccommunitycolleges.edu/students/enrollment-and-registration/university-transfer/articulation-agreements/comprehensive-articulation-agreement/>

COMPREHENSIVE ARTICULATION AGREEMENT
BETWEEN
THE UNIVERSITY OF NORTH CAROLINA SYSTEM
AND
THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

**Approved by the Board of Governors of The University of North Carolina System and the
State Board of The North Carolina Community College System**

**Original version March 1, 1996; Full revision February 21, 2014;
Updated July 2015; February 2016; August 2016; June 2018; September 2018; May 2019;
August 2020;
October 2020; October 2022; Month 2025**

(This document, complete with appendices, is available at
<https://www.nccommunitycolleges.edu/students/enrollment-and-registration/university-transfer/articulation-agreements/comprehensive-articulation-agreement/>)

**COMPREHENSIVE ARTICULATION AGREEMENT (CAA) BETWEEN THE
UNIVERSITY OF NORTH CAROLINA SYSTEM AND THE NORTH CAROLINA
COMMUNITY COLLEGE SYSTEM**

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I. Legislative Overview

The Comprehensive Articulation Agreement (CAA) fulfills the provisions of House Bill 739, Senate Bill 1161 (1995 Session of the General Assembly), and House Bill 903. The original legislation is provided in Appendix A. Section 1 of HB 739 instructed the Board of Governors (BOG) of the University of North Carolina (UNC) System and the State Board of Community Colleges (SBCC) to develop a plan for the transfer of credits between the institutions within the North Carolina Community College System (NCCCS), and between them and the constituent institutions of the UNC System. Section 3 of HB 739 instructed the SBCC to implement common course descriptions for all community college programs by June 1, 1997. Section 1 of SB 1161 directed the UNC System Board of Governors and the SBCC to develop a plan that ensures accurate and accessible academic advising for students considering transfer between community colleges, and between community colleges and the constituent institutions of the UNC System. Section 2 of SB 1161 required the two Boards to establish a timetable for the development of guidelines and transfer agreements for program majors, professional specialization, and associate in applied science degrees. Section 3 of SB 1161 directed the UNC System Board and the SBCC to review their policies and rules and make any changes that are necessary to implement the plan for the transfer of credits.

In 2013, S.L. 2013-72 (HB 903) further emphasized the importance of the CAA by mandating compliance with its terms stating:

"(10c) The Board of Governors shall require each constituent institution to adhere fully to the Comprehensive Articulation Agreement between the University of North Carolina and the North Carolina Community College System that addresses the transfer of courses and academic credits between the two systems and the admission of transfer students. The Board of Governors shall further ensure that the agreement is applied consistently among the constituent institutions. The University of North Carolina and the North Carolina Community College System shall conduct biannual joint reviews of the Comprehensive Articulation Agreement to ensure that the agreement is fair, current, and relevant for all students and institutions and shall report their findings to the Joint Legislative Education Oversight Committee, including all revisions to the Comprehensive Articulation Agreement and reports of noncompliance by November 1 of each year. The University of North Carolina and the North Carolina Community College System shall also jointly develop an articulation agreement advising tool for students, parents, and faculty to simplify the course transfer and admissions process."

The Transfer Advisory Community (TAC) will develop and establish a procedure for conducting the biannual joint reviews of the CAA.

II. Review and Revision of the Comprehensive Articulation Agreement

Since the CAA was established in 1997, there have been many years of student and faculty experience with the CAA and considerable changes in general education requirements and major program requirements of the UNC System institutions. Additionally, executive and legislative agencies within the state have promoted participation in college-level courses through the Career and College Promise (CCP) program for qualified secondary students.

After the review of the CAA within the context of these changes, the 2014 revision of CAA policies and curricula was designed to better facilitate the original purpose of the CAA to optimize the transfer of credits between the institutions of the NCCCS and the UNC System. The focus of the 2014 review of the CAA included the following:

- Supporting general education requirements at UNC System institutions
- Establishing a process for maintaining currency
- Ensuring information is universally accessible to students and advisors at public institutions of higher education in North Carolina

The 2025 CAA revision focuses on clarifying the language and policies to promote broader understanding and ease-of-use. The revised CAA serves as a current and adaptive agreement which supports more students completing both the associate and baccalaureate degrees.

As part of the biannual review of the CAA, the TAC, with the approval of the SBCC and the UNC System Board of Governors, reviews, revises, and adapts the CAA to the needs of students and public institutions. If any changes are approved, updates to the CAA are shared across the state.

III. Assumptions and Intent

The CAA between the NCCCS and the UNC System rests upon several assumptions common to successful statewide comprehensive articulation agreements. The primary assumption is that institutions recognize the professional integrity of other public post-secondary institutions that are accredited for college transfer programs. Another assumption is that substantial commonality exists in the general education requirements and courses currently offered at all universities and community colleges for the purpose of transfer.

The general education courses and pre-major courses offered at the institutions that constitute the NCCCS and the UNC System are similar in intended outcomes and competencies, and so, transferable between institutions. Graduation requirements at the universities remain unaffected by this agreement.

IV. Policies

The CAA applies to all 58 NCCCS institutions and all 16 constituent institutions of the UNC System. The CAA is applicable to all NCCCS students who successfully complete a course designated as transferable or graduate with an Associate in Arts (AA) or Associate in Science (AS) degree and transfer to a constituent institution of the UNC System. The regulations for implementation of the CAA were originally approved by the UNC System Board and the SBCC. The TAC oversees refinements of the regulations and minor changes. Significant changes will be brought to the UNC System Board and the SBCC for review at the discretion of the respective presidents of the NCCCS and the UNC System. The TAC procedures are provided in Appendix B.

Since the CAA was first established, the state of North Carolina has encouraged high school students to maximize their time by taking college coursework under various initiatives. The CAA policies extend to high school students taking college coursework through the NCCCS and/or the constituent universities of the UNC System.

A. Transfer Advisory Committee (TAC)

Authority to interpret CAA policy rests with the TAC. The TAC is an eight-member committee appointed by the presidents of the NCCCS and the UNC System (or their designees).

- Four representatives from the NCCCS
- Four representatives from the UNC System

Questions concerning CAA policy interpretations should be directed to the appropriate system's chief academic officer (CAO) with an explanation of the institutional policy that may (appear to) be in conflict with CAA policy. The CAO will forward unresolved questions to the TAC for interpretation. Each system will appoint one ex officio, nonvoting member to support the work of the TAC.

Questions about the transferability of coursework under the CAA or any proposed changes to the policies, general education courses, or pre-majors must be addressed by the TAC. Changes to the curriculum standards for the AA and AS degree programs are under the authority of the SBCC. The TAC will be notified of any changes.

The TAC will also provide general counsel and recommendations to the NCCCS and the UNC System in matters leading to optimal transfer between the two systems.

A directory of current TAC members can be found at:

<https://www.ncccommunitycolleges.edu/students/enrollment-and-registration/university-transfer/articulation-agreements/comprehensive-articulation-agreement/>

B. Transfer Assured Admissions Policy (TAAP)

The TAAP assures admission to one of the 16 UNC System institutions under the following conditions:

- Admission is not assured to a specific campus, program, or major
- Students must have graduated from an NCCCS institution with an AA or AS degree
- Students must meet all requirements of the CAA
- Students must have an overall grade point average (GPA) of at least 2.0 on a 4.0 scale, as calculated by the college from which they graduated
- Students must be academically eligible for readmission to the last institution attended
- Students must meet judicial requirements of the institution to which they apply
- Students must meet all application requirements at the receiving institution, including the submission of all required documentation by stated deadlines

If a student is denied admission to a UNC System institution, the College for North Carolina's (CFNC) website (www.cfnc.org) is a helpful resource for students to find information about the admissions requirements of other UNC System institutions. It is the student's responsibility to contact these other institutions' admissions offices to receive specific information about admissions and available majors at those other institutions.

C. Transfer-Related Appeals

If a transfer student believes the terms of the CAA have not been honored, they may follow the Transfer Credit Appeal Procedure via the Transfer Student and Credit Appeals Portal as outlined in Appendix D. Each NCCCS and UNC System institution will provide a link to the Transfer Student and Credit Appeals Portal on its website.

V. Regulations

A. Transfer of Credits

The CAA establishes the procedures governing the transfer of credits for students who transfer from a NCCCS institution to a UNC System institution.

1. Agreement Benefits

Students who graduate from a NCCCS institution with an AA or AS degree and have an overall GPA of at least 2.0 on a 4.0 scale are guaranteed the following benefits:

- Admission to a UNC System institution as outlined above in section IV.B.
- Fulfillment of the UNC System's Minimum Eligibility Requirements (MER) and Minimum Course Requirements (MCR)
- A General Education Waiver at any UNC System institution to which a student is admitted
- Transfer credit for all courses (regardless of delivery method) originating at the NCCCS institution (completed with a "C-" or higher) found on the CAA Transfer Course List used in earning the AA or AS degree
- Fulfillment of the Foundations of American Democracy course, as defined in the UNC Policy Manual 400.1.5 and 400.1.5 [R]

Students who do not complete the AA or AS degree prior to transferring are not guaranteed the same benefits of the CAA; however, they shall receive transfer credit for all courses found on the CAA Transfer Course List completed with a grade of "C-" or higher.

2. Explanation of Agreement Benefits

- a. The CAA guarantees graduates from a NCCCS institution with an AA or AS degree to receive a General Education Waiver at the UNC System to which they are admitted. The number of credits awarded at the UNC System institution will vary depending on:
 - i. Whether the coursework used to complete the associate degree was completed with a grade of "C-" or higher at the NCCCS institution

- ii. Whether the receiving university accepts credit by exam (AP, IB, CLEP, etc.) in the same manner as the NCCCS institution
- iii. Whether any other previously completed college coursework accepted by the NCCCS institution is transferable in the same manner to the UNC System institution

Under the provisions of the CAA, credit-by-exam course credits are acceptable as part of a student's successfully completed AA or AS degree. It is suggested that universities award equivalent course credit that aligns with the NCCCS institution's course awarded for credit-by-exam course credits, as if the course credit had been earned through regular study at the community college. However, universities can determine course equivalencies for AP credit and other credits by exam based on their institutional policies as stated in UNC System Policy (700.10.1).

UNC System institutions have institutional equivalency policies for accepting credit by exam and other university/college credits and therefore may award credit for these differently than NCCCS institutions. Students are responsible for reviewing university policy to understand how credit by exam and any previously earned college credit are accepted by a UNC System institution.

- b. A student who completes the AA or AS degree prior to transfer to a UNC System institution will receive a General Education Waiver at the receiving UNC System institution, regardless of total credits transferred (e.g., less than 60) or how the community college applied any previously earned credit (e.g., AP or CLEP exams, previous college/university coursework, etc.) toward associate degree completion. This General Education Waiver exempts a student from any requirement specified as part of the General Education curriculum outlined in the UNC System institution's Undergraduate Catalog but does not exempt a student from any major-specific or institutional graduation requirements.

3. Additional Parameters

- a. Admission to university major programs may require additional courses not available at the community college. Time to earn a baccalaureate degree may be impacted for students entering such programs, and students should plan accordingly.
- b. A UNC System institution cannot place requirements on students transferring under the CAA that are not required of students that begin their higher education journeys at the university.
- c. Each UNC System institution will establish and publish an institutional policy/guideline outlining whether a student who receives an AA or AS degree through reverse transfer will have fulfilled the UNC System institution's general education requirements.
- d. CAA courses in which the student received less than a "C-" will not negate the provisions of the CAA, outlined in section V.1.A; however, individual course

credit will not be awarded at UNC System institutions for NCCCS courses completed with a grade less than “C-.”

4. Associate Degree Structure

The AA and AS degree programs in the NCCCS require a total of 60 or 61 semester hours of credit for graduation (see Appendix E) and are transferable to any UNC System institution. The AA and AS degree requirements are in alignment with baccalaureate degree curricula across UNC System institutions. The AA and AS degree programs represent the fundamental foundation for general education and include study in the areas of English composition, communications, humanities and fine arts, natural sciences and mathematics, and social and behavioral sciences. Within these discipline areas, AA and AS degree earners will obtain competence in reading, writing, oral communication, fundamental mathematical skills, and basic computer use.

The AA and AS degree programs of study are structured to include two components:

- **Universal General Education Transfer Component (UGETC) courses:** NCCCS courses that constitute a minimum of 30 semester hours within the AA and AS degree programs and that award one-to-one equivalency credit toward general education requirements at any UNC System institution, and
- **Additional general education, pre-major, and elective courses:** NCCCS courses that prepare students for successful transfer into selected majors at UNC System institutions that will bring the total number of hours in the degree programs to 60-61 semester hours. These courses will transfer with one-to-one equivalency if an equivalent course is offered at UNC System institutions; otherwise, elective transfer credit will be awarded.

To ensure maximum transferability of credits, students should identify intended transfer major(s) and institution(s) as soon as possible and no later than the end of the first semester at the community college. Students should follow the Transfer Guide(s) (see section V.A.5) in an effort to select the most meaningful general education, pre-major, and elective courses recommended by the student’s intended major(s) and transfer institution(s).

Students will receive instruction, guidance, and assistance in making these selections when enrolled in the NCCCS course ACA 122 – Transfer & Career Success. ACA 122 is a required course within both the AA and AS degree programs. To promote effective and efficient transfer, NCCCS institutions should enroll AA and AS degree students in ACA 122 during their first semester of enrollment.

Each UNC System institution will identify NCCCS course equivalences and publicize an equivalency course crosswalk to ensure transfer of credit uniformity and transparency.

5. Transfer Guides

To help students select transferable and applicable coursework while pursuing an associate degree, each UNC System institution will develop, publish, and maintain Transfer Guides. Transfer Guides are academic guides for NCCCS students to identify applicable NCCCS courses that lead to associate degree completion and that align with their intended university and major. Transfer Guides are designed to prepare students for admission into their intended major and

baccalaureate degree completion at a receiving university. Transfer Guides are updated by universities annually and community colleges are expected to ensure students are accessing and following the most updated Transfer Guide each academic year. If NCCCS course recommendations on a Transfer Guide change during a student's time at the community college, the student should contact the university for more information. For AA and AS degree completers, universities will honor NCCCS course recommendations published on Transfer Guides for up to four academic years, if the student has been continuously enrolled since the Transfer Guide was published. Students who complete the AA or AS degree and follow the Transfer Guides published by a UNC System institution will have met the university's General Education requirements upon transferring and will receive NCCCS course transfer credit/have transfer credit applied toward university degree programs as outlined in the Transfer Guide. See UNC System Policy 400.1.5.3 [R] (Regulation to Foster Undergraduate Transfer Student Success) for more information.

B. Impact of the CAA on Other Articulation Agreements

The CAA takes precedence over uniform and bilateral articulation agreements established between constituent institutions of the NCCCS and the UNC System but does not necessarily preclude such agreements. Institution-to-institution articulation agreements that fall within the parameters of the CAA and enhance transferability of students from NCCCS institutions to UNC System institutions are encouraged. Institutional and uniform articulation agreements conflicting with the CAA are not permitted.

C. Compliance Procedures

TAC is charged with ensuring compliance of institutional policies and practices regarding the CAA. To that end, TAC will survey and review the transfer credit policies and procedures of each UNC System once every four years. Similarly, the TAC will review the transfer practices supporting the CAA of each NCCCS institution once every four years. The TAC will report the findings of all such reviews to the NCCCS and the UNC System offices.

Appendices

Appendix A

Legislation

HB 739, SB 1161, HB 903

GENERAL ASSEMBLY OF NORTH CAROLINA
1995 SESSION
RATIFIED BILL

CHAPTER 287
HOUSE BILL 739

AN ACT TO SIMPLIFY THE TRANSFER OF CREDIT BETWEEN NORTH CAROLINA
INSTITUTIONS OF HIGHER EDUCATION.

Section 1. The Board of Governors of The University of North Carolina and the State Board of Community Colleges shall develop a plan for the transfer of credits between the institutions of the North Carolina Community College System and between the institutions of the North Carolina Community College System and the constituent institutions of The University of North Carolina. The Board of Governors and the State Board of Community Colleges shall make a preliminary report to the Joint Legislative Oversight Committee on Education prior to March 1, 1996. The preliminary report shall include a timetable for the implementation of the plan for the transfer of credits.

Sec. 2. It is the intent of the General Assembly to review the plan developed by the Board of Governors and the State Board of Community Colleges pursuant to Section 1 of this act and to adopt a plan prior to July 1, 1996, for the transfer of credits between the institutions of the North Carolina Community College System and between the institutions of the North Carolina Community College System and the constituent institutions of The University of North Carolina.

Sec. 3. The State Board of Community Colleges shall implement a common course numbering system, to include common course descriptions, for all community college programs by June 1, 1997. A progress report on the development of the common course numbering system shall be made to the Joint Legislative Oversight Committee on Education by March 1, 1996.

Sec. 4. This act is effective upon ratification.

In the General Assembly read three times and ratified this the 19th day of June, 1995.

Dennis A. Wicker
President of the Senate

Harold J. Brubaker
Speaker of the House of Representatives

GENERAL ASSEMBLY OF NORTH CAROLINA
1995 SESSION
RATIFIED BILL

CHAPTER 625
SENATE BILL 1161

AN ACT TO IMPLEMENT THE RECOMMENDATION OF THE JOINT LEGISLATIVE
EDUCATION OVERSIGHT COMMITTEE TO IMPLEMENT AND MONITOR THE
PLAN FOR THE TRANSFER OF CREDITS BETWEEN NORTH CAROLINA
INSTITUTIONS OF HIGHER EDUCATION.

Whereas, it is in the public interest that the North Carolina institutions of higher education have a uniform procedure for the transfer of credits from one community college to another community college and from the community colleges to the constituent institutions of The University of North Carolina; and Whereas, the Board of Governors of The University of North Carolina and the State Board of Community Colleges have developed a plan for the transfer of credits between the North Carolina institutions of higher education; and

Whereas, the General Assembly continues to be interested in the progress being made towards increasing the number of credits that will transfer and improving the quality of academic advising available to students regarding the transfer of credits; Now, therefore,

Section 1. The Board of Governors of The University of North Carolina and the State Board of Community Colleges shall develop a plan to provide students with accurate and understandable information regarding the transfer of credits between community colleges and between community colleges and the constituent institutions of The University of North Carolina. The plan shall include provisions to increase the adequacy and availability of academic counseling for students who are considering a college transfer program. The Board of Governors and the State Board of Community Colleges shall report on the implementation of this plan to the General Assembly and the Joint Legislative Education Oversight Committee by January 15, 1997.

Sec. 2. The Board of Governors and the State Board of Community Colleges shall establish a timetable for the development of guidelines and transfer agreements for program majors, professional specializations, and associate in applied science degrees. The Board of Governors and the State Board of Community Colleges shall submit the timetable and report on its implementation to the General Assembly and the Joint Legislative Education Oversight Committee by January 15, 1997.

Sec. 3. The State Board of Community Colleges shall review its policies and rules and make any changes in them that are necessary to implement the plan for the transfer of credits, including policies and rules regarding the common course numbering system, Combined Course Library, reengineering initiative, and the system wide conversion to a semester-based academic year. The necessary changes shall be made in order to ensure full implementation by September 1, 1997.

Sec. 4. This act is effective upon ratification.
In the General Assembly read three times and ratified this the 21st day of June, 1996.

Dennis A. Wicker
President of the Senate

Harold J. Brubaker
Speaker of the House of Representatives

GENERAL ASSEMBLY OF NORTH CAROLINA SESSION 2013

SESSION LAW 2013-72

HOUSE BILL 903

AN ACT TO REQUIRE ALL CONSTITUENT INSTITUTIONS OF THE UNIVERSITY OF NORTH CAROLINA TO FULLY ADHERE TO THE COMPREHENSIVE ARTICULATION AGREEMENT WITH THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM REGARDING THE TRANSFER OF COURSES AND ACADEMIC CREDITS BETWEEN THE TWO SYSTEMS AND THE ADMISSION OF TRANSFER STUDENTS AND TO DIRECT THE UNIVERSITY OF NORTH CAROLINA AND THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM TO REPORT BIANNUALLY REGARDING THE AGREEMENT TO THE JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE.

The General Assembly of North Carolina enacts:

Section 1. G.S. 116-11 is amended by adding a new subdivision to read:

"(10c) The Board of Governors shall require each constituent institution to adhere fully to the Comprehensive Articulation Agreement between The University of North Carolina and the North Carolina Community College System that addresses the transfer of courses and academic credits between the two systems and the admission of transfer students. The Board of Governors shall further ensure that the agreement is applied consistently among the constituent institutions. The University of North Carolina and the North Carolina Community College System shall conduct biannual joint reviews of the Comprehensive Articulation Agreement to ensure that the agreement is fair, current, and relevant for all students and institutions and shall report their findings to the Joint Legislative Education Oversight Committee, including all revisions to the Comprehensive Articulation Agreement and reports of noncompliance by November 1 of each year. The University of North Carolina and the North Carolina Community College System shall also jointly develop an articulation agreement advising tool for students, parents, and faculty to simplify the course transfer and admissions process."

Section 2. This act is effective when it becomes law.

In the General Assembly read three times and ratified this the 5th day of June, 2013.

Daniel J. Forest
President of the Senate

Thom Tillis
Speaker of the House of Representatives

Pat McCrory
Governor

Appendix B

Transfer Advisory Committee Procedures Related to Transfer Courses

Articulation between the NCCCS and the UNC System is a dynamic process. To ensure the currency of the CAA, occasional modifications to the CAA may be necessary. These modifications may include updates to the language of the CAA; addition, deletion, and revision of courses on the transfer course list; development and/or revision of pre-majors; and changes in course designation (i.e., additions to the UGETC list or changing a course from general education to elective). TAC will receive requests for modification only upon the recommendation of the CAO of the NCCCS or UNC System. Additions, deletions, and modifications may be subject to faculty review under the direction of the TAC. Because the modification process involves faculty and administrative review, this process may require up to 12 months for final action.

Additions of Courses to the Universal General Education Transfer Component Designation on the Transfer Course List

(See Appendix C, Form CAA-02 on page 20)

Courses currently included on the approved transfer course list may be considered for inclusion as a UGETC course through the following procedures:

1. The CAO of a NCCCS institution and a UNC System institution submit a written request for a change in course status to the CAOs of the NCCCS and UNC System. The request should include the rationale for the revised status.
2. The system CAOs then submit the request to the UNC System TAC ex officio member who shares with TAC for discussion at the next scheduled meeting.
3. The NCCCS ex officio member will solicit a response from all community colleges approved to offer the course. The UNC System ex officio member will send the request to the CAOs of the universities. If all the universities approve of the addition, the recommendation will be sent to TAC and to the CAOs of the two systems.
4. If all universities do not approve the request, the NCCCS and UNC System ex officio TAC members may assemble a discipline team composed of university and community college faculty to see if the course can be revised in a manner that will be acceptable for inclusion in the UGETC course list. If so, the proposed course revisions will be sent to the university CAOs for consideration.
5. If all the universities approve of the addition of the revised course, the recommendation will be sent to the TAC and the CAOs of the two systems. The NCCCS ex officio member will lead the formal process of formalizing course changes across the system. In the event that the proposed course changes are not approved by the universities, this will be submitted to TAC and the CAOs of the two systems for information.
6. After TAC has acted on the request, the NCCCS Office will distribute notification of action taken to the requesting college and to the entire NCCCS, if applicable. The UNC System will distribute notice of actions as appropriate to its campuses.

Addition of Courses to the Transfer Course List

(See Appendix C, Form CAA-01 on page 19)

Courses in the NCCCS Combined Course Library that are not on the CAA transfer course list may be recommended for inclusion by a participating institution through the following process:

1. For community colleges, the CAO of the college submits a written request for inclusion on the transfer course list either as a general education, pre-major, or elective course to the CAO of one of the UNC System institutions. If the university will accept the course, and believes it should be recommended for statewide consideration, the CAO will endorse the request, indicating the transfer designation (General Education, Pre-major, or Elective), and forward it to the UNC System ex officio TAC member and to the CAOs of the two systems.
2. For universities, the CAO of the university will partner with the CAO of a community college and send the request to the UNC System ex officio TAC member and to the CAOs of the two systems.
3. The NCCCS Office will solicit a response from all community colleges approved to offer the course, and a two-thirds favorable response is required for the change to be pursued. The CAO at the UNC System may seek input from its respective campuses as he/she deems appropriate.
4. The CAO of either system may submit the request for action to the TAC a minimum of 30 days prior to the next TAC meeting.
5. The TAC reviews the request. Any member of TAC may request that a course be referred to the Faculty Review Committee. For all courses that are approved, the committee records the action and the rationale of action.
6. The NCCCS Office will distribute notification of action taken to the requesting college and to the entire NCCCS, if applicable. The UNC System will distribute notice of actions as appropriate to its campuses.

Deletion of a Course from the Transfer Course List

(See Appendix C, Form CAA-01 on page 18)

The CAO of any participating community college or university may request that a course be removed from the CAA transfer course list by following similar procedures as outlined in items 1-6 in the Addition of Courses to the Transfer Course List above. The NCCCS Office will review and recommend annually to TAC courses on the CAA transfer list that are not taught at any community college for at least the past two years. These courses will be considered for removal from the transfer course list.

Change in the CAA Designation of a Course

(See Appendix C, Form CAA-03 on page 23)

The CAO of any participating community college or university may request a change in the designation of a course in the CAA (i.e., Elective to General Education or Pre-Major) by sending the request and rationale to the CAOs of the two systems. Either of the system CAOs may submit the request to TAC for action.

The Faculty Review Process

Any member of TAC may request that a course under consideration be forwarded to the Faculty Review Committee. The Faculty Review Committee will be assembled and asked to review the course and the proposed action.

1. The Faculty Review Committee will consist of the following representatives:
 - a. Two UNC System faculty members
 - b. Two CCCS faculty members
2. Appointments to the committee will be determined by the UNC System and NCCCS Offices.
3. The Faculty Review Committee will receive a request to review a course(s) from the assigned representative(s) of TAC within one week of the TAC meeting where the request was made.
4. Faculty will be asked to forward their comments, suggestions, and recommendations to one faculty representative from each sector. These two faculty members will then forward a composite report and recommendation to the assigned representative(s) of TAC prior to the next scheduled TAC meeting.

The assigned representative(s) of TAC will report the results of the Faculty Review Committee at the next TAC meeting scheduled for action.

Approval of the requested action will require a majority of TAC members.

Appendix C

CAA Transfer Course List Change Forms

1. Form CAA-03: Course Addition/Deletion
2. Form CAA-02: Change of Course Status to Universal General Education Transfer Component (UGETC)
3. Form CAA-03: Change of Course Status to Pre-Major/Elective or General Education

Comprehensive Articulation Agreement (CAA) Transfer Course List

Course Addition/Deletion Form CAA-01

Occasional modifications to the CAA may be necessary to ensure currency. These modifications may include the addition or deletion of courses on the transfer course list. TAC will receive requests for additions and deletions only upon the recommendation of the CAO of the NCCCS or the UNC System. Course additions and deletions may be subject to faculty review under the direction of TAC. Because modification of the CAA can involve faculty and administrative review, this process may require up to 12 months for final action. If the request is approved, notification will be distributed to the entire NCCCS and UNC System institutions. If the request is denied, the requesting party(s) will be informed.

Course Information:

Three-Letter Prefix: _____ Course Number: _____

Course Title: _____

Hours: _____ Classroom: _____ Lab: _____ Clinical: _____ Work Experience: _____

Total: _____

Prerequisites: _____ Corequisites: _____

Course Description:

The CAO of any participating community college or university may request that a course be removed from the CAA transfer list. Both a community college and a university must partner to request the addition of a course to the transfer course list. The university endorsement signifies that the university accepts the course and believes the course should be recommended for statewide consideration.

Name of the Community College: _____

Name of UNC System Institution: _____

_____ would like for the above course to be added to the CAA transfer course list with a status of:

_____ Pre-Major/Elective

_____ General Education or _____ UGETC for the following discipline:

_____ Communications _____ Humanities/Fine Arts _____ Math

_____ Social/Behavioral Science _____ Natural Science

_____ would like for the above course to be deleted from the CAA transfer course list

Please provide rationale for the course addition or deletion: (additional page may be utilized)

Signature of CAO at a NCCCS Institution

Date

Signature of CAO at a UNC System Institution

Date

Please submit the completed and signed request to the following representatives:

- CAO, North Carolina Community College System
- CAO, The University of North Carolina System

Upon receipt of the form, either CAO may indicate endorsement of the request and send the request to TAC for action a minimum of 30 days prior to the TAC meeting. The NCCCS Office will solicit a response from all community colleges approved to offer the course and include the results of the vote along with their endorsement. The CAO at the UNC System may seek input from its respective campuses as deemed appropriate.

Please Note: New, proposed courses that are not currently in the NCCCS Combined Course Library must first follow the procedures outlined in Section 15 of the Curriculum Procedures Reference Manual at: <https://www.nccommunitycolleges.edu/college-faculty-staff/academics/programs/curriculum-procedures/>

**Comprehensive Articulation Agreement Transfer Course List
Change of Course Status to Universal General Education Transfer
Component (UGETC)
Form CAA-02**

Occasional modifications to the CAA may be necessary to ensure currency. These modifications may include a change in a transfer course designation from general education or pre-major/elective to UGETC. TAC will receive requests for modification only upon the recommendation of the CAO of the NCCCS or the UNC System. Modifications may be subject to faculty review under the direction of TAC. Because modification of the CAA can involve faculty and administrative review, this process may require up to 12 months for final action. If the request is approved, notification will be distributed to the entire NCCCS and UNC System institutions. If the request is denied, the requesting party(s) will be informed.

Course Information:

Three-Letter Prefix: _____ Course Number: _____

Course Title: _____

Hours: _____ Classroom: _____ Lab: _____ Clinical: _____ Work Experience: _____
Total: _____

Prerequisites: _____ Corequisites: _____

Course Description:

Name of NCCCS Institution: _____
AND

Name of UNC System Institution:

would like for the above course to receive UGETC status. The course is currently on the CAA transfer course list and is designated as:

- _____ Pre-Major/Elective
- _____ General Education under the following discipline:
 - _____ Communications
 - _____ Humanities/Fine Arts
 - _____ Math
 - _____ Social/Behavioral Science
 - _____ Natural Science

Please provide rationale for UGETC classification: (additional page may be utilized)

Signature of CAO at a NCCCS Institution

Date

and

Signature of CAO at a UNC System Institution

Date

The completed and signed form should be sent to the following representatives:

- CAO, North Carolina Community College System
- CAO, The University of North Carolina System

The NCCCS Office will solicit a response from all community colleges approved to offer the course. The UNC System Office will send the request to the CAOs of the universities. If all of the universities approve of the UGETC designation, the recommendation will be sent to TAC and the CAOs of the two systems.

If all universities do not approve the request, the UNC System Office may assemble a discipline team comprised of university and community college faculty to see if the course can be revised in a manner that will be acceptable for UGETC designation. If so, the revised course will be sent to the university CAOs for UGETC consideration.

If all the universities approve of the UGETC designation of the revised course, the recommendation will be sent to TAC and the CAOs of the two systems. If the request is not approved by the universities, this will be submitted to TAC and the CAOs of the two systems for information.

**Comprehensive Articulation Agreement Transfer Course List
Change of Course Status to Pre-Major/Elective or General Education
Form CAA-03**

Occasional modifications to the CAA may be necessary to ensure currency. These modifications may include a change in a transfer course designation from general education or pre-major/elective to UGETC. TAC will receive requests for modification only upon the

recommendation of the CAO of the NCCCS or the UNC System. Modifications may be subject to faculty review under the direction of TAC. Because modification of the CAA can involve faculty and administrative review, this process may require up to 12 months for final action. If the request is approved, notification will be distributed to the entire NCCCS and UNC System institutions. If the request is denied, the requesting party(s) will be informed.

Course Information:

Three-Letter Prefix: _____ Course Number: _____

Course Title: _____

Hours: _____ Classroom: _____ Lab: _____ Clinical: _____ Work Experience: _____
Total: _____

Prerequisites: _____ Corequisites: _____

Course Description:

The above course is currently designated on the CAA Course list as:

____ Pre-Major/Elective
____ General Education or ____ UGETC for the following discipline:
____ Communications ____ Humanities/Fine Arts ____ Math
____ Social/Behavioral Science ____ Natural Science

We would like to request that the designation of the course be changed to:

____ Pre-Major/Elective
____ General Education or ____ UGETC for the following discipline:
____ Communications ____ Humanities/Fine Arts ____ Math
____ Social/Behavioral Science ____ Natural Science

Please note that a UGETC form is required for a UGETC designation request.

Name of NCCCS Institution: _____

or

Name of UNC System Institution: _____

Please provide rationale for the course designation change and any indication of support from partnering institution(s): (additional page may be utilized)

Signature of CAO at a NCCCS Institution

Date

OR

Signature of CAO at a UNC System Institution

Date

Change in the CAA Designation of a Course

The Chief Academic Officer of any participating community college or university may request a change in the designation of a course in the CAA by sending the completed and signed request to the CAOs of both systems. Please submit the signed request to the following representatives:

- CAO, North Carolina Community College System
- CAO, The University of North Carolina System

Upon receipt of the form, either CAO may indicate endorsement of the request and send the form to the UNC System Office. The NCCCS Office will solicit a response from all community colleges approved to offer the course and include the results of the vote along with their endorsement. The CAO at the UNC System may seek input from its respective campuses as deemed appropriate.

Appendix D

CAA Transfer Credit Appeal Procedure University of North Carolina/North Carolina Community College System

Guiding Principle: If a student from any NCCCS institution believes the terms of the CAA have not been honored by UNC System institution to which the student has been admitted, the student may invoke the CAA Transfer Credit Appeal Procedure.

Steps in Filing an Appeal: Students must complete the steps below and start the appeals process by the last day of classes of the first semester for which admission is offered (Students enrolling at a university in a summer semester must submit their appeal by the end of the subsequent fall semester).

Step #1: Appeal to University

Submit a formal appeal through the receiving university's established transfer appeals process. Ensure that the appeal contains the specific CAA language that is in contention.

Step #2: Appeal to Transfer Advisory Committee

If the student is not satisfied with the decision rendered by the institution's appeals process, they may appeal to TAC via the Transfer Student and Credits Appeal Portal within 15 business days of receiving the resolution from the institution's appeal process. Using the portal, students must complete a secondary electronic appeal form and upload supporting documentation, including details from the university's transfer appeals process, to be reviewed by TAC Members. To complete the appeal to the TAC, students must:

1. Access the Transfer Student and Credit Appeals Portal:
<https://transferappeal.northcarolina.edu/>
2. File an appeal using university log-in credentials or by creating a log-in using a personal email address
3. Submit appeals-related documentation within the Transfer Student and Credit Appeals Portal. All appeal documentation and communication from TAC's review will be maintained within the portal

TAC members will make every effort to review the appeal and notify a student of a response within 15 business days of receiving the appeal in the Transfer Student and Credits Appeal Portal. In some instances, an appeal may take longer than 15 business days to review by TAC. In these instances, the appeal will remain open and under review until a final decision is rendered. The student will be notified by TAC should additional time be needed to review the appeal. Students should note that appeal decisions from TAC are final.

Appeal Procedure Contact:

Any questions regarding the Comprehensive Articulation Agreement Transfer Credit Appeal Procedure can be emailed to transferappeal@uncsystem.com.

The CAA can be accessed on the NCCCS website:

<https://www.nccommunitycolleges.edu/students/enrollment-and-registration/university-transfer/articulation-agreements/comprehensive-articulation-agreement/>

Appendix E

CAA Related Documents

Associate in Arts Curriculum Standard

The current Associate in Arts Curriculum Standard can be found under “College Transfer” at <https://www.nccommunitycolleges.edu/college-faculty-staff/academics/programs/curriculum-standards/>

Associate in Science Curriculum Standard

The current Associate in Science Curriculum Standard can be found under “College Transfer” at <https://www.nccommunitycolleges.edu/college-faculty-staff/academics/programs/curriculum-standards/>

CAA Transfer Course List

The current CAA Transfer Course List can be found at:

<https://www.nccommunitycolleges.edu/students/enrollment-and-registration/university-transfer/articulation-agreements/comprehensive-articulation-agreement/>