



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

October 9, 2018 at 1:00 p.m.
University of North Carolina System Office
Center for School Leadership Development, Room 128
Chapel Hill, North Carolina

AGENDA

OPEN SESSION

- A-1. [Approval of the Minutes of July 26 and September 12, 2018](#)..... Anna Nelson
- A-2. [UNC System Degree Program Establishments](#) Kimberly van Noort
- A-3. [UNC System Degree Program Discontinuation and/or Consolidation](#) Kimberly van Noort
- A-4. [Licensure Program Approvals](#)..... Daniel Harrison
- A-5. [Student Success Update](#) Kimberly van Noort and Andrew Kelly
- A-6. [Early College High School Graduates Report](#)..... Bethany Meighan
- A-7. [Comprehensive Articulation Agreement \(CAA\)](#)..... Stephanie Bailey
- A-8. [Annual Report on Committee on Educational Planning, Policies, and Programs](#) Kimberly van Noort
- A-9. [Duties and Authorities of the Boards of Trustees](#) Kimberly van Noort
- A-10. Other Business..... Anna Nelson
 - a. Digital Learning Project Update
 - b. Future Teachers of NC Report
- A-11. Adjourn

Additional Information Available

- A-10b. [Future Teachers of NC Report](#)



DRAFT MINUTES

July 26, 2018
University of North Carolina System Office
Center for School Leadership Development in Room #128
Chapel Hill, North Carolina

This meeting of the Committee on Educational Planning, Policies, and Programs was presided over by Vice Chair Robert Bryan. The following committee members, constituting a quorum, were also present: Walter Davenport, Joe Knott, Steve Long, Ann Maxwell, Bettylenah Njaramba. The following committee members were absent: Chair Anna Nelson

Chancellors participating were Johnson Akinleye, Nancy Cable, and Todd Roberts. Chair of the UNC Faculty Assembly, David Green, was also in attendance.

Staff members present Daniel Harrison, Kimberly van Noort, and others from the UNC System Office.

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

Vice Chair Bryan called the meeting to order at 1:00 p.m., on Thursday, July 26, 2018, and called for a motion to approve the open session minutes of May 22 and 23, 2018.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the open session minutes of May 22 and 23, 2018 as distributed.

Motion: Steven Long
Motion carried

2. UNC Degree Program Establishment (Item A-2)

The Committee on Educational Planning, Policies, and Programs reviewed and discussed degree program establishment for the following:

University of North Carolina at Charlotte

- Doctor of Philosophy in Civil Engineering (CIP 14.0801)

MOTION: Joe Knott
Motion carried

3. UNC Degree Program Discontinuations and/or Consolidations (Item A-3)

The Committee on Educational Planning, Policies, and Programs reviewed and discussed degree program discontinuation for the following:

East Carolina University

- Master of Arts in Education in Health Education (CIP 13.1307)

The Committee on Educational Planning, Policies, and Programs reviewed and discussed degree program discontinuation and consolidations for the following:

East Carolina University

- Master of Arts in Psychology, General (CIP 42.0101)
- Master of Arts in Clinical Psychology (CIP 42.2801)
- Master of Arts in School Psychology (CIP 42.2805)

North Carolina Central University

- Master of Science in Physical Education (CIP 31.0501)
- Master of Science in Recreation Administration (CIP 31.0301)

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the above requests to discontinue and or discontinue and consolidate degree programs and recommend approval to the Board of Governors for a vote through the consent agenda.

Motion: Joe Long
Motion carried

4. Licensure Program Approvals (Item A-4)

The Committee on Educational Planning, Policies, and Programs reviewed and discussed licensure approvals for the following:

- Northeastern University in Charlotte, NC
- Johnson and Wales University in Charlotte, NC
- Brightwood College in Charlotte, NC
- CreatEd Institute in Black Mountain, NC

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the above licensure applications as presented and recommend it to the full Board of Governors for a vote through the consent agenda.

Motion: Joe Knott
Motion carried

5. Annual Reporting (tem A-5)

Each year the UNC System Office prepares a variety of reports that are required by policy or requested by the president and/or the chair of the Committee on Educational Planning, Policies, and Programs.

The following reports were discussed during the committee meeting:

- President's Report on Research and Sponsored Programs
- Fall 2017 Enrollment Report
- Faculty Teaching Workload Report
- UNC Intercollegiate Athletics Report

This item was for information only.

6. Teaching Fellows Update (Item A-6)

The North Carolina Teaching Fellows Program selected the first class of Teaching Fellows in April 2018. As the program moves into the second year, the Director and Commission are implementing improvements to strengthen program recruitment, streamline the review and selection process of prospective Fellows, and to work with partner institutions to ensure robust teacher preparation and enrichment experiences.

Director of the North Carolina Teaching Fellows Program Sarah Ulm provided a program update to the committee.

This item was for information only.

7. Establishment of a College of Health Sciences at the University of North Carolina at Pembroke (Item A-7)

In July 2017, the North Carolina General Assembly tasked the Board of Governors with conducting a feasibility study for creating a College of Health Sciences at UNC Pembroke. The study found that, due to the high poverty rates and the health disparities throughout Robeson and surrounding counties, a College of Health Sciences could mitigate some of those problems, provide innovative educational models for health professionals, and further contribute to UNCP's role as a vital part of the regional economy.

Extensive documentation was provided to the committee prior to the meeting.

This item was for information only.

8. Other Business (Item A-8)

Academic Affairs Update

- a. An introduction was made for Dr. Nancy Cable. August 9th, 2018 she will take office as Chancellor at the University of North Carolina Asheville and assignment as ex officio committee member to the Ed Planning Committee starting at the September meeting.
Also recognized were newly appointed Faculty Assembly Chair David Green, meetings attendees from NC Central Law School along with Academic Affairs UNC System Staff.
- b. New ACT/SAT Concordance Table Impact on UNC Policy 700.1.1
Handouts were distributed; Kimberly van Noort provided clarification explaining the 2018 ACT/SAT Concordance Tables. The creation of a sub-committee on the matter is being considered.
- c. Chancellor Akinleye provided an update on the NC Central Law School. He advised the school being back in compliance with the ABA and there would be continued monitoring and evaluation of the program.
- d. Discussion of 2018 – 2019 Plan of Work
The committee offered suggestions as to possible new initiatives for the committee.

There being no further business, the meeting adjourned at 2:02 p.m.

Ann Maxwell, Secretary



Joint Meeting of the Committees on
Audit, Risk Management, and Compliance
Educational Planning, Policies, and Programs
Personnel and Tenure
University Governance

DRAFT MINUTES

September 12, 2018
University of North Carolina System Office
Center for School Leadership Development, Board Room
Chapel Hill, North Carolina

Call to Order

The joint meeting of the Committee on Audit, Risk Management, and Compliance; Committee on Educational Planning, Policies, and Programs; Committee on Personnel and Tenure; and the Committee on University Governance was presided over by Chair Harry Smith. The following committee members, constituting a quorum of each committee were also present in person or by phone:

Committee on Audit, Risk Management, and Compliance: Jim Holmes, Chair; Tom Fetzer, Thomas Goolsby; Bob Rucho; Bill Webb

Committee on Educational Planning, Policies, and Programs: Anna Nelson, Chair; Rob Bryan; Walter Davenport; Joe Knott; Steve Long; Bettylenah Njaramba. Ann Maxwell was absent.

Committee on Personnel and Tenure: Wendy Murphy, Chair; Lou Bisette, Kellie Hunt Blue, Leo Daughtry, Thomas Goolsby, Frank Grainger, Doyle Parrish

Committee on University Governance: David Powers, Chair; Pearl Burris-Floyd; Phil Byers; Alex Mitchell; Randy Ramsey; Bill Webb; Michael Williford

1. Call to Order

Chair Smith called the meeting to order at 4:00 p.m. on Wednesday, September 12, 2018.

2. Authorization to Establish the following UNC Degree Programs – ECSU, UNC Greensboro, N.C.A&T, NCCU (Item 1)

The Committee on Educational Planning, Policies, and Programs reviewed and discussed degree program establishment for the following:

Elizabeth City State University

- Bachelor of Science in Unmanned Aircraft Systems

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the above request and recommend approval to the Board of Governors.

Motion: Walter Davenport

Motion carried

University of North Carolina at Greensboro

- Master of Science in Informatics and Analytics

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the above request and recommend approval to the Board of Governors.

Motion: Rob Bryan

Motion carried

North Carolina A&T State University

- Master of Accountancy

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

Motion: Walter Davenport

Motion carried

North Carolina Central University

- Master of Science in Higher Education Administration
- Bachelor of Science in Biomedical Sciences

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the above requests and recommend approval to the Board of Governors.

Motion: Steven Long

Motion carried

3. Authorization for the President to Purchase Commercial Insurance Related to Employee Benefits Plan Administration (Item 2)

The Committee on Personnel and Tenure considered a resolution to grant the president the authority to purchase fiduciary liability insurance for employee benefits plans, including UNC-Chapel Hill supplemental retire plan.

MOTION: Resolved, that the Committee on Personnel and Tenure, approve the Resolution for Authorization to Purchase Commercial Insurance Related to the Management, Direction, Administration, and Investment of University Employee Benefit Plans and recommend approval to the Board of Governors for a vote through the consent agenda.

Motion: Leo Daughtry

Motion carried

4. Addition of One-Time Bonus Option to 2018-2019 Annual Raise Process (Item 3)

The Committee on Personnel and Tenure also considered a resolution authorizing the president to issue instructions permitting one-time bonus payments in lieu of or in addition to permanent base salary increases for 2018 annual raise process.

MOTION: Resolved, that the Committee on Personnel and Tenure, approve the Resolution for Authorization for One-Time Bonus Option in the 2018-2019 Annual Raise Process and recommend approval to the Board of Governors.

Motion: Frank Grainger

Motion carried

5. Report on Free Speech and Free Expression Within the UNC System (Item 4)

The Committee on University Governance, acting in its capacity as the Committee on Free Speech and Free Expression, considered the draft 2017-2018 Report on Free Speech and Free Expression Within the University of North Carolina.

MOTION: Resolved, that the Board approve the 2017-2018 Report on Free Speech and Free Expression Within the University and recommend approval to the Board of Governors.

Motion: Pearl Burris-Floyd

Motion carried

6. UNC System Office 2018-19 Internal Audit Plan (Item 5)

The Committee on Audit, Risk Management, and Compliance considered the Fiscal Year 2018-2019 Internal Audit Plan.

MOTION: Resolved, that the Committee on Audit, Risk Management, and Compliance approve the University's Fiscal Year 2018-2019 Internal Audit Plan and recommend approval to the Board of Governors.

Motion: Bill Webb

Motion carried

THE MEETING MOVED INTO CLOSED SESSION

(The complete minutes of the closed session are recorded separately.)

MOTION: Resolved, that the joint committees return to open session.

Motion: Kellie Blue

Motion carried

There being no further business, the joint meeting of the committees adjourned at 5:12 p.m.

AGENDA ITEM

A-2. UNC System Degree Program Establishments Kimberly van Noort

Situation: The University of North Carolina at Charlotte requests the establishment of the following degree program:

- Master of Education in Urban Education (CIP 13.0410)

The University of North Carolina at Greensboro requests the establishment of the following degree program:

- Doctor of Philosophy in Business Administration (CIP 52.0201)

Background: Per UNC 400.1, the constituent institutions and the UNC System Office review degree program offerings and bring requests to establish new programs with recommendations to the Board of Governors.

Assessment: Establishment of the above-listed degree program is recommended.

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

**Request for Authorization to Establish a
Master of Education in Urban Education
(MEd, CIP 13.0410) at
University of North Carolina at Charlotte**

I. Program Highlights

- The proposed degree program would prepare teachers, administrators, paraprofessionals, and counselors with practical approaches to improve the educational experiences and academic outcomes of diverse populations.
- The proposed degree program would require thirty-three (33) credit hours of core courses consisting of 9 credit hours of instruction in advanced pedagogy, 15 credit hours of instruction in critical issues in urban education, 3 credit hours of instruction in research methods, and 6 credit hours of instruction in authentic application of leadership and reflection. No minors are proposed.
- Twenty full-time students are projected in the first year. Forty full-time students are projected by the fourth year.
- The proposed degree program can be implemented with existing faculty. Based on need, UNC Charlotte's Cato College of Education will provide financial support for an Assistant Professor who will be responsible for teaching select courses within the proposed program within the first four years of the program. The need to hire additional faculty will be revisited at the end of the four years based on staffing needs and program growth.
- No differential tuition or fees are requested.
- The resources of the campus libraries are adequate to support the proposed degree program.
- The facilities are adequate to support the proposed degree program.

II. BOG Academic Program Planning Criteria (UNC Policy 400.1)

1. **Existing Programs (Number, Location, Mode of Delivery).** There are no institutions in North Carolina offering the MEd in Urban Education.
2. **Relation to Campus Distinctiveness and Mission.** The proposed degree program closely aligns with UNC Charlotte's mission as North Carolina's Urban Research University. The curriculum would strongly support the university's focus on improving urban environments with academic programming, community engagement, and extending the brand of the institution.
3. **Demand (local, regional, state).** In 2017, analytics provided by the Hanover Research consulting firm indicated strong labor market demand for urban school teachers. Steady teacher shortages and high teacher turnover rates have led to a need for more educators in urban schools. The job search website, Indeed.com listed approximately 100 job postings for urban educators available in North Carolina. These jobs ranged from teachers and administrators to a variety of positions at non-profit organizations focused on urban education.
4. **Potential for Unnecessary Duplication.** There are currently no public or private four-year institutions of higher education in North Carolina currently offering the MEd in Urban Education.
5. **Employment Opportunities for Graduates.** Most graduates of urban education programs pursue careers in urban schools as either teachers or education administrators in an urban school district.

According to NC Works, there are consistent and steady job openings for graduates seeking employment as teachers. On average, the 2016 estimated median annual wage for a teacher (although varying by area) was roughly \$40,000, whereas the average annual wage for an education administrator was approximately \$50,000. Recent figures showed about 86 potential candidates looking for work as education administrators in North Carolina, with 95 openings available. The demand for educators and administrators exceeds the supply.

6. **Faculty Quality and Number.** The proposed degree program can be implemented with existing faculty. Based on need, UNC Charlotte's Cato College of Education will provide financial support for an Assistant Professor who will be responsible for teaching select courses within the proposed program within the first four years of the program. The need to hire additional faculty will be revisited at the end of the four years based on staffing needs and program growth.

7. **Availability of Campus Resources (library, space, etc.)**

Library: Library holdings are adequate to support the instructional and research needs of the proposed program. Resources for the Cato College of Education include ebooks, journal subscriptions, and electronic databases. Students would have the option of placing a request through the Atkins Interlibrary Loan interface to receive a scanned PDF copy of book chapters and/or journal articles that cannot be retrieved directly through the library's webpage. Requests are generally resolved within 24-48 hours. This service is provided free of charge to currently enrolled students.

Facilities: Existing facilities are adequate to support the proposed program. The online courses can be accommodated by the existing information technology and services. Office space is available in the Cato College of Education building for the program director and the program's research assistant and fellows. However, office space at UNC Charlotte Center City Campus will be requested to put the program in closer proximity to the offices of the Urban Education Collaborative.

8. **Relevant Lower-level and Cognate Programs.** No additional subject-matter fields or cognate programs are required to support the proposed degree program.
9. **Impact on Access and Affordability.** No differential tuition or fees are requested. If enrollment increase funds are not available, the proposed program would be offered with current faculty and redistribution of existing funds. This may decrease the growth of the proposed program. Tuition rates for full-time graduate students at UNC Charlotte are as follows:

Graduate Tuition and Fees (Fall 2018-Spring 2019)

	0 - 2 Credit Hour	3 - 5 Credit Hour	6 - 8 Credit Hour	9+ Credit Hour
Tuition NC Resident	542.25	1,084.25	1,626.50	2,168.50
Tuition Non NC Resident	2,221.50	4,442.75	6,664.25	8,885.50
Ed & Tech Fee	123.50	123.50	197.50	296.00
Safety and Security Fee	6.25	6.25	10.00	15.00
University Fees	455.00	455.00	726.50	1,088.00
49er Card Access Misc. Service Charge	7.50	7.50	7.50	7.50
UNC System Assoc Fee	0.15	0.15	0.25	0.50
Food Service Facilities Misc. Service Charge	10.00	10.00	10.00	10.00
Transportation Misc. Service Charge	77.50	77.50	77.50	77.50
Health Services Fee	81.25	81.25	121.50	121.50
Total Cost –NC Resident	1,303.40	1,845.40	2,777.25	3,784.50
Total Cost – Non NC Resident	2,982.65	5,203.90	7,815.00	10,501.50

10. Expected Quality. The program will utilize the following objective outcome metrics: annual enrollment, continued education in a related advanced degree program and/or employment within an urban community working with urban youth, graduate student exit surveys, and outcome measures for each student learning outcome and corresponding assignment/project.

11. Feasibility of Collaborative Program. Currently, there are no programs within North Carolina that closely resemble the proposed degree program. This limits the potential for collaboration.

12. Other Considerations. None.

III. Summary of Review Processes

Campus Review Process and Feedback. The proposal was reviewed by the UNC Charlotte faculty, department and university curriculum committees, provost, and chancellor. Approval was obtained at all levels.

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 its statements. External reviewers evaluated the requests and did not request further information.

IV. Recommendation

It is recommended that the Board of Governors approve UNC Charlotte's request to establish a Master of Education in Urban Education degree program (CIP 13.0410) to enroll students starting fall 2019.

**Request for Authorization to Establish a
Doctor of Philosophy in Business Administration
(Ph.D., CIP 52.0201) at
The University of North Carolina at Greensboro**

I. Program Highlights

- The University of North Carolina at Greensboro's proposed Ph.D. in Business Administration degree program is designed for current master's degree holders seeking a more flexible part-time option to complete the terminal degree. It is expected that many potential students are already teaching in a university setting and are unable to leave their current position to pursue a degree full-time.
- The proposed degree program will be delivered online.
- The proposed degree program would require successful completion of 60 credit hours, including 12 credit hours in research methods, 12 hours in major courses, 15 to 18 hours in field courses, three to six hours in supervised directed research, and 15 to 18 hours for the dissertation.
- Six part-time students are projected in the first year, and 30 part-time students are projected by the fourth year.
- The institution already has a commitment and financial resources to hire three new faculty positions and replace one senior faculty member currently in phased retirement. These new positions, in addition to existing faculty, should be sufficient to support the proposed degree program. The faculty workload may be impacted by additional duties related to chairing and serving on dissertation committees.
- UNC Greensboro is requesting a tuition differential of \$200 per student credit hour. This will support additional administrative costs associated with campus residencies, online resources, and student support. The program fees will provide a stipend to the program director, fund a full-time administrative assistant, and support faculty stipends for required summer course delivery and online course development.
- Facilities are adequate for delivery of the proposed degree program.

II. Board Academic Program Planning Criteria (UNC Policy 400.1)

1. **Existing Programs (Number, Location, Mode of Delivery).** Institutions in North Carolina with similar programs include: the University of North Carolina at Chapel Hill and the University of North Carolina at Charlotte.
2. **Relation to Campus Distinctiveness and Mission.** The proposed degree program is consistent with the mission of UNC Greensboro to redefine the public research university for the 21st century as an inclusive, collaborative, and responsive institution making a difference in the lives of students and the communities it serves. The curriculum is aligned with two of the five primary goals of the Bryan School of Business and Economics' strategic plan to "develop the School through enhanced quality and enrollment" and "ensure that the University of North Carolina at Greensboro delivers a high quality market relevant education."
3. **Demand (local, regional, state).** Projections from the Bureau of Labor Statistics (BLS) indicate that total employment among post-secondary business teachers is expected to grow by 9.4 percent from 2014 to 2024. The subcategories of Junior Colleges and Colleges and Universities are

expected to grow by 9.8 percent and 7.4 percent respectively. BLS research suggests that the terminal degree will provide graduates with a competitive advantage in the job market.

Member institutions of the Association to Advance Collegiate Schools of Business (AACSB) reported that they may add 1,031 positions requiring a Ph.D. in 2016-2017. Furthermore, the institutions expect 2,522 positions requiring a Ph.D. to become vacant through retirements in the next five years. Schools of business continue to experience shortages of Ph.D. faculty.

4. **Potential for Unnecessary Duplication.** Institutions in North Carolina with similar programs include: UNC-Chapel Hill and UNC Charlotte. Given that they have on-campus programs focused predominantly on full-time students, there is little overlap with the proposed degree program.
5. **Employment Opportunities for Graduates.** Data from NCWorks.gov was accessed on March 17, 2017. Research suggests an expected annual increase of 1.1 percent for post-secondary business teachers in North Carolina.
6. **Faculty Quality and Number.** The institution already has a commitment and financial resources to hire three new faculty positions and replace one senior faculty member currently in phased retirement. These new positions, in addition to existing faculty, should be sufficient to support the proposed degree program. The faculty workload may be impacted by additional duties related to chairing and serving on dissertation committees.
7. **Availability of Campus Resources (library, space, etc.)**

Library Services: The university libraries at UNC Greensboro adequately support distance and online learning both asynchronously and synchronously for all enrolled students. A dedicated coordinator of Library Services for Distance Learning facilitates the delivery of library services to distance education students. The Distance Education Resources Portal provides distance education students and faculty with access and information through online databases, subscription based streaming videos and music, electronic book, help links, and an online chat service.

UNC Greensboro subscribes to over 37,000 full-text electronic journals. In addition, the libraries have over 331,000 ebooks, including electronic book packages from Cambridge University Press and Oxford University Press.

Facilities: The Bryan School of Business and Economics maintains a small recording studio for faculty members to record video lectures, capture images from the computer screen, and create and annotate slides. In addition, the Bryan Building has a smart classroom to support live lectures, recorded presentations, and teleconferences. The existing facilities have the capacity to support the proposed degree program. UNC Greensboro Online provides production facilities for video recording, editing, and multimedia productions. The university's Information and Technology Services (ITS) and UNC Greensboro Online have consistently updated and replaced technology in the Bryan Building.

- 8. Relevant Lower-level and Cognate Programs.** The proposed degree program would require entering students to have a master's degree in business. Therefore, this should not impact lower level programs at the institution.
- 9. Impact on Access and Affordability.** UNC Greensboro is requesting a tuition differential of \$200 per student credit hour. This will support additional administrative costs associated with campus residencies, online resources, and student support. The program fees will provide a stipend to the program director, fund a full-time administrative assistant, and support faculty stipends for required summer course delivery and online course development.

Tuition rates for full-time graduate students at UNC Greensboro are as follows:

2018-2019 UNCG Online Graduate Tuition & Fees 			
Credits	In-State	Out-of-State	Outside NC
1	\$305.21	\$977.66	\$561.04
2	\$604.42	\$1,949.32	\$1,116.08
3	\$903.63	\$2,920.98	\$1,671.12
4	\$1,202.84	\$3,892.65	\$2,226.16
5	\$1,502.05	\$4,864.30	\$2,781.20
6	\$1,801.26	\$5,835.96	\$3,336.24
7	\$2,100.47	\$6,807.62	\$3,891.28
8	\$2,399.68	\$7,779.28	\$4,446.32
9	\$2,698.89	\$8,750.94	\$5,001.36
10	\$2,998.10	\$9,722.60	\$5,556.40
11	\$3,297.31	\$10,694.26	\$6,111.44
12	\$3,596.52	\$11,665.92	\$6,666.48
13	\$3,895.73	\$11,665.92	\$7,221.52
14	\$4,194.94	\$13,609.24	\$7,776.56
15	\$4,494.15	\$14,580.90	\$8,331.60

- 10. Expected Quality.** The quality and effectiveness of the proposed degree program will be measured by:
- The number and quality of students applying to the proposed degree program.
 - The number of students successfully completing their doctoral dissertation.
 - Success in placing graduates in the job market.
 - Satisfaction of students with the courses and the proposed degree program.

- e. Satisfaction from employers concerning the skills of Ph.D. students and graduates.

In addition, both SACSCOC and the Association to Advance Collegiate Schools of Business (AACSB) requires all accredited members to assess student learning directly against the program learning goals.

11. Feasibility of Collaborative Program. The proposed degree program would administered online to part-time students. Given this format, there are currently no opportunities to collaborate with the two on-campus programs at UNC-Chapel Hill and UNC Charlotte. UNC Greensboro will explore opportunities to use faculty at other institutions to aid in both course delivery and student supervision as appropriate.

12. Other Considerations. None.

III. Summary of Review Processes

Campus Review Process and Feedback. The proposal was reviewed by the UNC Greensboro faculty, department and university curriculum committees, provost, and chancellor. Approval was obtained at all levels.

UNC System Office Review Process and Feedback. Throughout the review process, UNC Greensboro provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support its statements. External reviewers evaluated the requests and did not request further information.

IV. Recommendation

It is recommended that the Board of Governors approve UNC Greensboro's request to establish a Doctor of Philosophy in Business Administration degree program (CIP 52.0201) to enroll students starting fall 2019.

AGENDA ITEM

A-3. UNC System Degree Program Discontinuation and/or Consolidation Kimberly van Noort

Situation: The University of North Carolina at Charlotte requests discontinuation of the following degree program:

- Master of Education in Teaching English as a Second Language (CIP 13.0401)

The University of North Carolina at Charlotte further requests that the above program be consolidated into the following program:

- Master of Education in Curriculum and Instruction (CIP 13.1301)

The University of North Carolina at Pembroke requests discontinuation of the following degree program:

- Bachelor of Science in Athletic Training (CIP 51.0913)

Background: Per UNC 400.1, the constituent institutions and the UNC System Office review degree program offerings and bring periodic discontinuation and/or consolidation recommendations to the Board of Governors.

Assessment: Discontinuation and/or consolidation of the above-listed degree programs is recommended.

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

Request for Authorization to Discontinue and Consolidate
Academic Degree Program

Discontinue University of North Carolina at Charlotte
Master of Education in Teaching English as a Second Language – (CIP 13.0401)

and

Consolidate into University of North Carolina at Charlotte
Master of Education in Curriculum and Instruction – (CIP 13.0301)

The request to discontinue the Master of Education in Teaching English as a Second Language (CIP: 13.1401) and consolidate it into the M.Ed. in Curriculum and Instruction (CIP 13.0301) was motivated by low enrollment. Program faculty have determined that the teaching English as a second language program, which does not address high priority needs, is no longer sustainable. Graduate candidates can enroll in a concentration within the M.Ed. in Curriculum and Instruction.

Request for Authorization to Discontinue
Academic Degree Program

University of North Carolina at Pembroke
Bachelor of Science in Athletic Training – (CIP 51.0913)

The Commission on Accreditation of Athletic Training Education is requiring that the degree be offered at the master's level. UNCP has been approved to offer the Master of Science in Athletic Training so students interested in the field of athletic training can apply for the MSAT program.

AGENDA ITEM

A-4. Licensure Program Approvals.....Daniel Harrison

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

Background: Central Michigan University has applied for a license to offer a master's degree in administration with a concentration in training and development and a graduate certificate in training and development.

Bellevue University, located in Bellevue, Nebraska, has applied for a license to operate administrative campuses in North Carolina.

Platt College, located in Tulsa, Oklahoma, has applied for a license to operate as the main campus of campuses it recently acquired in North Carolina.

South College, located in Asheville, North Carolina, has applied for a license to offer an Associate of Science in Health Sciences (Pre-Nursing).

Assessment: After appropriate review of the license applications, UNC System staff recommend approval.

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

**STAFF REPORT AND RECOMMENDATION FOR EXPANSION OF PROGRAMS
AT
CENTRAL MICHIGAN UNIVERSITY**

Background

Central Michigan University (CMU), an existing licensee in good standing, seeks to offer (1) a 36 semester hour Master of Science in Administration with a concentration in training and development, and (2) an 18 semester hour graduate certificate in training and development. The school currently offers the MS in Administration with four other concentrations, each with a corresponding graduate certificate in the same concentration. The curriculum for the new concentration is almost entirely made up of courses being taught in these already approved programs, and the Classification of Instructional Programs (CIP) code for the proposed new programs (52.1399) is very similar to the code for one of the existing specialties (52.1001). Because of these similarities and after considering the factors found in the *Regulation on Procedures for Licensure*, staff determined that the addition of the training and development concentration to the currently approved MS in Administration and graduate certificate programs did not require a site visit.

The Board has delegated the President authority to issue short-term licenses to institutions, which are effective until the next regular Board meeting. In this case, the President did so.

Master of Science in Administration with a concentration in Training and Development and Graduate Certificate in Training and Development

Staff Recommendation: Approval of Licensure

Program Site: Seymour Johnson AFB

Projected start date: Fall 2018

Projected enrollment: 12 students total for the two programs

Tuition: \$355 per credit hour for military personnel, \$595 per credit hour for non-military students

CMU is a public, regionally accredited institution in Mount Pleasant, Michigan with a total enrollment of 23,335 students. The university was initially approved to offer degree programs in North Carolina in 1996 and currently serves military personnel and civilians at Seymour Johnson Air Force Base near Goldsboro.

The MS in Administration degree is an interdisciplinary program developed to meet the educational needs and interests of administrators in organizations. The 36 credit hour program emphasizes innovative training and personnel development methods and is designed to develop practitioners with the knowledge and skills necessary to lead, support, diagnose problems and implement solutions that enhance organizational performance. Graduates will prepare for leadership positions as human resource professionals, training and development specialists, organizational development consultants, instructional designers, and performance technologists. The 15-18 credit hour graduate certificate program is designed for regularly admitted graduate students who desire advanced training in the field of administration. Credits successfully earned with the certificate program may be used toward the MS in Administration degree.

Institutional Metrics and Consumer Protection Information

Metric	2014	2015	2016
4-year Graduation Rate		23%	22%
6-year Graduation Rate		59%	57%
Employment Placement Rate	Does not report – not required by accreditor		
Federal Financial Composite Score (3.0 is highest)	Does not report – public university		
Three year cohort default rate	Class of 2012	Class of 2013	Class of 2014
	5.5%	4.4%	4.9%

The State Authorization Unit did not receive any complaints for CMU during the 2017-2018 academic year.

Recommendation

License CMU to offer an MS in Administration with a concentration in training and development and a graduate certificate in training and development.

**STAFF REPORT AND RECOMMENDATION
FOR
BELLEVUE UNIVERSITY**

Background

Bellevue University (Bellevue), located in Bellevue, Nebraska, is a private, non-profit, regionally accredited institution. It seeks to open administrative offices in North Carolina on the campuses of community colleges pursuant to memoranda of understanding with those community colleges. Bellevue employees at the administrative offices will perform recruiting, enrollment, academic advising, and other student service functions. Bellevue intends for the offices to facilitate the transfer of community college students into Bellevue's online bachelor's degree programs, although the offices will also be open to students and prospective students not affiliated with the community colleges. Bellevue has implemented this model in several other states. Staff and a team of examiners conducted a site visit to Bellevue's main campus on August 8, 2018.

Institutional Metrics and Consumer Protection Information

Metric	2014	2015	2016
4-year Graduation Rate	See below		
6-year Graduation Rate			
Employment Placement Rate	Does not report – not required by accreditor		
Federal Financial Composite Score (3.0 is highest)	3.0	2.9	3.0
Three year cohort default rate	Class of 2012	Class of 2013	Class of 2014
	5.4%	6.1%	7.3%

Bellevue caters to transfer and nontraditional students, and so its cohorts of first-time, full-time, degree seeking students are very small. Therefore, its federally reported graduation rates may not meaningfully represent student outcomes. In its most recently reported data, it had only six students in that cohort. One of the six graduated, and four others transferred out. Other measurements of student outcomes include the school's retention rate, which for the most recent three years was 74%, 55%, and 63% respectively.

Bellevue is undergoing a Federal Student Aid (FSA) program review regarding whether some of its previous online instruction met the federal definition for "substantive interaction," allowing the students undergoing that instruction to have access to federal student loans and grants. The specific methods under review are no longer used by the university. If FSA determines that Bellevue's practices did not meet the definition of "substantive interaction," Bellevue may be required to repay all or part of the federal loans and grants it disbursed to the students who participated in that form of instruction. The program under review was a relatively small pilot program. Bellevue asserts, and based upon information provided by the school, staff concurs, that even an adverse finding by FSA would not present an existential financial problem for the school.

Recommendation

License Bellevue University to operate administrative offices in North Carolina.

**STAFF REPORT AND RECOMMENDATION
FOR
PLATT COLLEGE**

Background

Platt College, located in Tulsa, Oklahoma, seeks authorization to serve as the main campus for the Miller-Motte College campuses in Cary, NC; Fayetteville, NC; Jacksonville, NC; Raleigh, NC; and Wilmington, NC (Miller-Motte NC). The Miller-Motte NC campuses have been purchased by Platt College's parent corporation. The institution will not offer any degree programs or student services directly to Miller-Motte NC campuses and has no plans make academic changes to the NC campuses. Staff and a team of examiners conducted a review and site visit to Platt's main campus on June 11, 2018. The review focused primarily on the institution's organization and financial fitness post-acquisition of Miller-Motte NC. Staff believes that, because of the transaction, the Miller-Motte NC campuses are in a better financial position than before. Moreover, staff does not believe the Miller-Motte NC campuses' students will be harmed because of the transaction.

Institutional Metrics and Consumer Protection Information

Platt is a private, for-profit institution, nationally accredited by the Accrediting Commission of Career Schools and Colleges. Platt is owned by STVT-AAI Education, Inc., which in turn is owned by Ancora Intermediate Holdings, LLC, which is owned by Ancora Holdings, LLC (50%) and Ancora Acquisition, LLC (50%), both of which are owned by P Marblegate Ltd and Marblegate Special Opportunities Master Fund, L.P. (Ancora). Ancora acquired portions of Delta Career Education Corporation (Delta), including the Miller-Motte NC campuses, on January 18, 2018.

Ancora/Platt asserted that with respect to the composition of Miller-Motte NC's academic programs, its faculty, its senior leadership, its libraries, and its student services, there would be no substantive changes. Staff's review therefore focused on the financial viability of the institution, its governance, and its proposed student-facing materials such as advertisements and student handbooks. Staff also ensured Miller-Motte NC notified its students of the change in ownership and that records from Miller-Motte College Greenville, which was not part of the transaction and which closed, were transferred to the North Carolina State Archives.

Ancora provided financial statements for the years ending December 31, 2016, 2015, and 2014, and audited reports for the same three years. These reports expressed unqualified opinions that all financial statements presented fairly the institution's financial operations and cash flows. The audit for the year ended December 31, 2017 was not yet complete; however, a financial statement (Balance Sheet Only) and audit were also presented as of January 18, 2018 as part of Ancora's acquisition of Delta. The acquisition brought on a requirement by the Department of Education for Ancora to have a letter of credit for \$20 million. Ancora fulfilled this requirement.

	<u>Old Main Campus</u>	<u>Platt College</u>
Financial Composite Score (FY 2016, scale of -1.0 to 3.0)	-1.0	2.4
90/10 Score (> 90% endangers eligibility for FSA)	85.60%	79.41%

Recommendation

License Platt College as the main campus for Miller-Motte NC branch campuses.

**STAFF REPORT AND RECOMMENDATION FOR EXPANSION OF PROGRAMS
AT
SOUTH COLLEGE**

Background

South College is an existing licensee seeking to expand program offerings. South College was founded in 1882 as a branch of Nashville Business College and subsequently was renamed Knoxville Business College. It was purchased by Stephen South in 1989 and organized as South College of Tennessee, Incorporated. A 2012 reorganization created South College of Tennessee, LLC, with Stephen South, President, and a separate corporation to conduct institutional property management business, South Development Corp, Inc. South College was initially accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) in 2000, with its most recent reaffirmation in 2015. The college currently operates programs at its Asheville campus, which was approved in 2016 to merge with the main campus in Knoxville. On October 24, 2014, the Board of Governors approved the designation of the Asheville facility as a branch campus of South College of Tennessee. The last site visit to South College took place in Asheville on July 11, 2017.

SUMMARY OF PROGRAM SUBMITTED FOR LICENSURE:

Associate of Science in Health Science (Pre-Nursing)

Program site: Asheville

Delivery mode: Hybrid

Projected enrollment: 10-15

Projected tuition: \$5,400 per quarter for eight quarters

The Associate of Science in Health Science (Pre-Nursing) program is designed to be the foundation for advanced programs like the Bachelor of Science in Nursing and BSN to MSN track. Students who do not go on to pursue a bachelor's degree will be qualified for a variety of entry-level positions in the biological, life, or health sciences. The program requires 88 quarter credit hours.

Metric	AY 2014	AY 2015	AY 2016
Student Retention Rate	68%	62%	71.4%
4-year Graduation Rate	49%	51%	62%
6-year Graduation Rate	42%	50%	56%
Employment Placement Rate	92.3%	90%	85%
Federal Financial Composite Score	2	1.6	1.6
Three year cohort default rate	Class of 2012	Class of 2013	Class of 2014
	18.9%	16.6%	16.8%

In its last yearly report and new program application, South College reported an upward trend in the retention and graduation rates over a three-year period, as well as an overall decline of the student loan default rate over the same period. The institution's Federal Financial Composite score, along with a review of its audited financial statements over the past three years and current line of credit, indicates that the institution is financially stable. The State Authorization Unit did not receive any complaints for South

College during the 2016-2017 academic year, but the institution provided an internal student complaint log detailing the nature and the outcome of complaints that were handled at the institutional level.

RECOMMENDATION

License South College to offer the Associate of Science in Health Science (Pre-Nursing) degree program at the Asheville Learning Site.

AGENDA ITEM

A-5. Student Success Update Kimberly van Noort and Andrew Kelly

- Situation:** *Higher Expectations: Strategic Plan for the University of North Carolina* outlines robust goals intended to increase student success across the System.
- Background:** Approved in January 2017, the Strategic Plan spells out goals and metrics in two areas that directly impact student opportunity and students' ability to succeed at our institutions: access and student success. Performance agreements that contained institution-specific goals and metrics were created and signed by each institution's chancellor and the president in the fall of 2017. System and institution dashboards went live this past spring as data collection began.
- Assessment:** Now that some initial data measuring progress has been collected, we are providing an update to the Committee on Educational Planning, Policies, and Program on that data and on specific initiatives that have been created to help address these two goals.
- Action:** This item is for information only.



UNC System Strategic Plan

9 Strategic Plan Metrics

- Increase Low-Income Enrollment
- Increase Completions by Low-income Students
- Increase Rural Enrollment
- Increase Completions by Rural Students
- Raise 5-Year Graduation Rates
- Increase Undergraduate Degree Efficiency
- Close Achievement Gaps (Low-Income, Rural, Male, Underrepresented Minorities)
- Increase Critical Workforce Credentials (Health Sciences, STEM, K-12 Education)
- Increase Research Productivity



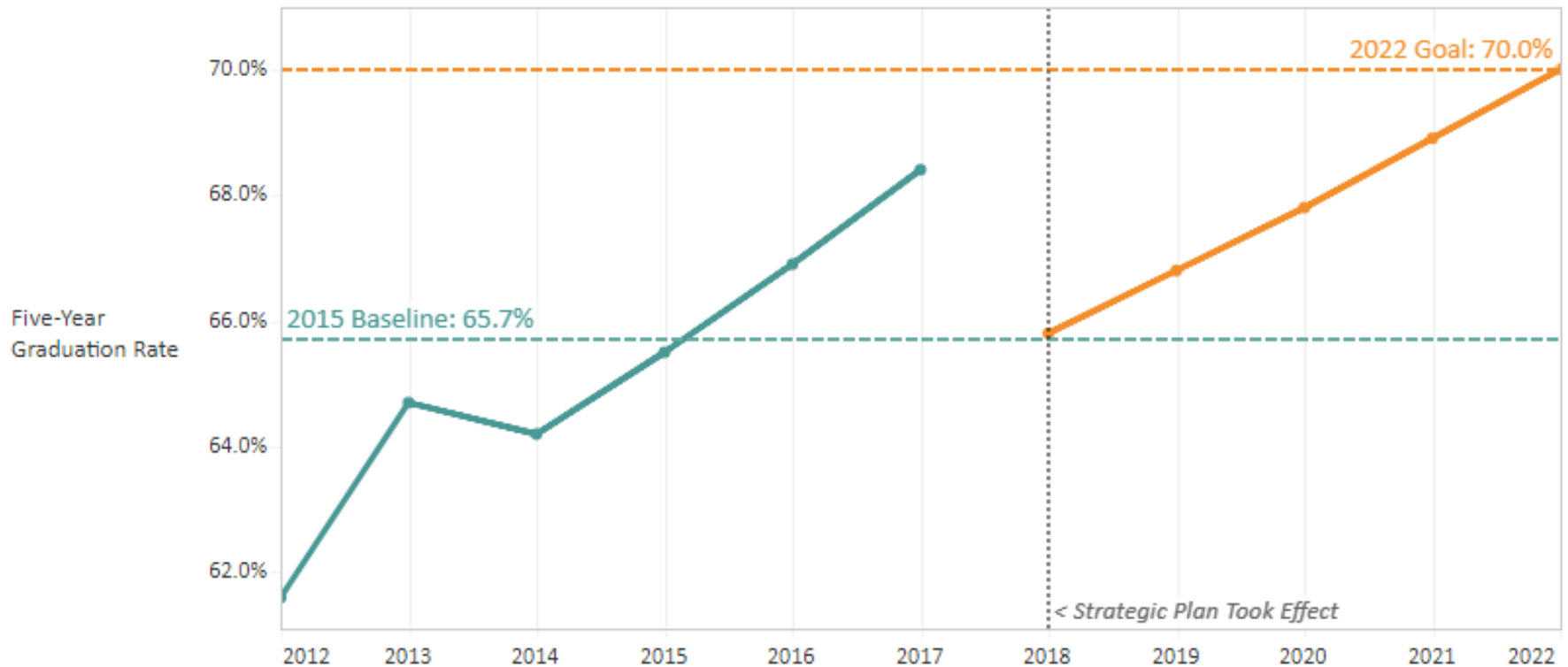
The UNC System Strategic Plan has set aggressive goals for student success.

Please see the UNC System Strategic Plan website for dashboards, performance agreements, and more information about the strategic plan:

www.northcarolina.edu/strategic-planning

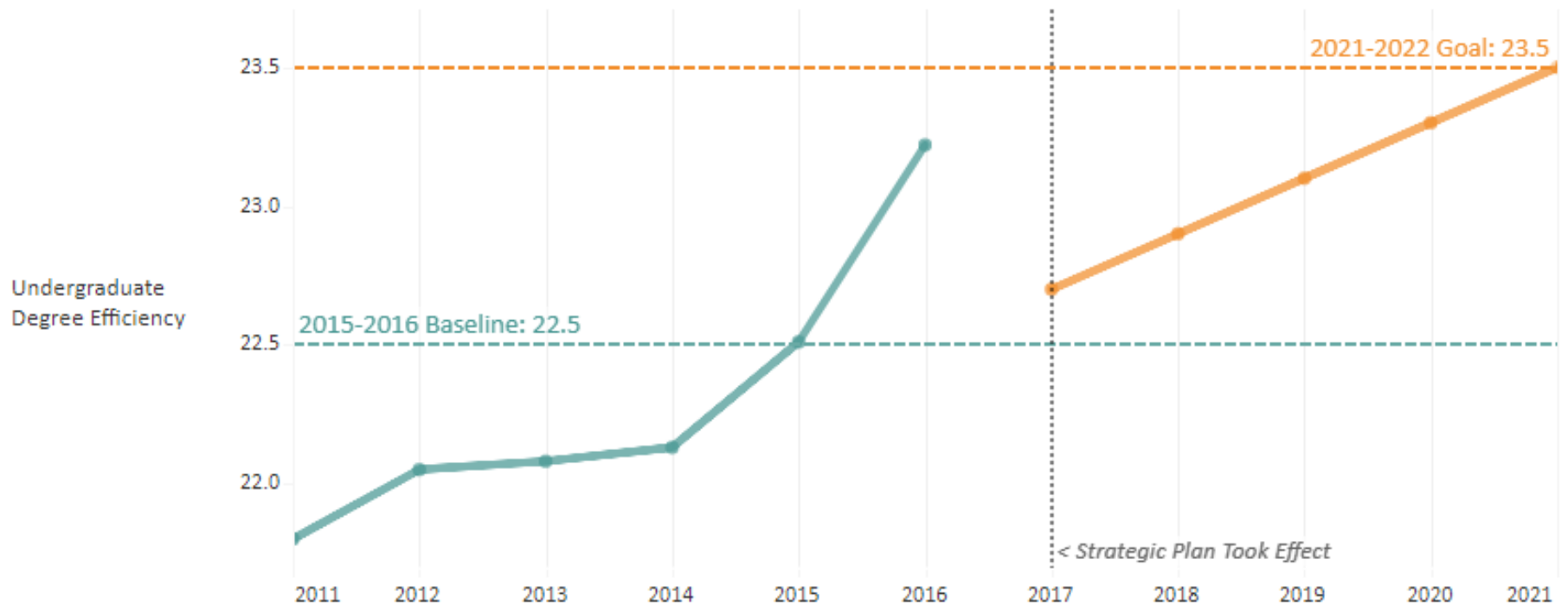
Raise the 5-Year Graduation Rate to 70%

Goal: By 2022, increase 5-year graduation rate to 70%



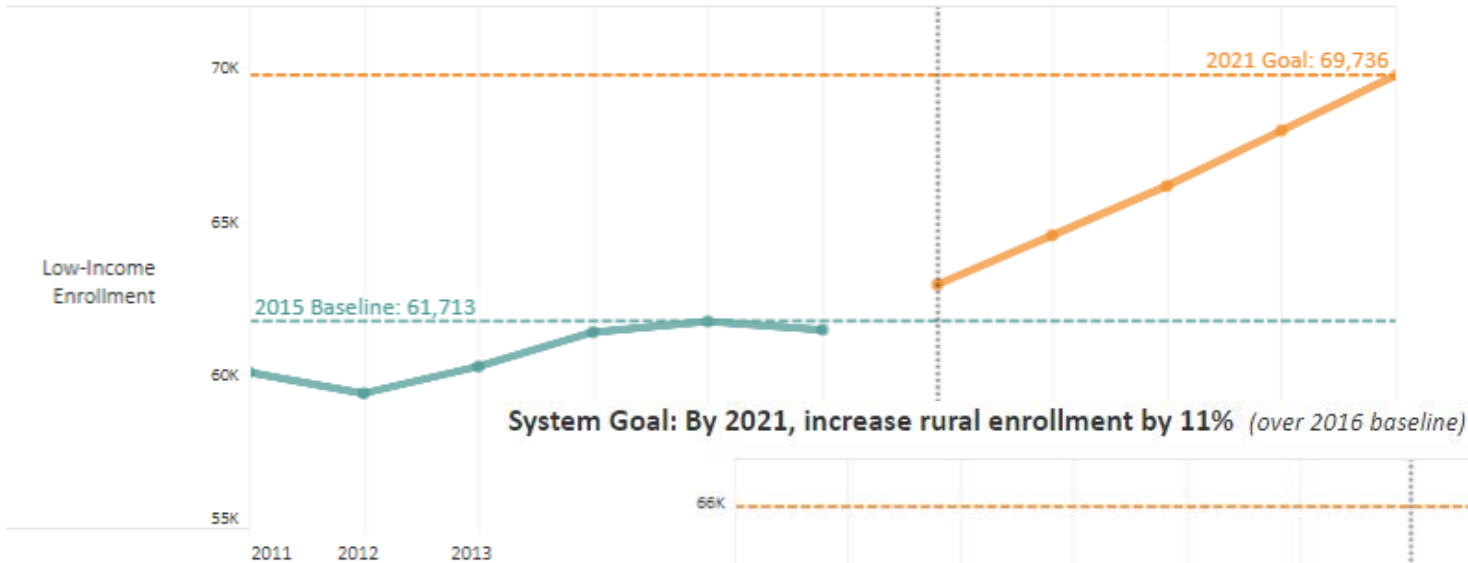
Increase Undergraduate Degree Efficiency (the Number of Degrees Produced Per 100 FTE)

Goal: By 2021-2022, increase undergraduate degree efficiency to 23.5

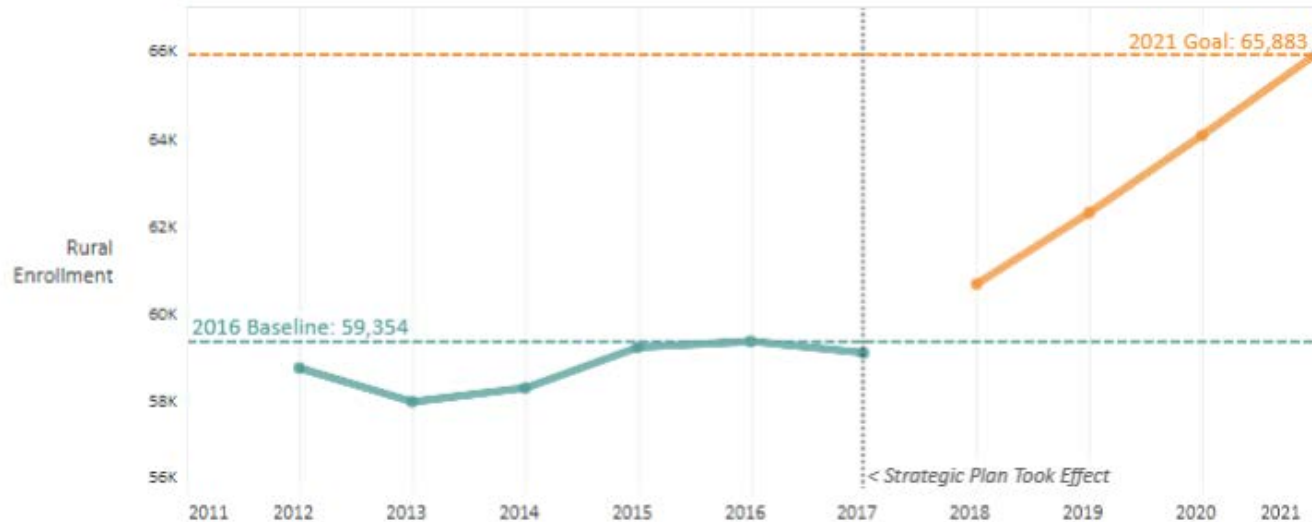


Increase Rural and Low-Income Enrollment

System Goal: By 2021, increase low-income enrollment by 13.0% (over 2015 baseline)

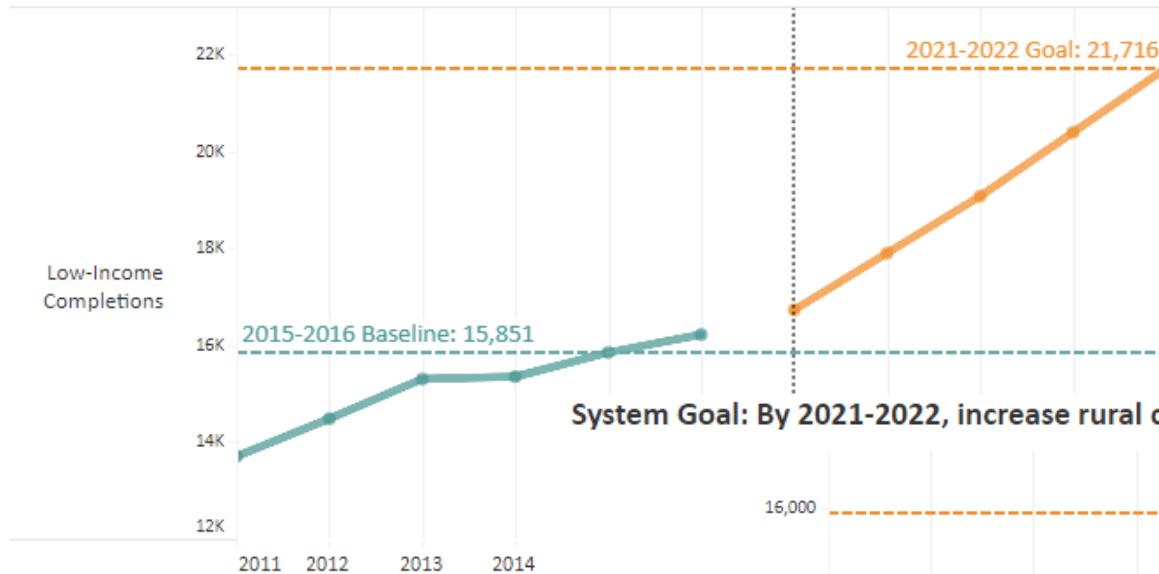


System Goal: By 2021, increase rural enrollment by 11% (over 2016 baseline)

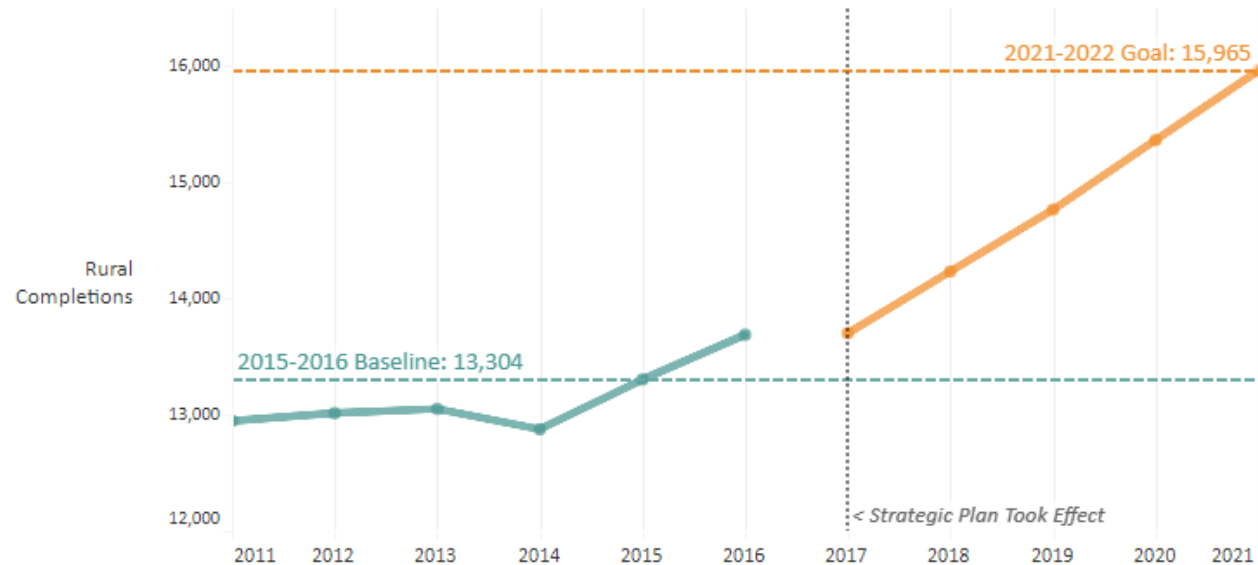


Increase Rural and Low-Income Completions

System Goal: By 2021-2022, increase low-income completions by 37.0% (over 2015 baseline)



System Goal: By 2021-2022, increase rural completions by 20.0% (over 2015 baseline)





Institutional Goals and Performance

Performance Agreements

In 2017, all 17 Strategic Plan performance agreements were inked at each of our universities and signed by UNC System President Margaret Spellings and each institution chancellor.

This was an iterative process, with campus leaders and UNC System leaders working together to prioritize the 9 measures and use existing institution-level strategic plans, historical data, and future projections, to generate aggressive but realistic targets for each metric.

Performance agreements are divided into 3 parts:

- Prioritize (5 metrics)
- Improve (3 metrics)
- Sustain (1 metric)

“Our performance agreements are what make this strategic plan more than a document on a shelf,” said UNC President Margaret Spellings. “They outline specific courses of action that will get more students, from more backgrounds into college and across the finish line.”

Performance Agreement Dashboards

<https://www.northcarolina.edu/Strategic-Planning/UNC-Asheville>

<https://www.northcarolina.edu/Strategic-Planning/North-Carolina-Central-University>

Institutional Progress Toward Strategic Plan Goals

- This spring, institutional performance will be assessed compared to agreed-upon targets.
- However, we can still measure progress from the baseline year.
- UNC Greensboro and North Carolina Central University had **increases in all 5 of their priority metrics.**

Metric	System Performance (% Change)*	Total of Institutions with Increase	Priority Metric: Institutions With an Increase
Low-income enrollments	-0.4%	9	4/5 (80%)
Low-income completions	+2.3%	12	9/12 (75%)
Rural enrollments	-0.4%	10	6/10 (60%)
Rural completions	+2.9%	11	6/9 (67%)
Graduation rates	+4.1%	15	10/12 ()
UGDE	+3.1%	14	5/6
Critical workforce ⁺	+3.2%	9	6/11
Research productivity	+8.5%	10	5/6

THANK YOU



QUESTIONS?



AGENDA ITEM

A-6. Early College High School Graduates Report..... Bethany Meighen

- Situation:** Sec. 11.16 of S.L. 2015-241 directs the Board of Governors of The University of North Carolina System to adopt a policy that requires each constituent institution to offer to any student who graduated from a cooperative innovative high school program with an associate degree and who applies for admission to a constituent institution the option of being considered for admission as a freshman or as a transfer student. The constituent institution must provide to the student relevant information regarding each option.
- Background:** The final version of this report must be submitted to the Joint Legislative Education Oversight Committee no later than September 30, 2018 as required in Sec. 11.16. (b) of S.L 2015-241.
- Assessment:** The “Early College Graduates report” provides an overview of the implementation process of Section 11.16 of S.L. 2015-241, including a discussion of the revision process for Section 700.1.1 of the UNC Policy Manual (Minimum Requirements for First-time Undergraduate Admissions/Minimum Course Requirements) to meet these new requirements. The report provides data outlining the number of students who graduated from a cooperative innovative high school program with an associate degree. The report also provides detail about how many of those students chose to enter the UNC System as freshmen and how many entered as transfer students.
- Action:** This item is for discussion only.



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

A Report to the
Joint Legislative Education Oversight Committee

Submitted by
The University of North Carolina Board of Governors

September 30, 2018

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

**EARLY COLLEGE GRADUATES/THE UNIVERSITY OF NORTH CAROLINA SYSTEM ADMISSION POLICY
REPORT TO THE JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE
September 30, 2018**

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

Sec. 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 from a cooperative innovative high school program with an associate degree and who applies for admission to a constituent institution the option of being considered for admission as a freshman or as a transfer student. The constituent institution must provide relevant information regarding each option to the student.

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

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

Implementation of House Bill 97 Section 11.16

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

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

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 institutions posted relevant information outlining the policy update to campus websites by November 22, 2016 and have continued to update these links (see Appendix A). The College Foundation of North Carolina (CFNC) updated the common application to include a question specifically for cooperative innovative high schools graduates to ascertain how applicants wanted to be reviewed in the admissions process. On November 14, 2016, the revised application went live in conjunction with the kick-off for the statewide College Application Week. The fourteen UNC System institutions that utilize the CFNC.org admissions application customized the question to best meet enrollment functions.

The table in Appendix B reports the number of students who self-identified they would graduate 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. UNC institutions received 5,396 applications from this cohort of students.

Appendix A: Website Information for Early College Admissions

Campus	Link to Early College Admissions Policy
ASU	https://admissions.appstate.edu/how-apply
ECU	http://www.ecu.edu/admissions/freshmen.cfm
ECSU	http://www.ecsu.edu/admissions/admission_requirements/admission_requirements_freshman.html
FSU	https://www.uncfsu.edu/fsu-admissions/undergraduate-admissions
NCA&T	http://www.ncat.edu/divisions/academic-affairs/bulletin/2016-2017/admissions/criteria-early-middle-college-applicant.html
NCCU	http://www.nccu.edu/admissions/early.cfm
NCSU	https://admissions.ncsu.edu/apply/early-college/
UNCA	https://admissions.unca.edu/other-students
UNC-CH	http://admissions.unc.edu/apply/faqs-n-c-cooperative-innovative-high-school-applicants/
UNCC	https://admissions.uncc.edu/admissions/early-college-high-schools
UNCG	https://admissions.uncg.edu/apply-early-college.php
UNCP	https://www.uncp.edu/admissions/undergraduate-admissions/early-college-graduates
UNCW	http://uncw.edu/admissions/EarlyCollege.html
WCU	https://www.wcu.edu/apply/undergraduate-admissions/first-year-students/early-college.aspx
WSSU	https://www.wssu.edu/admissions/apply/early-college.html

Appendix B: Fall 2018 ECHS Application Information

UNC Institutions	Total Number of Applicants who Self-Identified They Would Graduate from a Cooperative Innovative High School Program with an Associate Degree	Applicants Requested to be Reviewed as Freshman	Applicants Requested to be Reviewed as Transfer
Appalachian State University*	397	253	58
East Carolina University	549	496	53
Elizabeth City State University	140	139	1
Fayetteville State University	328	321	7
North Carolina A&T State University**	580	383	3
North Carolina Central University	412	381	31
North Carolina State University	364	313	51
University of North Carolina at Asheville	75	73	2
University of North Carolina at Chapel Hill	346	303	43
University of North Carolina at Charlotte	950	816	134
University of North Carolina at Greensboro	514	499	15
University of North Carolina at Pembroke	146	135	11
University of North Carolina School of the Arts	0	0	0
University of North Carolina at Wilmington	501	441	60
Western Carolina University	93	73	20
Winston-Salem State University	1	0	1
TOTAL	5,396	4,626	490

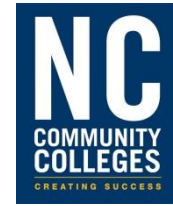
*Eighty-six students did not select an applicant status before admission's decision. Applications were reviewed according to the status that was most conducive for admissibility.

**As of August 8, 2018 one hundred and ninety-four students have in-progress or incomplete applications and have not been reviewed for an admission's decision.

AGENDA ITEM

A-7. Comprehensive Articulation AgreementStephanie Bailey

- Situation:** An update on the Comprehensive Articulation Agreement (CAA) between the University of North Carolina System and the North Carolina Community College System (NCCCS.)
- Background:** North Carolina General Statute 116-11(10c) requires the UNC System and NCCCS to conduct biannual joint reviews of the CAA to ensure that the agreement is fair, current, and relevant for all students and institutions. Their findings, including all revisions to the CAA and reports of noncompliance, are due by November 1 of each year.
- Assessment:** The CAA was implemented in Fall Semester 2014, and both systems continue to work to enhance educational opportunities for students by improving transfer administration via electronic tools and up-to-date information about course and degree transfer equivalencies. There has been a steady increase in the enrollment of NCCCS transfer students into UNC System institutions, indicating that the 2014 CAA is serving students well and leading the way to seamless and efficient transfers.
- Action:** This item is for discussion only.



**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**

A Report to the:

Joint Legislative Education Oversight Committee, 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, 2018

As Required by

Session Law 2013-72 (HB 903)

**THE UNIVERSITY OF NORTH CAROLINA & THE NORTH CAROLINA
COMMUNITY COLLEGE SYSTEM COMPREHENSIVE ARTICULATION
AGREEMENT REPORT TO THE JOINT LEGISLATIVE EDUCATION OVERSIGHT
COMMITTEE**

NOVEMBER 1, 2018

S.L. 2013-72 (HB 903) North Carolina General Statute 116-11(10c) requires The University of North Carolina 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 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 CAA was implemented for Fall Semester 2014. The Transfer Advisory Committee (TAC) has completed the first round of CAA compliance campus site visits and, to date, there have been no reports of noncompliance by any institution.

The UNC System (UNC) and the NC Community College System (NCCCS) continue to work to enhance educational opportunities for NCCCS students by improving transfer administration via electronic tools and up-to-date course and degree information. The UNC Transfer Student Success Website, the College Foundation of North Carolina (CFNC), and published Baccalaureate Degree Plans provide students with access to current information that permits them to make the best choice possible in selecting institutions and degree programs. Both systems will work together to develop and support various online degree mapping tools to facilitate informed and efficient transfer.

This report provides an update on efforts to implement fully the CAA. The TAC is committed to providing students and institutions with information and strategies that will enable students to achieve associate degree and baccalaureate degree completion.

The most recent version of the 2014 CAA (revised August 2016), complete with appendices, is available at

<http://www.ncccommunitycolleges.edu/academic-programs-college-transferarticulation-agreements>

CAA PROGRESS- 2018

Transfer Enrollment and Performance Data

The UNC Data Dashboard provides crucial data on transfer student enrollment trends, credit hours and degree transfers, graduation rates, grade point average, performance in disciplines after transfer, and more. These data are broken down by community college and university. The Data Dashboard is vital to determining whether or not the 2014 CAA is having an impact on transfer student success and whether the changes in policy and practice put in place as a result of the CAA and the CAA Compliance Site Visits are achieving the desired positive outcomes. This information is critical to the decision-making process for both individual community colleges and universities – and for the two systems. Students who entered the NCCCS in fall 2014 are under the protections of the 2014 CAA, and an increasing number have transferred to the UNC System as of fall 2017. The increasing number of transfer students who fall under the protections of the 2014 CAA and their successful transfer to senior institutions give a clear indication of the value of the 2014 CAA to students.

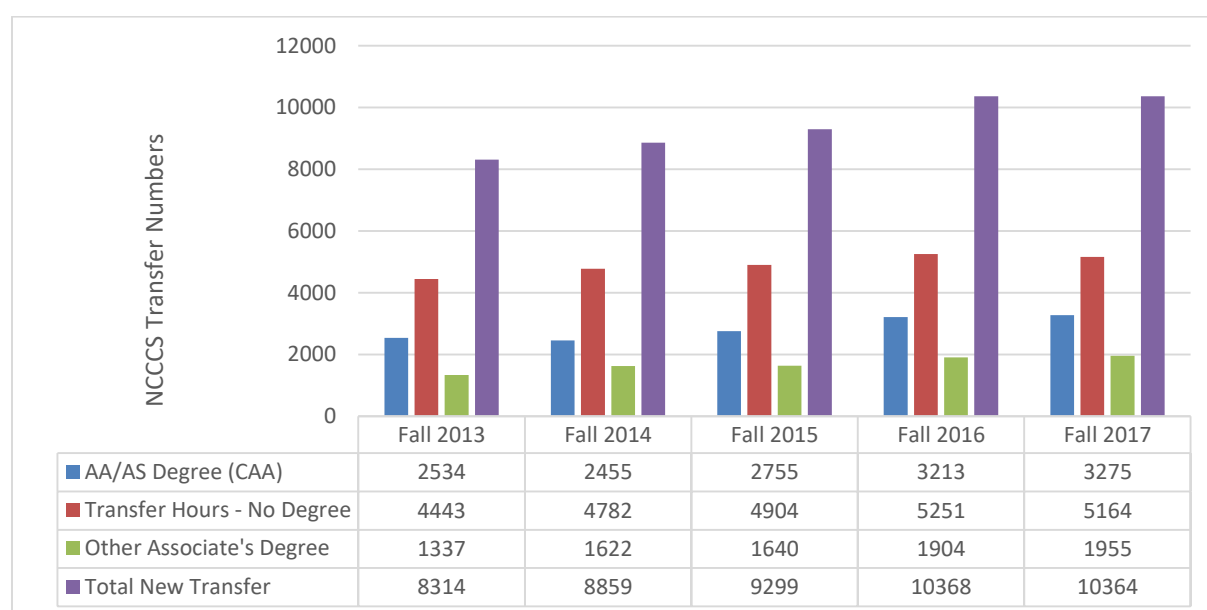
Transfer Student Enrollment

There continues to be a steady increase in the enrollment of NCCCS transfer students in UNC institutions. The increase is a clear result of the revised CAA, proper advising, and the strong collaboration between UNC and NCCCS. Data results from fall 2016 and fall 2017 show significant increases in associate degree completion and in overall transfer enrollment. Since the majority of community college students do not complete in two years, the TAC anticipates an increasing trend toward associate degree completion prior to transfer and in overall transfer enrollment. Students, advisors, and institutions are gaining a better understanding of the protections of the CAA and the wide-ranging benefits of degree completion. In fall 2016, data illustrate a substantial increase in the number of NCCCS students transferring to the UNC System, from 9,372 in 2015 to 10,368 in 2016, a nearly 1000-student increase, the largest one-year increase witnessed to date (see Table 1). For fall 2017, transfers again exceeded the 10,000 transfer student threshold with 10,364. Furthermore, in fall 2016, a significant increase in the number of associate degree completers transferred, over 400, from 2,775 in 2015 to 3,213 in fall 2016. This trend has continued in fall 2017 with 3,275 associate degree completer transfers. From fall 2015 to fall 2017, a remarkable increase of over 500 associate degree completers occurred. From 2015 to 2017, a significant increase in the number of Associate in Applied Science (AAS) completers transferred to UNC institutions, from 1,640 to 1,955, an over 300-student increase. This increase is attributable to the increasing number of bi-lateral agreements

between institutions and confirms the positive and productive working relationships between individual community colleges and UNC institutions, particularly at the programmatic level. The insertion of CAA-protected Universal General Education Transfer Component (UGETC) courses into the general education hours of AAS programs is also facilitating a smooth transition to the senior institutions. Although the number of students transferring credit hours without degrees has increased, the rate of increase was far less than the rate of those transferring after degree completion. The increase in overall transfer numbers and the increase in degree completers prior to transfer indicate the positive impact of the 2014 CAA on transfer student success in North Carolina.

Table 1

New NCCS Student Enrollment to UNC

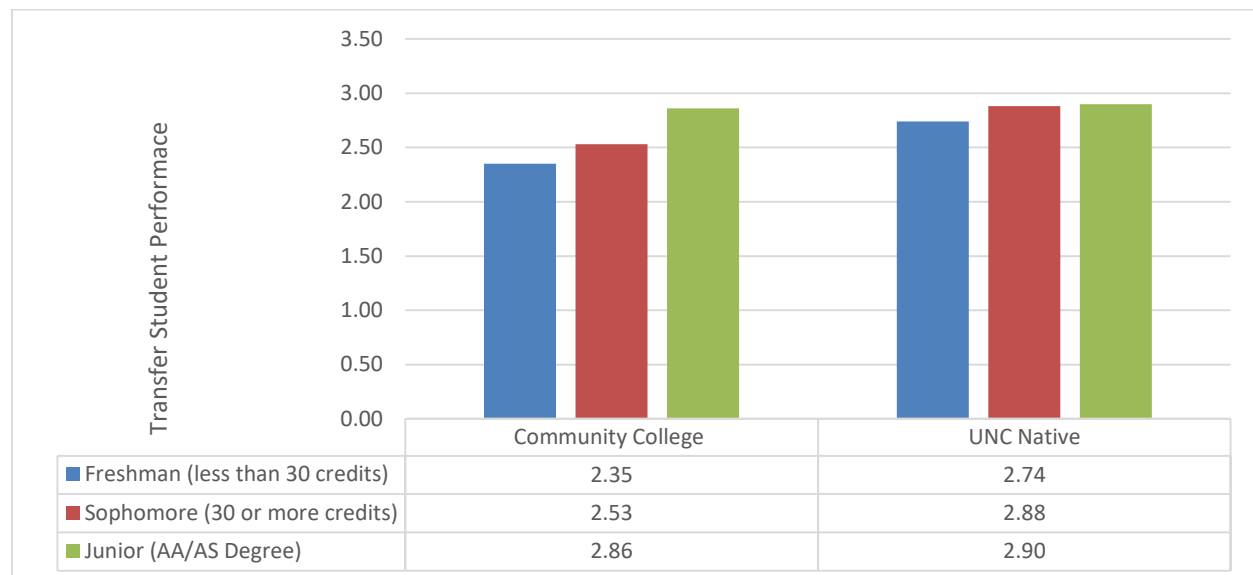


Transfer Performance Data

The data results for transfer student performance continue to indicate a strong correlation between degree and credit hour completion prior to transfer and academic performance at the senior institution (see Table 2). Students who transfer from a North Carolina community college into a UNC institution with fewer than 30 credits significantly lag behind their native counterparts in first-year performance. Community college transfers who transfer with more than 30 credit hours but without associate degree completion are closer in performance with their sophomore UNC native counterparts but still trail in GPA attainment. Students who complete the associate degree prior to transfer and matriculate as juniors perform comparably with UNC native juniors. These results confirm the foundational principle of the CAA that transfer students who complete the associate degree prior to transfer will perform as well as students who began their college careers at UNC institutions.

Table 2

2017 Transfer Student Performance Grade Point Average- First Year



Compliance Campus Site Reviews of 2014 CAA

In January 2016, the Transfer Advisory Committee (TAC) established review teams and a process for reviewing the institutional transfer credit policies and procedures of two UNC institutions per quarter. The TAC completed the first round of reviews for 15 UNC institutions in November 2017. (The North Carolina School of the Arts was not included in the compliance visits due to few transfers.) The second round of reviews will begin during fall 2018.

TAC/CAA Site Visit Process and Schedule

For the 2016-2017 site reviews, the UNC System Office sent out the CAA Review Form to each scheduled institution at least one month prior to the visit. The institution returned the form two weeks after receiving it. The appointed site team then connected with the institution's Transfer Point Person to schedule the visit. The Review Form requested basic information concerning transfer policies and practices of the institution. The form also requested transfer student admissions and performance data, including transfer student completion rates and accumulated credits to baccalaureate degree. Upon completion of the first round of site visits in 2017, the TAC reviewed, revised, and expanded the Review Form and the site visit process for a more comprehensive and detailed examination of institutional practices, transfer data, and student experiences. The changes to the Review Form include additional requests regarding published CAA information and transfer credit policies; an expanded Baccalaureate Degree Plan (BDP) section; further data concerning transfer student performance, graduation rates, transfer student credit hours, and degree completion credit hours; a list of most popular transfer student majors and top feeder community colleges; and an inventory of articulation agreements with individual community colleges. The TAC also modified the actual site visit schedule to include interviews with NCCCS transfer students and to offer a TAC CAA Open Forum for all campus personnel. The purpose of these changes is for the TAC members to get a broader and more detailed

perspective of transfer at the senior institution, to identify any issues that adversely impact students, and to partner with institutional personnel to formulate strategies for improvement.

CAA Compliance and Feedback Report

Upon completion of the site visits in 2016-17, the site teams submitted Feedback Reports to the entire TAC for review and approval. Each Report combined both narrative and data points and included information obtained from the CAA Review Form and the interviews conducted on the site visit. After review and approval, the UNC System Office sent the Reports to each university provost with the expectation for campus distribution to appropriate personnel. For 2018-19, the TAC expects to follow the same process. All reviewed institutions have been found in compliance with the CAA. TAC members have found the completed site visits positive and informative. Though seamless transfer challenges still exist, the universities, in collaboration with their community college partners, are making concerted efforts to improve the transfer process and to enhance transfer student support and performance. A number of institutions have included transfer expansion as part of their Strategic Plan. The completed site visits have illuminated both the existing challenges to transfer student success and the best practices institutions have implemented to assist transfer students in achieving their academic and professional goals. Ultimately, UNC institutions are very desirous of accepting NCCCS transfer students, and they are working to make the transfer process as seamless as possible.

Baccalaureate Degree Plans (BDPs)

The Baccalaureate Degree Plan is a critical component of the transfer student process. The plans create a clear transfer pathway by identifying and outlining community college and university courses that will lead to timely baccalaureate degree completion. Unfortunately, BDP management continues to be problematic at some universities, and there is little consistency in maintenance, oversight, and formatting across the system. The TAC has added a BDP section to the Review Form and will make BDP review a priority during the 2018-19 campus visits. The TAC will also review the BDP template and determine whether a standardized template is advisable. The TAC will continue to work with the NCCCS and the individual community colleges on strengthening student academic advising and emphasizing BDP use for University Transfer students. Tracking student BDP selection is also problematic since programs of study at the university change often. Senior institutions with the strongest BDP management are those that have centralized the process and oversight. The TAC recommends a central management structure at each university for oversight and maintenance of the BDPs.

Reverse Transfer

The Reverse Transfer Program is a collaborative effort between North Carolina's Community Colleges and the University of North Carolina's 16 constituent institutions. Students who transfer to a North Carolina university from one of the 58 North Carolina community colleges are given the opportunity to combine the credits earned at the university with credit already earned at the community college to determine if the associate degree requirements have been met. Students who do not complete the baccalaureate degree will at least earn a marketable credential. In 2016,

the TAC mandated that universities must publish their Reverse Transfer Policy and whether or not transfer students will have met lower-division general education requirements with associate degree completion through the Reverse Transfer Program. Since 2014, over 2,000 transfer students have been awarded an Associate Degree from their home community college. The TAC is currently addressing the tracking and reporting processes for Reverse Transfer students.

Expanding Transfer Opportunities

The concept of transfer and the very definition of a “transfer student” have undergone a significant evolution in the last few years. Historically, transfer students were generally confined to the Associate in Arts and Associate in Science categories. However, these limited categorical identifications no longer adequately or accurately define the varied community college pathways students may journey on their way to senior institution enrollment and baccalaureate degree completion. North Carolina has become a national leader in developing various transfer pathways for students to achieve their academic and professional goals, and the CAA has been the foundation upon which these pathways have been built. The strong partnership between the UNC and North Carolina Community College Systems has led to articulation agreements for the Associate in Engineering and Associate in Fine Arts programs and the redesign of curriculum standards to facilitate transfer for students in those programs seeking baccalaureate degrees. In addition, the systems continue to work on Education pathways. Further, high school students across the state in Career and College Promise and Early College High School programs are taking advantage of the availability of college classes, in both the community colleges and universities, to accumulate credits prior to enrollment. The data also indicate a significant increase in Associate in Applied Science transfers to senior institutions, due in no small part to the growing number of bi-lateral articulation agreements between individual institutions. The CAA has served as a catalyst for this transfer growth and redefinition, and the strong collaboration between the two systems has produced tremendous results in articulation expansion and implementation.

Transfer Credit Appeal Procedure

The Transfer Credit Appeal Procedure provision in Appendix E of the CAA exists to help any student who believes the terms and protections of the CAA have not been adhered to by a UNC institution to which the student has been admitted. The instructions for this process outline the steps a student must take to address the issue up to and including a TAC review of the situation. A timeline for the appeal process and the appeal form are included in the appendix. Student awareness and use of the Appeal Procedure has been limited. While a small number of student CAA issues have been brought to the TAC’s attention, these issues have generally been informally resolved on the local level through conversations between TAC members and UNC institution personnel. Unfortunately, student interviews have revealed a general lack of awareness of the Appeal Procedure. Moving forward, the mandatory ACA 122 course on each BDP and the course’s renewed emphasis on transfer issues and the CAA will help to inform students of the process. Transfer advisors at the community colleges are also being encouraged to make students aware of their CAA protections and the recourse of the Appeal Procedure.

Course Credit Test Transfer Policy

Section V: A10 of the CAA covers “Transfer of Advanced Placement (AP) Credit.” TAC members have received repeated requests for clarification on how other course credit exams, such as Dantes, CLEP Subject, and International Baccalaureate (IB), should be reviewed. To address these requests, the TAC added the following sentence to this item: “TAC recommends that the same guiding principle prescribed for AP course credit be exercised in the treatment of other NCCCS course credit awarded as part of the AA or AS degree under the CAA through other commonly recognized exams (e.g., IB, CLEP, Dantes, Cambridge).” This recommendation encourages receiving institutions to employ a consistent and transparent evaluation of course credit tests.

TAC Mission

Section IV, Letter A (Page 5) of the CAA defines the composition and authority of the TAC. However, as the concept and application of transfer continues to expand, the TAC is increasingly being asked to weigh in on and advise on all matters of transfer. Therefore, the TAC has added a sentence to this Mission: “The TAC will also provide general counsel and recommendations to the North Carolina Community College System (NCCCS) and the University of North Carolina System in matters leading to optimal transfer between the two systems.” This statement broadens the scope of the TAC to lend expertise in a variety of transfer circumstances not explicitly outlined in the CAA.

UNC Director of Community College Partnerships

The UNC Director of Community College Partnerships (established in 2017) has been a welcome and critical addition to the operations of the TAC. This individual provides direction and oversight of all system-level transfer initiatives and performs the day-to-day activities related to transfer recruitment and admission policy, articulation and credit transfer policies (e.g., the CAA), partnership projects, and other related transfer initiatives. The goal is to increase transfer student enrollment system-wide, minimize barriers to a four-year postsecondary education, and maximize student success. This position is key to keeping the lines of communication open between the NCCCS and UNC System, as well as between the TAC and UNC institution transfer personnel. The UNC System is to be commended for both recognizing the growing importance of transfer in our state and in allocating the necessary resources to fund such a crucial position.

Communication

The dissemination of transfer information to appropriate personnel in a timely manner continues to be problematic, at both community colleges and UNC institutions. Adjustments by the TAC to the CAA are often not effectively communicated to transfer personnel and advisors working directly with students. To address this issue, the TAC is working with the NCCCS to develop a CAA-TAC web page that will contain CAA updates, TAC meeting minutes, and other pertinent transfer information. The expected launch of the page is fall 2018. In addition to the Campus Site Visit TAC forums, the TAC is also committed to delivering current and relevant transfer

information and updates in a variety of venues and formats throughout 2018-19, including the NCCCS conference, CTPA meetings, regional and state transfer workshops, and regional staff meetings (CAOs, Enrollment, Admissions, Registrars, Advisors, and others). These presentations and discussions will enable the dissemination of valuable information to transfer personnel from both systems and allow the TAC to better understand any concerns from the individuals who work most directly with transfer students.

Conclusion

The data outcomes and site visit reports attest to the positive impact the 2014 CAA is having on transfer student success. Both systems are committed to making sure that the CAA is working in the best interests of our students and our state. The results clearly indicate that the transfer partnership between the North Carolina Community College System and the University of North Carolina System is progressing and producing desired outcomes and that the 2014 CAA is serving students well and leading the way to seamless and efficient transfer. Importantly, the concept of transfer is expanding and offering students various pathways to associate and baccalaureate degree completion. The CAA, with its student protections and credit guarantees, is largely responsible for this expansion and the numerous transfer opportunities now available.

TAC Recommendations

- Require ACA 122 enrollment no later than second semester at the community college.
- Conduct a survey of community college advising practices.
- Centralize Baccalaureate Degree Plan management at the universities.
- Incentivize Associate Degree completion prior to transfer.
- Provide professional development for community college faculty and staff on career exploration, transfer student advisement, and academic planning.
- Educate students about the protections and guarantees of the CAA.
- Collect additional comparative data of UNC native students and NCCC transfer students.
- Provide funding for the TAC to hold regional and state-wide transfer workshops, as well as support in presenting the success of North Carolina transfer at national events.

AGENDA ITEM

A-8. Annual Report of the Committee on Educational Planning, Policies, and Programs.....Kimberly van Noort

Situation:	Each standing committee submits an annual report of its activities to the Board of Governors.
Background:	Under the UNC Policy Manual, Section 302 E of <i>The Code</i> , "Each standing committee shall make a written report to the Board of Governors at least annually, reviewing the work of the committee during the preceding year."
Assessment:	The annual report on the activities of the Committee on Educational Planning, Policies, and Programs for the fiscal year 2017-2018 is ready for review and submission.
Action:	This item requires a vote by the committee to accept the report for submission to the Board of Governors.



DUTIES AND MEMBERSHIP

The Committee on Educational Planning, Policies, and Programs is one of four standing committees established by the Board of Governors on September 15, 1973. There are now six standing committees. The committee consists of seven members designated by the chair of the Board of Governors for one-year terms starting at the first meeting after July 1 of the year and continuing until their successors are appointed. As a matter of practice, the chair may also appoint additional members, and chancellors further staff the committee as ex-officio members. It is the duty of the committee to receive advice and recommendations of the president and in turn make recommendations to the Board of Governors in all areas pertaining to the development of a coordinated system of higher education in North Carolina, including:

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

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

In August 2017, the following persons were appointed or reappointed to the committee: Mr. Robert P Bryan, III; Mr. Thomas C. Goolsby; Mr. Joe T. Knott, III; and Mr. W. Marty Kotis, III. The Board chair subsequently appointed Ms. Anna S. Nelson as committee chair, James L. Holmes, Jr. as vice chair, and Mr. Darrell P. Allison as secretary. The ex-officio members on the committee were Chancellor Johnson Akinleye (NCCU), Chancellor Sheri Everts (Appalachian), Chancellor Frank Gilliam (UNCG), and Mr. Tyler Hardin (Association of Student Governments).

The committee met in eight regular meetings between July 1, 2017 and June 30, 2018, one of which was a joint meeting with the Committee on Strategic Initiatives. 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 doctoral degree programs on the dates indicated:

The committee recommended and the Board of Governors subsequently approved the establishment of the

	Institution	Degree Level	Program Title	CIP #	Committee Approved	Board Approved
1.	WCU	Ph.D.	Doctor of Psychology in Health Services Psychology	42.2899	01/25/18	01/26/18
2.	ASU	Ph.D.	Doctor of Psychology	42.0101	01/25/18	01/26/18
3.	N.C. A&T	Ph.D.	Philosophy in Social Work	44.0701	05/22/18	05/25/18

following new baccalaureate and master's degree programs on the dates indicated:

	Institution	Degree Level	Program Title	CIP #	Committee Approved	Board Approved
1.	UNCW	MS	Finance and Investment	52.1399	07/11/17	07/12/17
2.	UNCW	MS	Business Analytics	52.1399	07/11/17	07/12/17
3.	UNCC	MS	Architecture	04.0902	09/07/17	09/08/17
4.	ASU	MS	Athletic Training	51.0913	10/31/17	11/03/17
5.	UNCC	MS	Athletic Training	51.0913	10/31/17	11/03/17
6.	UNCP	MS	Athletic Training	51.0913	10/31/17	11/03/17
7.	UNCW	MS	Athletic Training	51.0913	10/31/17	11/03/17
8.	WCU	MS	Athletic Training	51.0913	10/31/17	11/03/17
9.	WCU	BS	Integrated Health Sciences	51.0000	10/31/17	11/03/17
10.	UNCG	MS	International Business	52.1101	10/31/17	11/03/17
11.	ECSU	BS	Digital Media Arts	50.0102	01/25/18	01/26/18
12.	ECU	MS	Arts in Hispanic Studies	16.0908	03/20/18	03/23/18
13.	UNC-CH	BS	Neuroscience	26.1501	03/20/18	03/23/18
14.	UNCW	MS	Film Studies	50.0601	03/20/18	03/23/18
15.	ECU	BS	Software Engineering	14.0903	05/22/18	05/25/18
16.	ECU	BS	Date Science	11.0701	05/22/18	05/25/18
17.	ECU	BS	Mechanical Engineering	14.0901	05/22/18	05/25/18
18.	UNCW	BS	Costal Engineering	14.9999	05/22/18	05/25/18
19.	UNCW	BA	Interdisciplinary Studies	30.9999	05/22/18	05/25/18

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

	Institution	Degree Level	Program Title	CIP #	Committee Approved	Board Approved
1.	ECU	BSBE	Business Education	13.1303	07/11/17	07/12/17
2.	ECU	BSBE	Information Technologies	52.0407	07/11/17	07/12/17
3.	ECU	BSBE	Business and Marketing Education	13.1303	07/11/17	07/12/17
4.	ECU	BS	Child Life	19.0706	07/11/17	07/12/17
5.	UNCG	BS	Fine Arts in Theatre Arts Education	13.1324	08/01/17	08/04/18
6.	UNCP	BA	English Education	13.1305	10/31/17	11/03/18
7.	UNCP	BS	Mathematics Education	13.1311	10/31/17	11/03/18
8.	NC State	BS	Criminology	45.0401	01/25/18	01/26/18
9.	NC State	BS	English	23.0101	01/25/18	01/26/18
10.	NC State	BS	Geology	40.0601	01/25/18	01/26/18
11.	UNCC	BS	Biology, Medical Technology	51.1005	01/25/18	01/26/18
12.	UNCC	BS	Athletic Training	51.0913	05/22/18	05/25/18
13.	ECU	BS	Athletic Training	51.0913	05/22/18	05/25/18

	Institution	Degree Level	Program Title	CIP #	Committee Approved	Board Approved
14.	ECU	BA	Computer Science	11.0701	05/22/18	05/25/18
15.	ECSU	BA	Social Work Curriculum	45.1101	05/22/18	05/25/18
16.	NCCU	BS	Athletic Training	51.0913	05/22/18	05/25/18
17.	UNCA	BA	Spanish	16.0905	05/22/18	05/25/18
18.	UNCA	BA	French	16.0901	05/22/18	05/25/18
19.	UNCA	BA	German	16.0501	05/22/18	05/25/18
20.	UNC-CH	BA	English and Comparative Literature	23.0101	05/22/18	05/25/18
21.	UNC-CH	BA	Comparative Literature	16.0104	05/22/18	05/25/18

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

	Institution	Degree Level	Program Title	CIP #	Committee Approved	Board Approved
1.	ECU	MAEd	Career and Technical Education	13.1399	07/11/17	07/12/17
2.	UNCG	MS	Drama	13.1324	08/01/17	08/04/17
3.	NC State	MS	Human Resources Development	13.0403	01/25/18	01/26/18
4.	UNCC	MS	Business Administration in Sport Marketing & Management	52.0201	01/25/18	01/26/18
5.	UNC-CH	MPH	Public Health	51.2201	03/20/18	03/23/18
6.	UNC-CH	MPH	Biostatistics	26.1102	03/20/18	03/23/18
7.	UNC-CH	MPH	Environmental Sciences and Engineering	30.0104	03/20/18	03/23/18
8.	UNC-CH	MPH	Epidemiology	26.1309	03/20/18	03/23/18
9.	UNC-CH	MPH	Health Behavior	51.2207	03/20/18	03/23/18
10.	UNC-CH	MPH	Health Policy and Management	51.0701	03/20/18	03/23/18
11.	UNC-CH	MPH	Maternal and Child Health	51.2209	03/20/18	03/23/18
12.	UNC-CH	MPH	Health in Nutrition	30.1901	03/20/18	03/23/18
13.	NC State	MS	Veterinary Public Health	51.2501	05/22/18	05/25/18

The committee recommended and the Board of Governors subsequently approved the discontinuation of the following doctoral degree programs on the dates indicated: (**THE COMMITTEE DID NOT APPROVE ANY**)

	Institution	Degree Level	Program Title	CIP #	Committee Approved	Board Approved

There were a total 22 programs for establishment and 34 programs approved for discontinuation or consolidation for the year July 1, 2017 through June 30, 2018.

Reports Received and Adopted

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

	Reports	Committee Approved	Board Approved
1.	NCCU Bachelor of Science in Nursing Improvement Plan	09/07/17	09/08/17
2.	Biennial Program Productivity Report	11/02/17	11/03/17
3.	AHEC Annual Report on Primary Care Physicians	11/02/17	11/03/17
4.	Theatre Articulation Agreement	01/25/18	01/26/18
5.	Proposed Changes to Licensure Process	01/25/18	01/26/18
6.	Articulation Agreement in Birth-Kindergarten and Early Childhood Education	03/20/18	03/23/18
7.	Study to Establish School of Health Sciences and Health Care at UNCP	03/20/18	03/23/18
8.	Studies to Establish a Physician Assistant, Chiropractic Medicine Program, and pilot program for Basic Law Enforcement Training at WSSU	03/20/18	03/23/18
10.	ECU Innovation Early College High School	03/20/18	03/23/18
11.	UTeach Feasibility Study	03/20/18	03/23/18
12.	Uniform Articulation Agreement in Music Programs	05/22/18	05/25/18
13.	2018 Primary Care Education Plans Report	05/23/18	05/25/18

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

	Reports / Topics	Presented to Committee
1.	UNC System Report on the Part-Way Home Initiative	09/07/17
2.	Annual Report on Community Activity: July 2016 – June 2017	09/07/17
3.	Report Deregulation – Updates to the UNC Policy Manual	09/07/17
4.	Comprehensive Articulation Agreement Report (CAA)	11/02/17
5.	Early College High School Graduates Report (ECHS)	11/02/17
6.	Actualizing Innovations Meant to Scale (AIMS) Presentation	11/02/17
7.	Review of Licensure Process	11/02/17
8.	Laboratory Schools Update	11/02/17
9.	Princeton's James Madison Program	11/02/17
10.	Online Learning Update	11/02/17
11.	Educator Preparation Program Review Report	01/25/18
12.	Report on the Health Professions Community Precepting Working Group	01/25/18
13.	Medical Education Outcomes Report: The Workforce Outcomes of Physicians Completing Residency Programs in NC; Workforce Outcomes of NC Medical School Graduates: A Report to the Joint Legislative Oversight Committee on Health and Human Services and the Joint Legislative Education Oversight Committee	01/25/18
14.	Early College High School Application Renewals	03/20/18
15.	North Carolina Central University Nursing Program Update	03/20/18
16.	Establishment of a School of Rural Public Health at ECU	05/23/18
17.	Annual Reporting: President's Report on Research and Sponsored Programs; Fall 2017 Enrollment Report; Faculty Teaching Workload Report; UNC Intercollegiate Athletics Report	05/23/18

Others Board Actions:

	Topics	Presented to Committee	Board of Governors
1.	Proposed Policy on Involvement of Centers and Institutes in Legal Actions	07/11/17	08/04/17
2.	Revised Policy on Credit Hour Requirements for Four-year Baccalaureate Degrees	12/15/17	01/26/18
3.	UNC System Policy on Auditing Courses for Persons Who are At Least 65 Years Old	03/20/18	05/25/18
4.	North Carolina A&T Vision and Mission Statement Revisions	03/20/18	03/23/18
5.	Revised Policy on Military Student Success	05/23/18	07/27/18
6.	Regular licensure of <u>South College</u> to offer six degree programs in Asheville.	09/07/17	09/08/17
7.	<u>Western Governors University</u> requested authorization to open a physical administrative office in North Carolina on October 1, 2017.	09/07/17	09/08/17
8.	<u>Johnson & Wales University</u> applied for a license to offer one new bachelor's degree program in Charlotte.	09/07/17	09/08/17
9.	<u>Harrison College – The Chef's Academy</u> applied for the license to offer two new diploma programs in Morrisville.	09/07/17	09/08/17
15.	The <u>University of Southern California</u> applied for a license to offer three online degree programs to North Carolina residents.	01/25/18	01/26/18
16.	<u>Mount Eagle University</u> in Winston-Salem NC was issued a two-year interim permit to offer two online degree programs in 2014. The university has applied for full license to offer associate and bachelor of health science degree programs online.	03/20/18	03/23/18
17.	<u>South College</u> applied for a license to offer a Bachelor of Business Administration in Project Management at the Asheville, NC learning site	03/20/18	03/23/18
18.	<u>Leslie University</u> in Cambridge, Massachusetts applied for a license to offer a Master of Arts in Clinical Mental Health Counseling with concentrations in expressive arts therapy, art therapy, dance/movement therapy, and music therapy.	03/20/18	03/23/18
19.	The <u>University of Sydney</u> of Sydney, Australia, requested a limited license to offer a practicum for one student at UNC Medical School over the summer 2018. This situation requires licensure because foreign institutions are ineligible to participate in SARA.	05/22/18	05/25/18
20.	<u>Samuel Merritt University</u> of Oakland, CA, requested a limited license to offer a practicum for one Doctor of Nursing Practice student. This situation requires licensure because institutions located in California are ineligible to participate in SARA.	05/22/18	05/25/18
19.	<u>Daoist Traditions College of Chinese Medical Arts</u> of Asheville, NC, seeks a license to expand its course offerings to include a professional Doctorate in Chinese Medicine. Daoist Traditions currently offers a master's degree in acupuncture and oriental medicine.	05/22/18	05/25/18

AGENDA ITEM

A-9. Duties and Authorities of the Boards of Trustees..... Kimberly van Noort

Situation: As requested by the Committee on University Governance, the Committee on Educational Planning, Policies, and Programs will examine recommendations on the duties and authorities of boards of trustees.

Background: In November 2017, the Committee on University Governance began a discussion on the duties and authorities of the boards of trustees. The discussion continued through May 2018, when each board of trustees responded to a survey regarding which duties and authorities might be more appropriately exercised by the boards of trustees.

By statute, each constituent institution of the University has a board of trustees that serves both as an advisor to the Board of Governors on matters pertaining to its institution and as advisor to the chancellor concerning the management and development of the institution. The powers and duties of the boards of trustees are defined and delegated by the Board of Governors, consistent with state law. These delegations are codified in *The Code*, including Appendix I, and throughout the UNC Policy Manual.

Assessment: This item includes the survey results collected from the boards of trustees in the jurisdiction of the Committee on Educational Planning, Policies, and Programs.

Action: This item is for discussion only.

Committee on Educational Planning, Policies, and Programs

Institution	Issue	Citation
Authority over academic program establishment and discontinuation		
N.C. A&T	Authority to review and approve undergraduate and master's programs	Code Section 203A(3)
UNCC	Delegate authority to BOT to approve the establishment and discontinuation of academic programs, with notification given to the System Office	Policy 400.1.2; Regulation 400.1.1[R]
UNCG	Academic program discontinuation	Policy 400.1.2
WCU	Academic program discontinuation	Policy 400.1.2; GS 116-11(3)
Increased authority over institutional mission statement revisions		
UNCC	Delegate authority to BOT to approve the revision of mission statements, with notification to the President	Regulation 400.2.1.1[R]
UNCG	Institutional mission statement revisions	Regulation 400.2.1.1[R]
WCU	Institutional mission statement revisions	Regulation 400.2.1.1[R]
Other Ed Planning Items		
ECSU	Grant authorization to extend the Minimum Admission Requirements pilot program	Policy 700.1.1
WCU	Naming of school within an institution	Appendix 1