



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

April 16, 2020 at 12:30 p.m.
Via Videoconference and UNC-TV Live Stream

AGENDA

OPEN SESSION

- A-1. Approval of the Minutes of March 19, 2020Anna Nelson
- A-2. Academic Affairs UpdateKimberly van Noort
- A-3. Nursing Program Monitoring – NCCU.....Kimberly van Noort
- A-4. UNC System Degree Establishments — ECU, UNCG.....David English
- A-5. UNC System Degree Discontinuations and Consolidations – ECU.....David English
- A-6. Plan to Increase Primary Health Providers (AHEC).....David English
- A-7. Revisions to Policy 400.4.1.....Daniel Harrison
- A-8. Adjourn

Additional Information Available

- A-6. “Plan to Increase Primary Health Providers (AHEC)” Full Report
- A-7. “Point Paper on Regulatory Functions” and associated presentation materials

DRAFT MINUTES

March 19, 2020 at 12:30 p.m.
University of North Carolina System Office
Center for School Leadership Development
Chapel Hill, North Carolina

This meeting of the Committee on Educational Planning, Policies, and Programs was presided over by Chair Anna Nelson. The following committee members were present by phone: Steven B. Long, N. Leo Daughtry, Mark Holton, Adam Schmidt, and Dwight Stone.

Chancellors participating were Johnson Akinleye, Nancy Cable, Todd Roberts, and Elwood Robinson. Chair of the UNC Faculty Assembly David Green was also present by phone.

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

OPEN SESSION

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

Chair Nelson called the meeting to order at 12:30 p.m. on Thursday, March 19, 2020.

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

Chair Nelson called for a motion to approve the minutes of February 20, 2020.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the open minutes of February 20, 2020 as distributed.

Motion: N. Leo Daughtry

Motion carried

2. Academic Affairs Update (Item A-2)

Information was provided to the committee regarding the impact of the COVID-19 pandemic for students and faculty across the 17 institutions.

3. UNC System Degree Program Establishments (Item A-3)

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

Appalachian State University

- Bachelor of Science in Interdisciplinary Studies

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

Motion: Mark Holton

Motion carried

North Carolina Agricultural and Technical State University

- Master of Science in Health Psychology

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

Motion: Steven B. Long

Motion carried

University of North Carolina at Chapel Hill

- Bachelor of Science in Interdisciplinary Studies

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

Motion: N. Leo Daughtry

Motion carried

University of North Carolina at Charlotte

- Bachelor of Science in Data Science

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

Motion: Dwight Stone

Motion carried

University of North Carolina at Charlotte

- Master of Science in Computer Engineering

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

Motion: Mark Holton

Motion carried

4. UNC System Degree Program Consolidation and Discontinuation (Item A-4)

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

East Carolina University

- MM in Music Education

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

Motion: Mark Holton

Motion carried

THE MEETING MOVED INTO CLOSED SESSION

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs return to open session.

Motion: Mark Holton

Motion carried

THE MEETING RESUMED IN OPEN SESSION

There being no further business, the meeting adjourned 1:05 p.m.

N. Leo Daughtry, Secretary



AGENDA ITEM

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

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

AGENDA ITEM

A-3. Nursing Program Monitoring – NCCU Kimberly van Noort

Situation: In 2017, graduates of the North Carolina Central University's Bachelor of Science in Nursing program achieved an 82 percent pass rate on the National Council Licensure Examination (NCLEX) for first-time writers. In 2018, the pass rate was 79 percent. This pass rate triggered a review of the program by the North Carolina Board of Nursing (NCBON) and by UNC System Office staff.

Background: UNC Policy 400.1.7 requires the evaluation of any BSN program whose graduates do not achieve an annual passing rate of 85percent on the NCLEX for first-time writers for two consecutive years. For programs whose graduates do not achieve a passing rate of 75percent for two consecutive years, the president may ask the Board to act. NCCU submitted an improvement plan to the North Carolina Board of Nursing (NCBON) and received approval of that plan; in 2019 the plan was approved by the Committee on Educational Planning, Policies, and Programs and the Board of Governors.

Assessment: The NCCU program achieved an 88 percent pass rate in 2019, a substantial increase from the 2018 rate of 79percent. This is a result of revisions to program leadership, faculty development, curriculum, and student support as summarized in the report to the Board. The three-year average pass rate for first-time NCLEX examinations for 2017-2019 increased to 83 percent.

Action: This item is for information only.

North Carolina Central University
Department of Nursing

Program Assessment and Improvement Plan for
NCLEX Success

Submitted by

Yolanda M. VanRiel, PhD, RN-BC, OCN, CNE, ANEF Interim Chair

NCCU Department of Nursing

February 25, 2020

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Introduction

The Department of Nursing at North Carolina Central University (NCCU) seeks to improve the quality of life for all people through outstanding nursing education, research and scholarly endeavors, and community service. The baccalaureate nursing program at NCCU, a constituent institution of the University of North Carolina, is a critical contributor to a diverse effective healthcare workforce for the state and nation. As part of its mission to prepare excellent nurses for a variety of care settings, the Department of Nursing offers four pathways to a Bachelor of Science in Nursing (BSN) degree: traditional, accelerated, veterans, and RN to BSN. The program achieved continuing accreditation status in Fall 2017 and met all standards satisfactorily. However, the program's three-year average pass rate for first-time NCLEX examination from 2017 to 2019 was 83%, which is less than the standard of 95% of the national pass rate (84% for this time period). Program leadership, faculty development, curriculum revision and student support have been addressed to improve the NCLEX rates.

This Program Assessment and Improvement Plan for NCLEX Success provides a summary of the implemented and planned strategies to increase students' success in the program and graduates' success on NCLEX, an overview of the NCCU Department of Nursing, identified contributors to low NCLEX scores and the current evolving performance of the department's graduates. A detailed departmental plan to improve the low performance is followed by a comprehensive program evaluation plan.

Summary of Improvement Plan to Increase Pass Rate Average

The following strategies have been implemented to increase student success:

- Increased admissions requirements related to math and science prerequisites and GPA requirements in the Spring 2019.
- Implemented a one day “Practice & Skills” and Open Practice Lab on the 3rd floor in the Spring 2019, and Summer “Boot Camp” in the Fall 2018.
- Increased simulation usage across clinical courses, including developing a simulation room for Community Health and Pediatric outpatient experiences effective Fall 2019.
- Strengthened testing policies and consolidated testing software in the Fall 2019.
- Expanded use of Assessment Technologies Institute, LLC (ATI) resources, including adopting policy for ATI predictor examination and remediation. Identified faculty ATI champions to support Department ATI use effective Fall 2019 and Spring 2020.
- Increased access and funding to opportunities for faculty professional development.
 - University workshops (monthly)
 - NCBON Education Summit (March 2020)
 - NCNA Conferences/Workshops (September)
 - ATI National Nurse Educator Summit (March 2020)
 - Simulation workshops (July 2020)
 - NurseTim (subscribed Fall 2019)
 - CNE Prep Course (NurseTim)
- Hired an expert consultant for individual and group NCLEX preparation and faculty professional development effective Fall 2019.
- Completed total curriculum evaluation with full faculty involvement. Curriculum revision will be submitted to the University in Summer 2020 for implementation with students admitted in May 2021.

Overview of the Department of Nursing

The Department of Nursing has the physical, technological, and financial infrastructure and resources necessary to support successful BSN programs. Classroom instruction takes place in a 68,000 square foot, state-of-the-art building that houses a number of technologically smart classrooms and computer laboratories. The Department also has a number of skills and simulation labs to support translation and integration between didactic and clinical learning through simulated patient experiences. These facilities enable students to practice nursing skills, decision-making and prioritization to prepare for clinical experiences in which they are assigned to patients in various phases of the health care cycle.

During 2019, the Department hired three full-time faculty members. In Spring 2020, the Department has 15 full time faculty members and 22 part-time faculty members. Four faculty members are nurse practitioners, who maintain clinical practice. Four of the full-time faculty members hold doctorates of philosophy (PhD) in Nursing or related areas and two hold Doctorates of Nursing Practice (DNP). Two additional faculty members are currently pursuing PhD or DNP degrees. Only three of the full-time faculty members have been in academia less than three years.

The department is led by a doctoral prepared interim chair with more than 20 years of experience in nursing education. In her previous roles, Dr. VanRiel served in both faculty and administrative positions, including acting as the coordinator for UNC-Greensboro's Concentration in Nursing Education program. Since July 2019, she has held the position of interim chair of the NCCU Department of Nursing.

Contributing Factors to Declining NCLEX Scores

Graduate pass rates for first-time NCLEX examination in 2017 and 2018 were low (Table 1), making it very challenging to reach the three-year average benchmark of 84%, despite a significant increase in NCLEX scores in 2019. A major contributing factor to the low 2017 and 2018 scores was the practice of allowing students, who had failed nursing courses and/or had semester-long or longer breaks in coursework, to continue matriculation in the program and take the NCLEX examination. It also came to light that a number of admitted students in the 2017 and 2018 cohorts had been admitted as “exceptions” to the admissions criteria; for example, had lower than required math and science grade point averages for prerequisite courses. Other potential contributing factors to low NCLEX pass rates included:

- The use of knowledge-based test questions that did not prepare students for NCLEX-style application, synthesis, analysis, and evaluation
- Lack of dynamic teaching styles that engaged students in content synthesis and critical thinking
- Course offerings only once per academic year, which contributed to gaps in students’ coursework when one allowed course repeat was needed
- Delays in NCLEX examination post-graduation
- Lack of sequence in the nursing curriculum

Table 1: NCLEX 3-year Average 2017 – 2019

	2017	2018	2019	3 YR Average
National Pass Rate	87	88	88	88
NC Pass Rate	83	84	84	84
NCCU Pass Rate	82	79	88	83

Table 2: NCLEX 2019 Quarterly results

QUARTER	FIRST-TIME TAKERS	PASS	FAIL
1 st (Jan 1 – march 30)	18	17	1
2 nd (April 1 – June 30)	27	23	4
3 rd (July 1 – Sept 30)	26	22	4
4 th (Oct 1 – Dec 30 th)	1	1	0
Cumulative Total:	72	63	9

Performance of the Department of Nursing

Significant improvements in first-time NCLEX pass rates were recognized in 2019. The 2017 graduates in the traditional BSN program performed well on the NCLEX, as noted in Table 3. However, the accelerated students who graduated in March 2017, completed pre-nursing requisites in the “old curriculum” and began the new curriculum in Spring 2016 (Table 4). These students may have experienced some challenges with transitioning to the more intense block courses in the new curriculum, which could explain their lower pass rates.

Table 3: **2017 NCLEX Results for All Graduates**

STUDENTS	FIRST-TIME TAKERS	PASS	FAIL	PASS RATE
TRADITIONAL	39	34	5	87.2%
ACCELERATED	40	31	9	77.5%
ALL STUDENTS	79	65	14	82.3%

Table 4: **2018 NCLEX Performance by Cohort**

TOTAL STUDENTS	FIRST-TIME TAKERS	PASS	FAIL	PASS RATE
TRADITIONAL	41	30	11	87.8%
ACCELERATED	12	12	0	100%
ALL STUDENTS	53	42	11	79.2%

Graduates of the nursing program have continued to improve their performance on the NCLEX since Spring 2018. Table 5 illustrates significantly improvement in NCLEX performance for the 2019 graduates.

Table 5: **2019 NCLEX Performance by Cohort**

TOTAL STUDENTS	FIRST-TIME TAKERS	PASS	FAIL	PASS RATE
TRADITIONAL	55	46	9	83.6%
ACCELERATED	17	17	0	100%
ALL STUDENTS	72	63	9	87.5%

Improvement Plan

To assess opportunities for improvement, a comprehensive evaluation of program graduates was completed, with emphasis on admission grade point average (GPA), preadmission assessment scores, and performance in math, science and adult health courses. As a result of this data analysis, admission criteria were raised to a cumulative GPA of 3.0 and math/science cumulative GPA of 2.8. This change was implemented for the Fall 2016 Accelerated Cohort and was implemented for the Fall 2019 traditional cohort; these cohorts reflected higher NCLEX pass rates at graduation in 2018 and 2019, respectively. These improved results support the

continued implementation of increased admissions requirements and the new curriculum.

To continue addressing deficits, the Department of Nursing implemented or planned the following strategies during the 2018 to 2019 academic years:

Implemented Strategies	
2018	<ul style="list-style-type: none"> • Identified NCLEX preparation faculty coaches for graduating students. • Engaged a faculty development consultant to strengthen critical thinking skills for classroom instruction and clinical settings. • Encouraged all faculty to subscribe to Nurse Tim for 2018-2019. • Expanded Synthesis course for final semester to two Synthesis courses for final two semesters. • Implemented Performance Improvement Plans for students at risk for course failure. • Held a Summer “boot camp” for ten rising seniors who demonstrated major deficits or challenges. Students volunteered to participate. • Strengthened admissions criteria for Traditional BSN 2019 cohort.
Spring 2019	<ul style="list-style-type: none"> • Implemented a one-day “Practice and Skills” for graduating seniors. • Open Skills Practice labs for junior students. • Hired additional lab adjunct instructors/tutors for students. • Hosted student-led (faculty-supported) review sessions for Adult Health courses. • Increased simulation across clinical courses and created a simulation room for Community Health.
Summer 2019	<ul style="list-style-type: none"> • Dr. Yolanda VanRiel became interim DON chair. • Curriculum Committee initiated program curriculum evaluation: surveyed students, graduates, and faculty regarding current curriculum.
Fall 2019	<ul style="list-style-type: none"> • Hosted curriculum evaluation faculty workdays. <ul style="list-style-type: none"> ○ Revised course learning outcomes for alignment with Baccalaureate Essentials and ACEN standards. ○ Developed standardized systems approach to synchronize content across core courses. ○ Revised prerequisite course recommendations to strengthen math and science coursework. ○ Revised nursing course progression to support consistent course offerings and more balanced faculty workloads. ○ Developed new/revised course offerings, including: Integrated Synthesis, Nursing Informatics, Special Topics, and Summer experiential learning courses.

	<ul style="list-style-type: none"> • Hired consultant (Dr. Helen Gordon) for individual and group NCLEX preparation support and faculty development.
Spring 2020	<ul style="list-style-type: none"> • Transitioned from ExamSoft to ATI and Blackboard Respondus software for testing. • Expanded ATI package to make more NCLEX preparation tools available to students. • Identified four faculty ATI Champions to support faculty and student ATI use. • Developed and adopted ATI predictor examination and remediation policy to see content areas that are below benchmark. • Revised testing policy to address testing fatigue and allow for more experiential and active learning evaluations.

Appendix A: Comprehensive Evaluation Plan:

Evaluation Plan Criteria: (1) students' achievement of program outcomes; (ACEN Standard #6)

Person Responsible	Expected level of Achievement	Timeframe for Evaluation	Method of Assessment	Aggregate Results for this year	Analysis/Strategies for Maintenance or Improvement
Admissions Committee, Course Coordinators, Department Coordinators, Department Chair, Evaluation Committee, Curriculum Committee	Students will meet program admission criteria and then pass curriculum courses with a grade of 77 or higher to progress.	End of each semester	Documentation that all students meet admissions criteria. Continuous monitoring of student progress in all courses and identification of resources that contribute to their success.	Partially Met (Evaluation committee needs to meet to analyze data.)	<ul style="list-style-type: none"> Incorporated faculty training on SLO2 (Nursing Process) to address performance deficits. Continue collecting data at the end of each semester. Evaluation Committees aggregates and analyzes end-of-course data, then makes recommendations to Curriculum Committee to address deficits.
Chain of command: Faculty, Course Coordinator, Department Chair, Dean of College, College Appeals Committee. Evaluation Committee for ongoing NCBON compliance.	Program appeals will comply with NC Board of Nursing rule.	May 2019 and then quarterly	Quarterly analysis of whether appeals follow correct chain of command and whether conclusions are submitted within 5 days to NCBON.	Appeals need to be submitted to BON. Decisions made within the Department of Nursing based on recommendations from nursing appeals faculty.	<ul style="list-style-type: none"> Review appeals policy to ensure clarity on chain of command in faculty and student resources. Communicate policy and NCBON requirements to College (Chair). Implement semi-annual analysis practice to ensure maintained compliance with NCBON (Evaluation Committee).
Faculty Chair of Department	Graduates will achieve 95% of the National Pass Rate (84% for 2017-2019) on first writing on licensure exam and maintain	April, August, and December annually	Review and analyze NCLEX scores for first time writers, with particular attention to content deficits.	Progress, but not yet achieved. Three year pass rate for 2017-19 was 83% vs. 84% (95% National Pass Rate for same years). Increased from	<ul style="list-style-type: none"> Review candidates' performance report to see areas not meeting benchmark. Revise content to address deficiencies.

	minimal 85% annual pass rate.			76% 2016-2018 pass rate.	<ul style="list-style-type: none"> • Continue new testing and remediation plan for ATI practice and proctored assessments. • Continue to review and use data on content deficits for curriculum improvement..
Faculty Chair of Department	Program will achieve 80% graduation rate within 7 semesters for Traditional BSN students and within 5 semesters for Accelerated BSN students	May, August, and December annually	Review and analyze data from Total Systematic Evaluation Plan	Not met for traditional students (Strategies being addressed.)	<ul style="list-style-type: none"> • Maintain 77 percent passing grade requirement. • Revise and implement faculty-student mentoring policy to help students address deficits. • Measure effectiveness of the completed revision and alignment of course learning objectives for the curriculum.
Faculty Chair of Department	Graduates will achieve 70% rate of job placement within 3 months of graduation.	April, August, and December annually	Review and analyze data from graduate surveys.	Met	<ul style="list-style-type: none"> • Continue to provide student information sessions on job searches, application, interviews, and resume building. • Integrate content on resume building and mock interview assignment in Leadership course.

Evaluation Plan Criteria: (2) evidence of program resources, including fiscal, physical, human, clinical, and technical learning resources; student support services; and the availability of clinical sites and the viability of those sites adequate to meet the objectives of the program; (ACEN Standard #5)

Person Responsible	Expected level of Achievement	Timeframe for Evaluation	Method of Assessment	Aggregate Results for this year	Analysis/Strategies for Maintenance or Improvement
Lab Coordinator	Ensure student : lab faculty ratio continues to meet NC state requirements of 1 : 12.	Annually	Evaluation of lab faculty; student ratio, student access to lab, and adequacy of auxiliary lab sites.	Met	Continue to monitor resource allocations based on enrollment and faculty needs. Continue to update lab facilities.
Nursing Student Services	Implement early success intervention strategies. Facilitate student awareness and utilization of school and departmental resources that provide assistance and support.	Annually	Evaluation of student success and use of available campus and departmental resources	Met	Continue monitoring to ensure resource allocation supports matriculation and increased requests/referrals.
Budget Administrator	Monitor and ensure resource allocation is adequate based on student enrollment and faculty/staff needs. Update the chair regarding resource needs.	Ongoing	Analyze student enrollment, faculty FTE, faculty: student ratios.	Met	Continue to monitor resource allocations based on enrollment and faculty needs. Approve and implement faculty workload policy.
Clinical Site Coordinator	Ensure clinical courses meet NC state faculty : student ratio (1 : 6 to 10) and that clinical sites provide quality learning environments	Annually	Evaluate student enrollment and faculty : student ratios in clinical courses and analyze feedback from	Partially Met (Clinical Instructor orientation program needs to developed.)	Continue to monitor resource allocations based on enrollment and faculty needs and to collect and analyze clinical evaluation forms. Develop and implement clinical

	to meet program objectives.		students and faculty via clinical site evaluation forms.		instructor orientation program ensure quality of instruction and reduce turnover.
Evaluation Committee and Faculty	Using ATI Proctored scores to see content areas that need increased content. Remediation is integrated into curriculum courses.	End of each semester	Analyzing aggregate performance data on content-focused and NCLEX predictor ATI examinations.	Partially Met (Policy recently implemented; Proctored scores to be analyzed for ATI Live Review for NCLEX in May.)	ATI Best Practices policy recently implemented for practice/proctored examinations and remediation across curricula.

Evaluation Plan Criteria: (3) measures of program outcomes for graduates; (ACEN Standard #6)

Person Responsible	Expected level of Achievement	Timeframe for Evaluation	Method of Assessment	Aggregate Results for this year	Analysis/Strategies for Maintenance or Improvement
Nursing Student Services	Ensure that records accurately document that student and graduate performance meets program goals.	Each semester	Student record review.	Met	<ul style="list-style-type: none"> Continue to collect and maintain student records, Continue working towards digitalization of student course records to improve accessibility and analysis.
Faculty Chair of Department	Achieve 95% of the National Pass Rate (84% for 2017-19) on first writing on licensure exam and maintain minimal 85% annual pass rate.	April, August, and December annually	Review and analyze NCLEX scores for first time writers, with particular attention to content deficits.	Progress made—2017-2019 three year pass rate average was 83%, compared to 84% national benchmark.	<ul style="list-style-type: none"> Review mountain measures for specific performance. Revise content to address deficiencies. Evaluate results of ATI examination and remediation policy across curricula. Evaluate results of using data on curriculum content deficits in Summer 2019.

**Evaluation Plan Criteria: (4) evidence that accurate program information for the public is available;
(ACEN Standard #1)**

Person Responsible	Expected level of Achievement	Timeframe for Evaluation	Method of Assessment	Aggregate Results for this year	Analysis/Strategies for Maintenance or Improvement
Nursing Student Services and NCCU Informational Technology	Recruit and retain talented diverse students	Annually	Review and continuously update nursing education website and other materials Track website and social media views. Record number of personal contacts.	Web page and social media re-branding is incorporated in 2020-2023 strategic plan. Update has begun.	Update Department website with relevant public information and seek new website design to increase accessibility and appeal.

Evaluation Plan Criteria: (5) evidence that the controlling institution and its administration support program outcomes; (ACEN Standard #1)

Person Responsible	Expected level of Achievement	Timeframe for Evaluation	Method of Assessment	Aggregate Results for this year	Analysis/Strategies for Maintenance or Improvement
Provost	Ensure resource (fiscal, budget, faculty) allocations meet the needs for enrollment and faculty.	Annually	Adequate faculty, staff and support services to administer a high quality nursing education program	Partially Met (Meet with Business manager monthly. Talk with the Interim Provost regularly.)	Meet monthly with Business manager and Provost to update and review current resource needs and progress made.
Department Chair, Dean of College, Chancellor	Department Chair has authority to administer the nursing program.	May 2019	Role & Responsibilities reviewed and updated.	Met	<ul style="list-style-type: none"> Engage Chair transition as an optimum time to reframe position role. Submit an action plan to Provost and Chancellor.

Evaluation Plan Criteria: (6) evidence that program director and program faculty meet Board qualifications and are sufficient in number to achieve program outcomes; (ACEN Standard # 2)

Person Responsible	Expected level of Achievement	Timeframe for Evaluation	Method of Assessment	Aggregate Results for this year	Analysis/Strategies for Maintenance or Improvement
Department Chair and Faculty Evaluation Committee	Ensure that hiring and development policies support faculty state licensing/ educational requirements.	Annually	Annual Faculty Evaluation and faculty record update	Met	<ul style="list-style-type: none"> Consult with faculty on professional development and license requirements. Seek support from Provost and adequate allocation of department funds to support faculty development.
Dean of College	Ensures that Department Chair has appropriate resources to administer the nursing education program and evaluates the performance of the chair.	Annually	Annual Faculty Evaluation	Interim chair is new in the role. Not met, Permanent not hired	<ul style="list-style-type: none"> Hire a permanent chair for the department. Engage faculty search committee for hiring.

Evaluation Plan Criteria: (7) evidence that the academic institution assures security of student information; (ACEN Standards # 3 & 5)

Person Responsible	Expected level of Achievement	Timeframe for Evaluation	Method of Assessment	Aggregate Results for this year	Analysis/Strategies for Maintenance or Improvement
Nursing Student Services with IT and Legal Affairs	Meet requirements as outlined by federal HIPPA/ FERPA regulations.	On-going	Ongoing assessment of security breaches/ IT Audits.	Met	Continue to monitor security of student information and adhere to HIPPA/FERPA regulations.

Evaluation Plan Criteria: (8) evidence that collected evaluative data is utilized in implementing quality improvement activities; and (ACEN Standard #6)

Person Responsible	Expected level of Achievement	Timeframe for Evaluation	Method of Assessment	Aggregate Results for this year	Analysis/Strategies for Maintenance or Improvement
Evaluation and Assessment Committee	Ensure 100% compliance with all assessment processes and standards.	Annually	Analysis of data from Total Systematic Evaluation Plan.	Partially met (Evaluation committee is meeting with the accreditation expert to help with data February 2020.)	<ul style="list-style-type: none"> Continue to monitor program assessment. Monitor implementation of corrective actions and engage with other faculty committees (e.g. Curriculum Committee) to address deficits.

Evaluation Plan Criteria: (9) evidence of student participation in program planning, implementation, evaluation, and continuous improvement. (ACEN Standards # 1 & 3)

Person Responsible	Expected level of Achievement	Timeframe for Evaluation	Method of Assessment	Aggregate Results for this year	Analysis/Strategies for Maintenance or Improvement
Department Coordinators	At least 1 student is assigned to each faculty committee.	Annually	Committee sign-in sheets and minutes	Met	Enhance student participation in committee meetings.
Chain of Command: Faculty, Course Coordinator, Department Coordinator, Department Chair, Dean of College, Provost, Chancellor. Evaluation Committee for analysis.	Communication of student complaint policy and procedures accessible in student handbook. Chain of command followed for student complaints.	End of each semester	Complaints documented at each level of chain of command. Documentation and outcomes provided to next level of chain of command, and conclusion provided to Chair and to Evaluation Committee.	Partially Met (Student handbook is revised. Analysis plan needs to be created.)	<ul style="list-style-type: none"> Create a clear and accessible policy for student complaints. Communicate policy to faculty and students. Communicate policy to College and University leadership. Create analysis plan for Evaluation Committee to track policy adherence.

References

- NC Board of Nursing. (2016, Dec). *NC Office of Administrative Hearings, 21NCAC36.0317*. Retrieved April 2017, from NC Office of Administrative Hearings:
<http://reports.oah.state.nc.us/ncac.asp?folderName=\Title%201%20-%20Occupational%20Licensing%20Boards%20and%20Commissions\Chapter%2036%20-%20Nursing>
- Oermann, M. (2017). *A Systematic Approach to Assessment and Evaluation of Nursing Programs*. Washington, DC: National League for Nursing.

ACEN Standards:

1. Nursing Department Mission and Administration
2. Faculty & Staff
3. Students
4. Curriculum
5. Resources
6. Evaluation; including SLOs & PLOs

AGENDA ITEM

A-4. UNC System Degree Program Establishments David English

Situation:	<p>East Carolina University requests the establishment of the following degree programs:</p> <ul style="list-style-type: none">— Bachelor of Arts in Biology (CIP 26.0101)— Bachelor of Science in Business Administration in Supply Chain Management (CIP 52.0203)— Bachelor of Science in Professional Writing and Information Design (CIP 23.1303) <p>The University of North Carolina at Greensboro requests the establishment of the following degree program:</p> <ul style="list-style-type: none">— Master of Science in Applied Statistics (CIP 27.0601)
Background:	<p>Per UNC policy 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.</p>
Assessment:	<p>Establishment of the above-listed degree programs is recommended.</p>
Action:	<p>This item requires a vote by the committee, with a vote by the full Board of Governors through the consent agenda.</p>

**Request for Authorization to Establish a
Bachelor of Arts in Biology
(BA, CIP 26.0101) at
East Carolina University**

I. Program Highlights

- East Carolina University's proposed Bachelor of Arts in Biology degree program would prepare students for careers in education, scientific research in industry, public and private health sectors, environmental monitoring and remediation, sustainable business development, marketing, engineering, informatics, or continued study in professional and graduate degree programs. The proposed BA degree curriculum would offer more career development options than ECU's current BS degree concentrations, delivering broad-based biological training with increased hands-on experience, and enough flexibility for students to tailor their coursework in key areas that facilitate specific career goals.
- The proposed degree program would require 120 total credit hours. The proposed curriculum would require general education courses (40 credit hours), foreign language proficiency (12 credit hours), cognate courses (11 credit hours), major core courses (28 credit hours), and a minor and electives (29 credit hours).
- The proposed degree program would be administered on campus.
- Twenty-five full-time students are projected in the first year. Two hundred full-time students are projected by the fourth year.
- No tuition differential will be sought to support the proposed degree program.
- Existing faculty are adequate to initiate the proposed program. As enrollment grows, ECU anticipates two additional fixed-term faculty will be needed to accommodate student needs in core courses.
- The library's resources are adequate to support the proposed degree program.
- Existing 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).** UNC System institutions offering the BA in biology program include Appalachian State University, North Carolina State University, University of North Carolina at Chapel Hill, The University of North Carolina at Greensboro, University of North Carolina at Charlotte, and University of North Carolina Wilmington. Each program is offered on campus.
2. **Relation to Campus Distinctiveness and Mission.** The proposed degree program would support ECU's mission to prepare students with knowledge, skills, and values to succeed. In addition, it would prepare students to discover new knowledge and innovations to support a thriving future for eastern North Carolina and beyond. The proposed degree program would also be consistent with the goals of ECU's strategic plan, *Capture Your Horizon*, to foster student success and regional transformation.
3. **Demand (local, regional, state).** An examination of the next decade's fastest growing industries in North Carolina (ncworks.gov), indicates that three of the top ten are areas where a degree in biology would strongly benefit the applicant. These three areas—ambulatory health care

services (#3), waste management and remediation services (#9) and professional, scientific, and technical services (#10)—have unique prerequisite skill sets that can rapidly change as technological advances influence development in these fields.

Consistent with state and national trends, regional biotechnology and pharmaceutical industries are shifting toward biologically based therapeutics or biologics, which will require skilled employees who understand the behavior and characteristics of biological molecules, such as proteins. Area industries estimate that within the next decade over 70% of their production will have shifted to these biologics as opposed to the traditional focus on small-molecule chemistry.

- 4. Potential for Unnecessary Duplication.** The proposed degree program should have little, if any, impact on programs at other UNC System institutions. BA programs in biology are present and popular at most larger institutions within the UNC System (Appalachian, NC State University, UNC Charlotte, UNC-Chapel Hill, UNC Greensboro, and UNC Wilmington) and at major universities more broadly. Given that growing sectors of the job market require a strong background in biology, more flexible BA programs are now a necessity, particularly at larger universities.
- 5. Employment Opportunities for Graduates.** According to the Bureau of Labor Statistics (BLS), several occupations related to biology have positive job prospects for graduates. Biological technicians have a median annual wage of \$44,500 and projected job growth of 7 percent from 2018 to 2028. Zoologists and wildlife ecologists have a median annual wage of \$63,420 and projected job growth of five percent from 2018 to 2028. Forensic Science Technicians have a median annual wage of \$58,230 and projected job growth of 14 percent from 2018 to 2028.
- 6. Faculty Quality and Number.** Existing faculty are adequate to initiate the proposed program. As enrollment grows, ECU anticipates two additional fixed-term faculty will be needed to accommodate student needs in core courses.
- 7. Availability of Campus Resources (library, space, etc.)** ECU's Joyner Library and the William E. Laupus Health Sciences Library have adequate resources to support the proposed degree program. Both libraries provide library orientations, instruction sessions, and research assistance to students using a variety of methods, including web conferencing, resources embedded in the course management system, pre-recorded video, and in-person meetings at the request of the teaching faculty member. The libraries offer a collection of online databases and collections, including eBooks, primary sources, and other resources. In addition, students may have contact with liaison librarians who partner with faculty to provide instruction, synchronously or asynchronously.

Existing facilities are adequate to support the proposed degree program. Existing office space for faculty would be sufficient and increased enrollment would be absorbed by current facilities.
- 8. Relevant Lower-level and Cognate Programs.** No other subject-matter fields will be necessary to support the proposed degree program.
- 9. Impact on Access and Affordability.** No tuition differential or enrollment increase funds will be sought to support the proposed degree program.

Tuition and fees for spring 2020 are as follows:

Full-Time Undergraduate Tuition and Fees Per Annum (In Dollars)

Category	Resident	Non-Resident
Tuition	4,452	20,729
Mandatory Fees (Activities, Athletics, Health, Debt Service, Campus Safety)	2,616	2,616
ASG	1	1
Special Fees (Program Specific)	N/A	N/A
Application Fee (Program Specific)	N/A	N/A
Total Tuition and Fees	7,069	23,346

10. Expected Quality. The success of the program will be judged by evaluating enrollment, student proficiency in learning outcomes, retention and graduation rates, job placement, and the satisfaction of graduates and employers.

11. Feasibility of Collaborative Program. Consistent with ECU's BS program, collaborations with other institutions offering related degrees would occur through presentations, conferences, speakers, and other events. It is expected that ECU students in the proposed degree program would enroll in relevant courses at other institutions and vice versa. Given the flexibility conferred by the BA curriculum, students may find relevant transfer courses in specialized areas of focus at other UNC System institutions.

12. Other Considerations. None.

III. Summary of Review Processes

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

UNC System Office Review Process and Feedback. Throughout the review process, ECU provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support its statements. Reviewers evaluated the proposal and requests for information were provided by the institution.

IV. Recommendation

It is recommended that the Board of Governors approve ECU's request to establish a Bachelor of Arts in Biology degree program (CIP 26.0101) to enroll students starting Fall 2020.

**Request for Authorization to Establish a
Bachelor of Science in Business Administration in Supply Chain Management
(BS, CIP 52.0203) at
East Carolina University**

I. Program Highlights

- East Carolina University's proposed Bachelor of Science in Business Administration in Supply Chain Management degree program would prepare students for careers managing supply chain systems for industry, government, and organizations. Career options include positions as supply chain managers, supply chain analysts, supply chain directors, purchasing agents, purchasing directors, logistics directors, and quality managers.
- The proposed degree program would require 120 total credit hours. The proposed curriculum would require general education courses (40 credit hours), cognate courses (3 credit hours), entrepreneurship core courses (45 credit hours), leadership courses (9 hours), electives (5 credit hours), and a minor or specialty area as approved by the program director (18 credit hours).
- The proposed degree program would be administered on campus and online (100 percent).
- One hundred and fifteen full-time students and 45 part-time students are projected in the first year (130 are expected to enroll in courses on campus and 30 are expected to enroll in online courses). One hundred and forty-five full-time students and 105 part-time students are projected by the fourth year (155 are expected to enroll in courses on campus and 105 are expected to enroll in online courses).
- No tuition differential will be sought to support the proposed degree program.
- No new faculty are required for the proposed program at current levels of enrollment.
- The library's resources are adequate to support the proposed degree program.
- Existing 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).** UNC System institutions offering a BS in business administration in supply chain management or similar programs include Appalachian State University, North Carolina Agricultural and Technical State University, and University of North Carolina at Charlotte. Each program is offered on campus.
2. **Relation to Campus Distinctiveness and Mission.** The proposed degree program would align with ECU's mission to prepare students with knowledge, skills, and values to succeed. It would also serve ECU's strategic plan, *Capture Your Horizon*, in the areas of student success and regional transformation.
3. **Demand (local, regional, state).** The Institute of Education Sciences rates supply chain-related occupations as having a 'bright outlook.' There are currently over 4,000 job openings advertised online in the state of North Carolina for occupations related to supply chain management, with 1,650 related specifically to the discipline.
4. **Potential for Unnecessary Duplication.** The proposed degree program would be the only BSBA in supply chain management in the eastern part of North Carolina. It would also be the only supply chain management program in the state authorized for online delivery.

ECU has offered a BSBA in marketing with a concentration in supply chain management for 12 years alongside other supply chain programs in the UNC System (Appalachian, North Carolina A&T State University, and UNC Charlotte). Each program has experienced enrollment growth, suggesting that all are needed in the UNC System. In addition, the proposed degree program at ECU would be unique because it concentrates on supply chain management strategy, logistics, and materials management purchasing. The curricular content would differ from existing programs to the extent that it would need a separate CIP code (52.0203). The UNC Charlotte program (CIP 52.0205) concentrates on operations management, analytics, and modelling, while North Carolina A&T State University's program (CIP 52.0209) is a BS in supply chain management that does not focus on the broader business administration aspect, including the related classes of a BSBA.

5. **Employment Opportunities for Graduates.** The Bureau of Labor Statistics (BLS), provides several job outlooks for occupations related supply chain management. The BLS projects an average job growth of 22 percent for these professions nationwide. RSI Logistics, a rail management company, *Fortune Magazine*, *U.S. News and World Report*, and other industry-related websites indicate that supply chain-related jobs are expected to grow 30 percent annually. The average annual salary (2016) for all supply chain management positions (with the BSBA) in the United States is \$116,925. The average entry level salary is \$50,000.
6. **Faculty Quality and Number.** No new faculty are required for the proposed degree program at current levels of enrollment. If enrollment increases over the next four years, the current faculty have the capacity to absorb new students because current class sizes are below the cut-off limits as determined by the ECU College of Business.
7. **Availability of Campus Resources (library, space, etc.).** ECU's Joyner Library has adequate resources to support the proposed degree program. The library offers an extensive collection of online databases and collections which include eBooks, abstract/indexing information, primary sources, business and statistical data appropriate to support the proposed curriculum. In addition, students enrolled through distance education are provided special services to ensure access to the library's physical and electronic collections. Many librarians and staff members work directly with distance students, offering library orientations, instruction sessions, and research assistance using a variety of methods, including web conferencing, resources embedded in the course management system, pre-recorded video, and in-person meetings (at the request of the teaching faculty member).

Existing facilities are adequate to support the proposed degree program. Given that the ECU College of Business currently supports the concentration in supply chain management, the proposed degree program, which will replace the concentration, will continue to use existing classrooms, facilities, and equipment for all courses.

8. **Relevant Lower-level and Cognate Programs.** Students must gain admittance to the College of Business and complete all prerequisites. No other subject-matter fields will be necessary to support the proposed degree program.
9. **Impact on Access and Affordability.** No tuition differential will be sought to support the proposed degree program.

Tuition and fees for spring 2020 are as follows:

Full-Time Undergraduate Tuition and Fees Per Annum (In Dollars)

Category	Resident	Non-Resident
Tuition	4,452	20,729
Mandatory Fees (Activities, Athletics, Health, Debt Service, Campus Safety, ASG)	2,616	2,616
Association of Student Govt	1	1
Special Fees (Program Specific)	N/A	N/A
Application Fee (Program Specific)	N/A	N/A
Total Tuition and Fees	7,069	23,346

10. Expected Quality. The success of the program will be judged by evaluating enrollment, student proficiency in learning outcomes, retention and graduation rates, job placement, and the satisfaction of graduates and employers.

11. Feasibility of Collaborative Program. ECU faculty meet with colleagues from other institutions with supply chain management programs during conferences of the Institute for Supply Management (ISM) and the Council for Supply Chain Management Professionals (CSCMP). The faculty regularly discuss opportunities for collaboration with other institutions. Current collaborations include research projects and pedagogical discussions. In addition, undergraduate students in supply chain management may attend events with students from other institutions.

12. Other Considerations. None.

III. Summary of Review Processes

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

UNC System Office Review Process and Feedback. Throughout the review process, ECU provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support its statements. Reviewers evaluated the proposal and requests for information were provided by the institution.

IV. Recommendation

It is recommended that the Board of Governors approve ECU's request to establish a Bachelor of Science in Business Administration in Supply Chain Management degree program (CIP 52.0203) to enroll students starting Fall 2020.

**Request for Authorization to Establish a
Bachelor of Science in Professional Writing and Information Design
(BS, CIP 23.1303) at
East Carolina University**

I. Program Highlights

- East Carolina University's proposed Bachelor of Science in Professional Writing and Information Design degree program would prepare students for careers in scientific, technical, and health writing and editing; user experience and usability of information; information design; and documentation, content creation, and document management for industry, government, and organizations. Technical communicators and information designers bridge the gap between subject matter experts (e.g., scientists and engineers) and those who must understand or implement their ideas.
- The proposed degree program would require 120 total credit hours. The proposed curriculum would require general education courses (40 credit hours), major core courses (46 credit hours), electives (15 credit hours), and a minor or structured electives as necessary to complete credit hour requirements for graduation. In addition, students would be required to complete 6 credit hours in an internship and a senior portfolio.
- The proposed degree program would be administered on campus (75 percent) and online (25 percent).
- Ten full-time students and two part-time students are projected in the first year. Sixty full-time students and eight part-time students are projected by the fourth year.
- No tuition differential will be sought to support the proposed degree program.
- Based on enrollment projections by the fourth year, the proposed degree program would need two tenure-line faculty specializing in areas such as international professional communication; technical, scientific, and/or medical rhetoric and writing; information design and digital information development. In addition, a full-time fixed-term faculty would be needed to offer service courses. The funding required at year four is estimated to be \$190,000.
- The library's resources are adequate to support the proposed degree program.
- Existing facilities are adequate to initiate the proposed degree program. Given anticipated enrollment increases by year four, two additional dedicated, digitally equipped flexible classrooms may be needed, at an anticipated cost of \$275,000 for technology and furniture.

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

1. **Existing Programs (Number, Location, Mode of Delivery).** No other institution in the UNC System offers a BS in professional or technical writing and information design or similar program. None of the 36 private institutions in North Carolina offer a comparable program in professional or technical writing.
2. **Relation to Campus Distinctiveness and Mission.** The proposed degree program would align with ECU's mission to prepare students with knowledge, skills, and values to succeed. It further serves ECU's goals for public service and regional transformation by preparing students for careers in demand in the pharmaceutical, medical, financial, and software industries.

3. **Demand (local, regional, state).** Information design and writing skills are sought by businesses, industries, and organizations. North Carolina employment projections suggest graduates with degrees that prepare professionals in technical writing, information design, and related emerging specialties will be positioned for opportunities over the next decade. Current state demand for graduates with these skills is high, with over 1,000 related jobs listed online as of December 4, 2017. Of note is projected growth in demand for technical writers of 22.6 percent by 2024 (median 2016 salary \$74,350), led by expanding software, hardware, consumer electronics, pharmaceutical, and financial services industries; user experience (UX) designers responsible for improving use of applications, documents, and information applications (19 percent projected national growth, North Carolina average salary of \$70,397), and document management professionals (10-year job growth 5-9 percent nationally, 4 percent in North Carolina, salary range \$46,190-118,900).
4. **Potential for Unnecessary Duplication.** No other institution in the UNC System offers a BS in professional or technical writing and information design or similar program. Within the UNC System, eight schools offer minors, concentrations, or tracks within English BA programs that share some content and goals with the proposed degree program. These include Appalachian State University (concentration in professional writing); North Carolina Agricultural and Technical State University (concentration in technical writing); North Carolina State University (concentration in language, writing, and rhetoric); University of North Carolina at Chapel Hill (minor in composition, rhetoric, and digital literacy); University of North Carolina at Charlotte (concentration in language and digital technology); The University of North Carolina at Greensboro (concentration in language and digital technology); University of North Carolina Wilmington (track in professional writing); and Western Carolina University (concentration in professional writing). None of these options is offered completely online or onsite. None of the 36 private institutions in North Carolina offer a comparable program in professional or technical writing. However, 11 private institutions offer similar minors, certificates, or concentrations in English BA programs.
5. **Employment Opportunities for Graduates.** According to the Bureau of Labor Statistics (BLS), projected nationwide growth for technical writers and information design specialists is 11 percent from 2016-2026; job growth is expected for professional services. The BLS reports, "Professional, scientific, and technical services firms are expected to continue to grow rapidly and should be a good source of new jobs." Many of these will be in STEM fields that require people trained in writing and designing information for technical and scientific products and communications.

Continued growth of online and mobile services in various fields, information needs, and product support will further increase job prospects for graduates of the proposed degree program. Individuals with skills in content creation and curation, information design, user experience, and web development will be well positioned to serve businesses and organizations (particularly for those with some skills in HTML, CSS, JavaScript, and other mark-up tools).

6. **Faculty Quality and Number.** Based on enrollment projections by the fourth year, the proposed degree program would need two tenure-line faculty specializing in areas such as international professional communication; technical, scientific, and/or medical rhetoric and writing; information design and digital information development. In addition, a full-time fixed-term faculty

would be needed to offer service courses. The funding required at year four is estimated to be \$190,000.

- 7. Availability of Campus Resources (library, space, etc.)** East Carolina University's Joyner Library has adequate resources to support the proposed degree program. Students would be able to access materials and services that have been routinely available to faculty. Faculty may request books periodically through the academic department's library committee.

Existing facilities are adequate to initiate the proposed degree program. Given anticipated enrollment increases by year four, two additional dedicated, digitally equipped flexible classrooms may be needed, at an anticipated cost of \$275,000 for technology and furniture.

- 8. Relevant Lower-level and Cognate Programs.** The proposed degree program may require students to add structured electives, minors, a second major, or certificates from a variety of disciplines, including communication, creative writing, linguistics, social sciences, or physical sciences, among others. For example, a student might consider the Multi-Disciplinary Composite Science Minor and the Business and Technical Communication certificate to prepare for a career in science writing. Another student may choose a minor or take structured electives in communication to add to their understanding of media culture.
- 9. Impact on Access and Affordability.** No tuition differential will be sought to support the proposed degree program.

Tuition and fees for spring 2020 are as follows:

Full-Time Undergraduate Tuition and Fees Per Semester (In Dollars)

Category	Resident	Non-Resident
Tuition	4,452	20,729
Mandatory Fees (Activities, Athletics, Health, Debt Service, Campus Safety)	2,616	2,616
Association of Student Govt	1	1
Special Fees (Program Specific)	N/A	N/A
Application Fee (Program Specific)	N/A	N/A
Total Tuition and Fees	7,069	23,346

- 10. Expected Quality.** The success of the program will be judged by evaluating enrollment, student proficiency in learning outcomes, retention and graduation rates, job placement, and the satisfaction of graduates and employers.
- 11. Feasibility of Collaborative Program.** NC State University is the closest institution that offers a concentration in a similar area. NC State University also offers a PhD program with affinities to ECU's PhD program in rhetoric, writing, and professional communication. Faculty and students at both ECU and NC State University participate in the Raleigh chapter of the professional organization, The Society for Technical Communication. ECU will actively pursue a closer,

reciprocal relationship with the programs at NC State University to assist students in developing peer and professional networks.

12. Other Considerations. None.

III. Summary of Review Processes

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

UNC System Office Review Process and Feedback. Throughout the review process, ECU provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support its statements. Reviewers evaluated the proposal and requests for information were provided by the institution.

IV. Recommendation

It is recommended that the Board of Governors approve ECU's request to establish a Bachelor of Science in Professional Writing and Information Design degree program (CIP 23.1303) to enroll students starting Fall 2020.

**Request for Authorization to Establish a
Master of Science in Applied Statistics
(MS, CIP 27.0601) at
University of North Carolina at Greensboro**

I. Program Highlights

- The University of North Carolina at Greensboro's proposed Master of Science in Applied Statistics degree program would prepare students for careers in health and insurance sectors, government agencies, and business entities. The target student population for this program will be students with a bachelor's degree in a quantitative field. UNC Greensboro already provides the curriculum through a concentration in the MS in Mathematics. However, the curriculum closely resembles what most institutions call a statistics degree. Therefore, the existing degree title, "MA in Mathematics," does not fully convey what students learn within the applied statistics concentration. The proposed degree program would better represent graduates' proficiency in statistics to prospective employers.
- The proposed degree program would require 30 credit hours. The curriculum would include core courses (15 credit hours), elective courses (12 credit hours), and a capstone experience (3 credit hours).
- The proposed degree program would be administered on campus.
- Five full-time students and one part-time student are projected in the first year. Fourteen full-time students and six part-time students are projected by the fourth year.
- No tuition differential will be sought to support the proposed degree program.
- Existing faculty are adequate to support the proposed degree program. The proposed curricular content would continue the courses in an existing concentration within the MA in Mathematics.
- The library's resources are adequate to support the proposed degree program.
- Existing 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).** UNC System institutions offering programs similar to the proposed degree program include North Carolina State University (on campus and online), University of North Carolina at Chapel Hill (on campus), and University of North Carolina at Charlotte (on campus). In addition, Duke University offers a master's degree in statistical science (on campus).
2. **Relation to Campus Distinctiveness and Mission.** The proposed degree program would support UNC Greensboro's mission of "meeting social, economic, and environmental challenges in the Piedmont Triad, North Carolina, and beyond." The flexibility and accessibility of instruction would support the mission's goal to provide "learner-centered, accessible, and inclusive" programs that foster "intellectual inquiry to prepare students for meaningful lives and engaged citizenship."

The proposed degree program supports the mission of the UNC System to "impart the skills necessary for individuals to lead responsible, productive, and personally satisfying lives," and "address the needs of individuals and society" by training statistics professionals to meet the increasing demand to solve problems in a data-centric world.

3. **Demand (local, regional, state).** According to EAB (formerly the Education Advisory Board), graduates from statistics programs find employment easily in government agencies, business, and industry. EAB profiled contacts at institutions who reported that graduates most commonly enter data- and business-related roles. Data-related roles (e.g., 'data scientist') comprise seven of the 20 most in-demand positions for master's-level applied statistics professionals during the past 12 months. Regional employers posted 332 roles with one of these seven titles, which account for 10 percent of all their postings for master's-level applied statistics professionals during the past 12 months (332 of 3,199 postings). The most common data titles posted by regional employers include 'data analyst' (113 postings), 'data scientist' (67 postings) and 'biostatistician' (60 postings).
4. **Potential for Unnecessary Duplication.** The proposed degree program would be differentiated from existing programs because it would serve as a terminal degree that is not intended to prepare students for a PhD program. Students would be required to complete an applied project as the capstone of the degree, while most of the similar degrees offered by UNC System institutions allow students a thesis option. The proposed degree program would provide greater flexibility for students to choose applied statistics courses or courses from a discipline related to an area of application over theoretical statistics courses, broadening their technical expertise and enhancing their job readiness. This could make the program more attractive to industry professionals who want to tailor their program to meet the needs of their profession.
5. **Employment Opportunities for Graduates.** A market research brief from EAB, *Market Viability of a Master's-Level Applied Statistics Program*, reported projections from the U.S. Bureau of Labor Statistics (BLS) of 33 percent growth in demand for "mathematicians and statisticians" between 2016 and 2026, significantly faster than the projected seven and a half percent across all occupations. The BLS attributes employment growth of "mathematicians and statisticians" to an increased utilization of statistical analysis to inform decision making across the government, for-profit, and non-profit sectors." EAB's report stated that "Nationally, employer demand for master's-level applied statistics professionals grew 32 percent between H2 2013 and H2 2017 (40,805 of 53,890 postings).
6. **Faculty Quality and Number.** Existing faculty are adequate to support the proposed degree program. The proposed curricular content would continue the courses in an existing concentration within the MA in Mathematics.
7. **Availability of Campus Resources (library, space, etc.).** UNC Greensboro's University Libraries provide access to adequate physical and online resources to students, faculty, and staff. The Libraries' collections consist of a variety of formats, including more than 1.2 million print monographs, over 620,500 federal and state documents, more than 300,000 microforms, and 49,000 audio units. The Libraries provide access to more than 50,000 serial titles, of which over 45,000 are electronic journals. In recent years, the number of electronic books (e-Books) has increased substantially, with over 370,000 accessible. UNC Greensboro users can access more than 650 electronic databases, including major social science data resources such as ICPSR and Roper Center. The Libraries have also helped faculty acquire publisher data for data mining projects and provided access to electronic journal or book databases from MathSciNet, AMS Primary Research Journal Archive, Project Euclid, Europaena Mathematics Digital Library, and zbMATH. The Libraries have supported study in statistics through access to papers published at JSTOR, ScienceDirect, Scopus, and Wiley Online Library.

Existing facilities are adequate to support the proposed degree program. The Department of Mathematics and Statistics currently has a variety of facilities and equipment supporting its bachelor's, master's, and PhD programs. Courses are scheduled in classrooms equipped with modern instructional facilities, including teaching workstations, projectors and document cameras. Students in the department have access to both university-managed general-purpose computer labs (468 computers in 12 general-purpose labs) and an exclusive-access shared computer lab with the Computer Science department (22 computers), as well as cloud access to most software licensed by UNC Greensboro.

- 8. Relevant Lower-level and Cognate Programs.** UNC Greensboro's BS in Mathematics program is expected to be a source of students for the proposed degree program. There are also several undergraduate programs in mathematics and statistics in the region at institutions without graduate programs in statistics. In particular, the new program is likely to attract graduates of a recently developed undergraduate degree in statistics at Elon University.

Collaborative research between statistics and other disciplines demonstrates the value of fields that engage in quantitative research. Current and past departments that statistics faculty have collaborated with include Biology, Chemistry, Education, Geography, Information Systems, Kinesiology, Music, Psychology, and Public Health, all of which have active graduate programs. Each of these programs are established and do not require any improvement or expansion to support the proposed degree program.

- 9. Impact on Access and Affordability.** No tuition differential will be sought to support the proposed degree program.

Tuition and fees for spring 2020 are as follows:

Full-Time Graduate Tuition and Fees Per Annum (In Dollars)

Category	Resident	Non-Resident
Tuition	5,219	18,937
Mandatory Fees (Activities, Athletics, Health, Debt Service, Campus Safety)	2,865	2,865
Association of Student Govt	1	1
Special Fees (Program Specific)	N/A	N/A
Application Fee (Program Specific)	N/A	N/A
Total Tuition and Fees	8,085	21,803

- 10. Expected Quality.** The success of the program will be judged by evaluating enrollment, student proficiency in learning outcomes, retention and graduation rates, job placement, and the satisfaction of graduates and employers.

11. Feasibility of Collaborative Program. Opportunities for collaboration may occur through a sharing relationship for internships, practica, or other site-based capstone projects. This could take the form of an online colloquium that is common to all institutions as part of the experiential learning component. This colloquium would serve all institutions, avoiding unnecessary duplication of effort among the campuses.

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, the 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. Reviewers evaluated the proposal and requests for information were provided by the institution.

IV. Recommendation

It is recommended that the Board of Governors approve UNC Greensboro's request to establish a Master of Science in Applied Statistics degree program (CIP 27.0601) to enroll students starting Fall 2021.



AGENDA ITEM

A-5. UNC System Degree Program Discontinuation and Consolidation David English

Situation: East Carolina University requests discontinuation and consolidation of the following degree program:

— Master of Arts in Education in Birth to Kindergarten (CIP 13.1209)

Background: Per UNC policy 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 consolidation 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 Discontinue and Consolidate
Academic Degree Program**

East Carolina University – MA in Education in Birth to Kindergarten – (CIP 13.1209)

The Master of Arts in Education (MAEd) in Birth to Kindergarten degree program (CIP 13.1209) will be discontinued due to a restructuring of the curriculum. It will be consolidated into a concentration within the Master of Arts in Education (MAEd) in Curriculum and Instruction (CIP 13.0301).

There are 21 students currently enrolled in the MAEd in Birth to Kindergarten degree program. They will be notified by an e-mail to their ECU account. Based on their plan of study, students will be advised on their options to transfer into the MAEd in Curriculum and Instruction degree program or complete the MAEd in Birth to Kindergarten.

No faculty or staff members will be reassigned due to the discontinuation and consolidation of the program.

AGENDA ITEM

A-6. Plan to Increase Primary Health Providers (AHEC)..... David English

Situation: The president of the University of North Carolina System submits this report and information for comment. The report must be submitted to the Joint Legislative Education Oversight Committee to fulfill the legislative requirement for a biennial report on primary care educational programs.

Background: During its 1993 and 1994 sessions, the General Assembly passed legislation intended to expand the state's pool of generalist physicians. Senate Bill 27, as amended by House Bill 729, mandated: the four schools of medicine develop plans for increasing the percentage of medical school graduates who choose residency positions in primary care; the AHEC Program develop a plan to expand the number of primary care residency positions; and the Board of Governors monitor and report on specialty selection by medical students at graduation and five years after graduation. In 1994, the four schools of medicine and AHEC submitted primary care educational plans; subsequently, G.S. 143-613, as contained in House Bill 230, passed in the 1995 session of the North Carolina General Assembly and required an update of these plans beginning in 1996 and every two years thereafter. Programs for physician assistants, nurse practitioners, and nurse midwives were also required to submit plans for increasing the percentage of graduates entering primary care and to be updated on the same timeline.

Assessment: North Carolina health science schools have implemented numerous efforts over the years to increase the number of students entering primary care. The shortage of quality clinical teaching sites in community primary care settings continues to be the most significant challenge facing NC's health science programs. Many schools continue to increase enrollments despite the challenges of securing enough sites for existing students. The report highlights changes and efforts to address this challenge, and offers several suggestions for state actions to recruit, train, and retain primary care providers in NC. New items in the 2020 plans include: renewed interest in Interprofessional Education (IPE) & Interprofessional Practice (IPP); interest in developing PA residency programs; the addition of Pfeiffer University's Physician Assistant Studies Master of Science program, and growing interest in simulation training and showing the value that students bring to health care settings

Action: This item is for information only.

Report to the Board of Governors
University of North Carolina System

2020 UPDATE:
PRIMARY CARE EDUCATION PLANS

From

NC Schools of Medicine

Nurse Practitioner and Physician Assistant Programs

North Carolina Area Health Education Centers (AHEC) Program

This report is submitted to the Board of Governors of the University of North Carolina in response to General Statute 143-613 as contained in House Bill 230 passed in the 1995 session of the North Carolina General Assembly.

April 2020

Legislative Mandate

During its 1993 session, the North Carolina General Assembly expressed its interest in expanding the pool of generalist physicians for the state. In Senate Bill 27 as amended by House Bill 729, the General Assembly mandated that each of the state's four schools of medicine develop a plan setting goals for an expanded percentage of medical school graduates choosing residency positions in primary care. Primary care was defined as family practice, internal medicine, pediatrics, and obstetrics-gynecology. It set the goal for the ECU and UNC Schools of Medicine at 60 percent of graduates. For the Wake Forest University and Duke University Schools of Medicine, it set the goal at 50 percent.

The General Assembly also mandated that the N.C. Area Health Education Centers (AHEC) Program develop a plan to expand the number of primary care residency positions. Finally, the legislature mandated that a monitoring system be developed by the Board of Governors to report on specialty selection by medical students at graduation and five years after graduation.

In 1994, the four schools of medicine and the N.C. AHEC Program submitted primary care educational plans for increasing the percent of medical school graduates choosing primary care residency programs and subsequently generalist practice. General Statute 143-613 as contained in House Bill 230 passed in the 1995 session of the North Carolina General Assembly requires an update of these plans beginning in 1996 and every two years thereafter. Programs for physician assistants, nurse practitioners and nurse midwives were also required to submit plans with strategies for increasing the percentage of graduates entering primary care and to be updated on the same timeline.

The plans of the four schools built upon the unique missions and programs of the schools. Although specific activities differ between the schools, they all implemented initiatives in similar areas in order to increase the percentage of graduates choosing careers in primary care. In each case, the schools also built upon their long-standing relationships with the AHEC Program in order to conduct increased medical student and primary care residency training in community settings.

Though not required, we have added the report from Campbell University Jerry M. Wallace School of Osteopathic Medicine.

Executive Summary

Many of the strategies mentioned in the 2018 report for increasing the percentage of graduates entering primary care are still active in 2020. Schools continue to:

- Identify & recruit students with an interest in primary care, especially those from rural and less resourced areas
- Seek HRSA and other grant opportunities to explore innovative models to better prepare the primary care workforce
- Develop regional campuses to maximize outreach and connect with primary care providers as teachers across the state
- Promote team based cost-effective health care
- Increase student enrollments and opportunities to participate in community primary care learning experiences
- Expansion of rural residencies in primary care and needed specialties

What is new in the 2020 plans?

- Renewed interest in Interprofessional Education (IPE) & Interprofessional Practice (IPP)
- Interest in developing PA residency programs
- At least one new school (Pfeiffer University PA)
- Growing interest in simulation training and showing the value that students bring to health care settings

Challenges

The primary challenges remain constant. First, measuring the success of school efforts to increase advance care practitioner students entering primary care is unreliable. As mandated in the 1993 legislative session, AHEC and the Cecil Sheps Research Center track the practice specialty and location of medical school students five years after graduation, but no similar efforts are supported for tracking NP, CNM & PA students. These schools depend largely on self-report and alumni records to verify the practice specialty and location of their students after graduation.

Second, the shortage of quality clinical teaching sites in community primary care settings continues to be the most significant challenge facing NC's health science programs. Many schools continue to increase enrollments despite the challenges of securing enough sites for existing students. The merger of healthcare systems, increased ownership of physician practices by those systems and growing focus on productivity by those practices further limits the number of community sites willing and capable of teaching students. As a result schools are increasing the use of IT/simulation training as well as documenting the value that students bring to a health care setting in hopes of persuading systems to become teaching sites.

Our 2018 report highlighted initial efforts to address this challenge by convening a statewide precepting work group. Since then NC AHEC has moved forward on the primary two recommendations:

A. Creating a tax incentive for community preceptors

NC AHEC recently convened a group of key stake holders to confirm statewide support going forward and begin drafting strategies for introducing this to the NC legislature. Four states (Georgia, Maryland, Colorado & Hawaii) have successfully passed a tax incentive legislation and our group will draw upon their success in developing a proposal for NC.

Stakeholders included:

NC Healthcare Association

NC Academy of Family Practice

UNC-General Administration

NC Medical Society

NC Academy of Physician Assistants

NC Pediatric Society

NC Board of Nursing

NC Independent Colleges & Universities

B. Standardizing student onboarding processes for all training sites in NC

NC AHEC has a strong start on achieving this through the Consortium for Clinical Education & Practice (CCEP) developed by AHEC in 2008. Many nursing schools and health systems have already adopted this model and our goal now is to expand it to all sites, health science schools and disciplines. This will require additional resources.

NC AHEC is also a pilot site for the Society of Teachers of Family Medicine (STFM), a national organization of Family Medicine educators, to standardize onboarding processes. In addition to the pilot objectives, we have used this opportunity to introduce CCEP to all five NC medical schools.

New for this report we asked schools “**What actions should we as a state commit to over the next two years to ensure that we recruit, train and retain a qualified and adequate number of primary care providers in NC?**”

While responses were limited, several suggestions were made:

- Fund a program like NC State Education Assistance Authority (NCSEAA’s) Forgivable Education Loans for Service (FELS) or the National Health Service Corps Loan Repayment program that provides free tuition and add a stipend for living expenses in exchange for working in a rural and underserved primary care site in NC.
- Provide more low-cost housing for students who do clinical rotations in a rural and underserved primary care sites in NC, particularly to public programs who take 80% or more of their students from North Carolina.
- Provide additional funding to pay clinical preceptors in rural and underserved primary care sites in NC, particularly to public programs who take 80% or more of their students from North Carolina.

- Support of faculty members in health care programs with loan repayment or forgiveness. There is a shortage of PA faculty nationwide, and retention of quality educators can be difficult. A major barrier is salary. [As a note, we recognize a similar challenge for nursing and other faculty]
- Direct support of clinical preceptors practicing in medically underserved areas. More incentives for them to take students.

AHEC is pleased to report that we surveyed NC health science schools in 2019 regarding their need for student housing especially in rural and less resourced areas of the state. We are developing a response to meet identified needs. We have already committed additional funds to our most eastern and western centers (Eastern AHEC, Greenville and Mountain AHEC, Asheville) to expand student housing in order to make community sites more available to students on clinical rotations. NC AHEC provides over 50,000 nights of student housing annually and look forward to increasing our capacity even further.

NC AHEC is uniquely positioned to bridge community and academic partners to address the need for a primary care workforce in NC. Our mission and vision remain constant:

Mission

The NC AHEC Program provides and supports educational activities and services with a focus on primary care in rural communities and those with less access to resources to recruit, train, and retain the workforce needed to create a healthy North Carolina.

Vision

We envision a state where every North Carolinian is healthy and supported by an appropriate and well-trained health workforce that reflects the communities it serves.

The NC AHEC Program will continue to lead and to partner with others to develop and support educational programs and supports focusing on primary care. The COVID-19 pandemic is causing health leaders and health systems to re-evaluate how care is delivered and how patients, communities and providers are supported. We intend to use the time between this report and the next report to learn from these experiences and how education and training should be adjusted to respond to these lessons learned.

We will also use this time to advance education and support for interprofessional education and practice and to re-evaluate how that focus affects and support primary care.

We look forward to working with our partners to identify opportunities to continue to improve primary care education in North Carolina.



AGENDA ITEM

A-7. Revisions to Policy 400.4.1 Daniel Harrison

Situation:	The University of North Carolina’s Board of Governors is charged under G.S 116-15 with authorizing and declaring exempt from licensure non-public and out-of-state institutions offering postsecondary degrees in North Carolina. G.S. 116-15(i) empowers the Board to make rules and regulations designed to implement the statute. The Board has done so through this policy.
Background:	This policy required extensive revisions for clarity and internal consistency, as well as to incorporate best practices for student protection and to address modern trends in higher education.
Assessment:	The UNC System Office drafted the revisions and has made other internal changes with the following objectives in mind: to refocus efforts on things that make a practical, on-the-ground difference for North Carolina students, to adopt a risk-based approach to state authorization, and to leverage, and not duplicate, the work of other regulatory bodies such as accreditors and the federal Department of Education.
Action:	This item requires a vote by the committee, with a vote by the full Board of Governors through the consent agenda at the next meeting.

**Policy on Standards for Licensure of Nonpublic Degree
Granting Postsecondary Activity**

I. Purpose. This policy implements N.C. Gen. Stat. § 116-15 (hereinafter G.S.), relating to the standards for licensure for nonpublic degree granting postsecondary activity in North Carolina.

II. Definitions

A. "Postsecondary degree" means a credential conferring on the recipient thereof the title of "Associate," "Bachelor," "Master," or "Doctor," or an equivalent title, signifying educational attainment based on:

1. Interactions between faculty and students following a coherent course of study with specified student outcomes; and/or

2. A coherent course of study in which the student and instructor are not in the same place delivered either synchronously or asynchronously with specified student outcomes and faculty-student interaction mediated through electronic means; or

3. A combination of the foregoing; provided, that "postsecondary degree" shall not include any honorary degree or other so-called "unearned" degree. ~~The content and rigor of the curriculum for the degree must be at a level to assure an education of good quality.~~

B. "Institution" means any sole proprietorship, group, partnership, venture, society, company, corporation, school, college, or university that engages in, purports to engage in, or intends to engage in any type of postsecondary degree activity.

C. "Nonpublic institution" means an institution that is not a constituent institution of the University of North Carolina or the North Carolina Community College System.

D. "Instruction" means delivery of a coherent and formal plan of study constructed for students so that they can demonstrate specific learning outcomes.

E. "Postsecondary degree activity" means:

1. Awarding a postsecondary degree; or

~~*Supersedes Section 400.4.1, originally entitled, "Policy on Licensing Nonpublic Institutions to Conduct Postsecondary Degree Activity in North Carolina," adopted February 8, 1974, and last amended May 27, 2016.~~

2. Conducting or offering study, experience, or testing for an individual or certifying prior successful completion by an individual of study, experience, or testing, under the representation that the individual successfully completing the study, experience, or testing will receive credit, at least in part, that may be used toward a postsecondary degree.

Postsecondary degree activity includes conduct with respect to either a complete postsecondary degree program or any study, experience or testing represented as creditable toward a postsecondary degree.

F. “Publicly registered name” means the name of any sole proprietorship, group, partnership, venture, society, company, corporation, school, college, or institution that appears as the subject of any Articles of Incorporation, Articles of Amendment, or Certificate of Authority to transact business or to conduct affairs, properly filed with the Secretary of State of North Carolina and currently in force.

G. “Board” means the Board of Governors of the University of North Carolina.

III. Exemption from Licensure

A. Institutions Continuously Conducting Postsecondary Degree Activity in North Carolina since July 1, 1972. Any institution that has been continuously conducting postsecondary degree activity in this State under the same publicly registered name or series of publicly registered names since July 1, 1972, shall be exempt from the provisions for licensure upon presentation to the Board of Governors of information acceptable to the Board to substantiate such postsecondary degree activity and public registration of the institution’s names. Any institution that, pursuant to a predecessor statute, had presented to the Board proof of activity and registration such that the Board granted exemption from licensure, shall continue to enjoy such exemption without further action by the Board. [G.S. 116-15(c)]

B. Programs Relative to Religious Education. No institution shall be subject to licensure under this section with respect to postsecondary degree activity based upon a program of study, equivalent experience, or achievement testing, the institutionally planned objective of which is the attainment of a degree in theology, divinity, or religious education or in any other program of study, equivalent experience, or achievement testing that is designed by the institution primarily for career preparation in a religious vocation. This exemption shall be extended to any institution with respect to each program of study, equivalent experience, and achievement test that the institution demonstrates to the satisfaction of the Board should be exempt from licensure requirements. [G.S. 116-15(d)]

C. Institutions Conducting Postsecondary Degree Activity within the Military. To the extent that an institution undertakes postsecondary degree activity on the premises of military posts or reservations located in this State for military personnel stationed on active duty there, or their dependents, or employees of the military, the institution shall be exempt from licensure requirements. [G.S. 116-15(e)] If the institution offers or conducts postsecondary degree activity for other persons, the institution shall be subject to licensure. Institutions declared exempt under this section shall present annual reports to ~~General Administration~~the UNC System Office describing degree activity and enrollments.

D. Distance Education Conducted Pursuant to a State Authorization Reciprocity Agreement. Any institution conducting postsecondary degree activity in North Carolina pursuant to a State Authorization Reciprocity Agreement to which the State of North Carolina is a party shall be exempt from licensure requirements.

IV. Standards for Licensure. To be licensed to conduct postsecondary degree activity in the State of North Carolina, a nonpublic postsecondary educational institution shall satisfy the Board of Governors that it meets the standards as specified by G.S. 116-15(f) and has demonstrated that its academic programs meet the Board of Governors' standards for an education of good quality.

A. Standard 1 (Charter). The institution shall be state-chartered. If chartered by a state or sovereignty other than North Carolina, the institution shall also obtain a Certificate of Authority to Transact Business or to Conduct Affairs in North Carolina issued by the Secretary of State of North Carolina. [G.S. 116-15(f)(1)]

1. Charter. The institution is chartered by the Secretary of State of North Carolina and has been issued a Certificate of Authority to Transact Business or to Conduct Affairs in North Carolina, if applicable.

2. Availability of articles of incorporation. A copy of the articles of incorporation or other relevant business formation documents of the institution and all amendments thereto must be on file in the office of the chief executive officer of the institution and available for review on request during normal working hours by any person. If the institution is chartered outside North Carolina, a copy of the Certificate of Authority to Transact Business or to Conduct Affairs in North Carolina must also be on file in the office of the chief executive officer and be available for review by any person.

~~3. Publication of contact information. The address, telephone number, email address, website, and other pertinent contact information of the institution, and of the principal office of the corporation must be published in a manner accessible to students, prospective students, and the public.~~

34. Availability of articles of incorporation of controlling corporation(s). If the institution is controlled, directly or indirectly, by one or more other business entities, a copy of the governing documents and amendments thereto of each such business entity must also be on file in the office of the chief executive officer of the institution and be available for review by any person.

~~5. Publication of governing board membership of controlling corporation(s). The membership of the governing board of the institution as well as the name and membership of the governing board of any other corporation or corporations, which may control, directly or indirectly, the institution must be published in a manner accessible to students, prospective students, and the public.~~

B. Standard 2 (Period of Operation). The institution must have been conducting postsecondary degree activity in a state or sovereignty other than North Carolina during consecutive, regular-term academic semesters, exclusive of summer sessions, for at least the two years immediately prior to submitting an application for licensure under this section, or must have been conducting with enrolled students, for a like period in this State or some other state or

sovereignty, postsecondary educational activity not related to a postsecondary degree; provided, that an institution may be relieved temporarily of this standard under the conditions set forth herein. [G.S. 116-15(f)2 and G.S. 116-15(i)]

Availability of interim permit. An institution which meets the standards for licensure set forth herein except for having conducted postsecondary degree activity for at least the two years immediately prior to submitting an application for licensure may be granted an interim permit to conduct postsecondary degree activity if the institution can demonstrate stability, experience, reputation, and performance which two years of operation would normally denote.

~~2. Review of interim permit. Review of an institution's interim permit may be conducted at any time to determine whether the institution demonstrates compliance with these standards.~~

C. Standard 3 (Program of Study). The substance of each course, program of study, equivalent experience, or achievement test must be such as may reasonably and adequately achieve the stated objective for which the study, experience, or test is offered in order to be certified as successfully completed. [G.S. 116-15(f)(3)]

1. Support of mission. The program of study offered by an institution must reflect and support the mission of the institution and be reasonably designed to achieve the stated objectives. ~~The academic program must ordinarily include provisions for a general education curriculum and specific fields of study at the associate, baccalaureate, or advanced level as appropriate for the mission of the institution.~~

2. Programs and Courses. Programs and courses will have academic curricula that are designed to achieve stated educational objectives. The institution shall demonstrate that each academic program is approved by the faculty and the administration and evaluated on a regular basis to determine its effectiveness. This evaluation must include assessment of student learning outcomes, retention and graduation rates, and student and faculty satisfaction. ~~Courses. The institution shall have an academic curriculum that is designed to reasonably and adequately achieve its mission and educational objectives. The institution shall demonstrate that each academic program for which academic credit is awarded is: (a) approved by the faculty and the administration; and (b) evaluated annually to determine its effectiveness. Course objectives, prerequisites, the plan of instruction, requirements, and procedures for evaluation must be clearly stated and available to current and prospective students in a written course syllabus. An institution must provide for annual evaluation of course and program effectiveness including assessment of student learning, retention, and graduation rates, and student and faculty satisfaction.~~

3. Distance education. Academic standards, student learning outcomes, and student satisfaction for distance education courses must be substantively the same as for courses delivered in-person. The technology used must be appropriate to meet course objectives. Distance education must promote interaction between students and faculty and among students. ~~Distance education. Academic standards for courses delivered off-campus or electronically must be the same as for courses delivered at the institution where they originate. The quality and content of each course, regardless of the mode of delivery, must be such as may reasonably and adequately achieve the stated objective. Appropriate data must be used to determine comparability. Such reviews are to demonstrate that student~~

~~learning outcomes and satisfaction in distance courses delivered electronically are comparable to student learning outcomes and satisfaction in courses offered at the campus where they originate. The technology being used must be appropriate to meet course objectives. Instruction employing distance learning technology must ensure appropriate interaction between students and faculty and among students.~~

4. General education. ~~If the institution offers associates or bachelor's degrees, then the institution shall offer a general education program that is a substantial component of each such degree. One or more courses, or their equivalencies, must be taken from each of humanities/fine arts, social/behavioral sciences, and natural science/mathematics. The institution must identify appropriate general education competencies and provide evidence that graduates have attained those competencies.~~ General education. ~~If the institution offers associates or bachelor's degrees, or credit which may be used towards associates or bachelor's degrees, then the institution shall offer a general education program at the collegiate level that is a substantial component of each undergraduate degree, ensures breadth of knowledge, and is based on a coherent rationale. One or more courses, or their equivalencies, shall be taken from each of humanities/fine arts, social/behavioral sciences, and natural science/mathematics. The institution shall identify appropriate general education competencies, and shall provide evidence that graduates have attained those competencies. If the institution requires prior completion of a general education program as a condition of admission to an associates or bachelor's degree program, then the institution shall have a defined and published policy for evaluating, awarding and accepting credit for academic instruction, regardless of its mode of delivery.~~

5. ~~Duration and intensity. The program of instruction must include educational activities extending over a sufficient period of time and in sufficient intensity to fulfill the mission and academic goals of the institution. The academic year, regardless of its organization, is ordinarily at least 30 weeks in duration.~~

56. Associate degrees. ~~The general education component of an associate's degree ordinarily consists of a minimum of 15 semester hours or the equivalent. Associate degree programs will ordinarily consist of a minimum of 60 semester credit hours or the equivalent.~~ Associate degree. ~~Each educational program leading to an associate degree shall include a general education component at the collegiate level that is a substantial component of each degree, ensures breadth of knowledge, and is based on a coherent rationale. For degree completion in associate programs, the general education component constitutes a minimum of 15 semester hours or the equivalent. The associate degree program normally consists of courses carrying a minimum of 60 semester credit hours or 90 quarter hours or the equivalent in instructional activities as measured by the institution. The associate degree program normally requires full-time attendance for two academic years or the equivalent but an institution may award the associate degree to students who have completed the course requirements at an accelerated pace or can otherwise demonstrate that they have met the measurable objectives of the program.~~

~~_____The following associate degree designations may be awarded:~~

a. ~~The Associate in Arts (A.A.) degree. Awarded to those who successfully complete programs that emphasize the liberal arts and/or the fine and performing arts. Programs must meet the general education requirements and provide for substantial additional work in the liberal, fine or performing arts. Such programs, if transfer oriented, may need to~~

~~contain additional requirements. The general education core is not directed toward specialized study or specific occupational or professional objectives.~~

~~b. The Associate in Science (A.S.) degree. Awarded to those who successfully complete programs which emphasize mathematics and/or the biological or physical sciences and which meet the general education requirements of this degree. In addition to meeting the general education requirements for an associate degree, substantial work must be done in mathematics, and/or the biological and physical sciences. Such programs are designed to serve both career and transfer objectives. Such programs, if transfer-oriented, may need to contain additional requirements.~~

~~c. The Associate in Applied Science (A.A.S.) degree. Awarded to those who successfully complete programs which emphasize preparation in the applied arts and sciences for careers, typically at the technical or semi professional level. Not less than 15 semester credit hours or 23 quarter hours in general education and not less than 30 semester credit hours or 45 quarter hours in the area of specialized preparation are required.~~

67. Baccalaureate degrees. The general education component of a baccalaureate degree ordinarily consists of a minimum of 30 semester hours or the equivalent. Baccalaureate degree programs must include clearly defined requirements for majors in academic disciplines. Baccalaureate degree programs will ordinarily consist of courses carrying a minimum of 120 semester credit hours or the equivalent. Baccalaureate degree. Each program of instruction leading to a baccalaureate degree shall include a general education component at the collegiate level that is a substantial component of each undergraduate degree, ensures breadth of knowledge, and is based on a coherent rationale. A minimum of 30 semester hours or the equivalent is required for a general education course of study. The credit hours are to be drawn from, and include at least one course in each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics. The general education course work shall not focus on narrow skills, techniques, or procedures relative to a particular occupation or career. Institutions must present a written justification and rationale for course equivalency. Additionally, baccalaureate degree programs must include clearly defined requirements for majors in academic disciplines. Baccalaureate degree programs normally consist of courses carrying a minimum of 120 semester credit hours or 180 quarter hours or the equivalent in other measurement used by the institution. Normally full-time attendance for four academic years or the equivalent in part-time attendance, independent study, work study, or other similar programs are required, but institutions may award the baccalaureate degree to students who have completed the credit requirements at an accelerated pace or can otherwise demonstrate that they have met the measurable objectives of the program.

78. Graduate degrees. An institution's graduate degree programs must be more advanced in academic content than its associates and baccalaureate degree programs. Graduate degree programs must be designed to encourage independent learning and contributions to a profession or field of study. A graduate degree program ordinarily requires one or more academic year of full-time course work or the equivalent in part-time attendance, independent study, work-study, or other similar programs. However, an institution may award a graduate degree to students who have completed the requirements of a graduate program at an accelerated pace or can otherwise demonstrate that they have met the objectives of the program. Graduate degree. An institution's graduate programs are progressively more advanced in academic content than

~~undergraduate programs. The institution shall ensure that its graduate instruction and resources foster independent learning, enabling the graduate to contribute to a profession or field of study. The majority of credits toward a graduate or a postbaccalaureate professional degree are earned through the institution awarding the degree. In the case of graduate and postbaccalaureate professional degree programs offered through joint, cooperative, or consortia arrangements, the student earns a majority of credits from the participating institutions. A graduate or post baccalaureate degree normally represents the completion of a program beyond the baccalaureate level of one or more academic years of full-time course work or the equivalent in part-time attendance, independent study, work-study, or other similar programs. An institution may award a graduate degree to students who have completed the requirements of a graduate program at an accelerated pace or can otherwise demonstrate that they have met the measurable objectives of the program.~~

~~The following graduate degrees may be awarded:~~

~~a. The master's degree. Awarded to those who successfully complete a program beyond the baccalaureate level in the arts and sciences, or professional fields normally requiring full-time study for not less than one nor more than two academic years. Master's degrees usually require a minimum of 30 semester credit hours.~~

~~b. The intermediate degree (designated variously, e.g., specialist in professional education, engineer in engineering, and candidate or licentiate in liberal arts). Awarded to those who successfully complete programs at least one academic year beyond the master's level but who do not reach the doctoral level. Normally, such programs qualify persons as highly knowledgeable and skilled in given fields rather than competent in carrying out independent research and scholarly work.~~

~~c. The doctoral degree. Awarded to those who successfully complete programs requiring three or more academic years of full-time graduate study beyond the baccalaureate level and demonstrate a capacity to do independent work. Such demonstration may take the form of completed research (doctor of philosophy), musical composition or performance (doctor of musical arts), clinical competence (doctor of medicine), or the knowledge and capacity to analyze legal problems (juris doctor). The latter two degree programs, along with dentistry, pharmacy, and veterinary medicine, constitute first professional degree programs.~~

89. Residence. Institutions may only award postsecondary degrees to students who have completed at least twenty-five percent (25%) of the degree's required credit hours or equivalent at the institution. The UNC System Office may waive this provision for good cause shown, which good cause may include an institution teaching out the students of a recently closed institution. ~~Residence. The award of an associate or baccalaureate degree normally entails at least 25 percent of the work being done through the institution awarding the degree. The method and procedures used by the institution in evaluating and granting academic credit for postsecondary degree activity completed elsewhere must be described in writing and disseminated to students and prospective students.~~

940. Transferability. The institution shall publish its transfer policies in the institution's catalog. These policies must define criteria for transferring credit. The institution shall have a defined and published policy for evaluating, awarding and accepting credit for academic

~~instruction, regardless of its mode of delivery. Transferability. The institution shall publish its transfer policies and articulation agreements in the institution's catalog. Policies and agreements must define criteria for transferring credit. The institution shall have a defined and published policy for evaluating, awarding and accepting credit for academic instruction, regardless of its mode of delivery.~~

D. Standard 4 (Facilities and Library). The institution must have adequate space, equipment, instructional materials, and personnel available to it to provide education of good quality. [G.S. 116-15(f)(4)]

1. Facilities. ~~The institution shall operate and maintain facilities that are adequate to serve the needs of the institution's educational programs, support services, and mission-related activities. The institution shall operate and maintain physical facilities, either on or off campus, that are adequate to serve the needs of the institution's educational programs, support services, and mission-related activities. Physical facilities include buildings, classrooms, computers and access to the internet, laboratories, equipment, furniture, grounds, instructional materials, and machinery. Facility sites must be free of traffic hazards and distracting noises.~~

a. Compliance with safety and health laws. ~~The institution shall comply with all ordinances and laws relative to the safety and health of persons on the campus. The facilities shall comply with all pertinent ordinances and laws relative to the safety and health of persons on the campus. See also Standard 9.~~

b. Laboratories and equipment. ~~Laboratories and equipment must be adequate for supporting the particular program of instruction and enhancing student-learning outcomes. Laboratories and equipment must be adequate for supporting the particular program of instruction and enhancing student-learning outcomes.~~

c. Experiential Learning Sites. Institutions must ensure that sites used in field placement, internships, externships, clinical rotations, and similar experiential learning activities are safe and adequate. Institutions must publish policies regarding how experiential learning sites will be evaluated prior to hosting students and on an ongoing basis. Institutions which seek to offer experiential learning must show that there are adequate sites and supervisors available to the institution's students. Institutions must clearly communicate to students and prospective students whether it is the institution's responsibility or the student's responsibility to locate any required experiential learning site. ~~Supportive services. Supportive services, faculty and staff offices, and other facilities must be adequate in size and number to accommodate faculty, staff, and students.~~

d. Housing. Student housing owned, leased, maintained, or approved by the institution must be appropriate, safe, and adequate.

e. Nonownership. If the facilities from which the institution operates are not owned by the institution, the institution must demonstrate that facilities from which it operates or other acceptable facilities are likely to be available to it for one

and one-half times the duration of the most lengthy postsecondary degree program offered.

f. Equipment. Equipment required to fulfill the institution's mission must be operational and in an adequate state of repair. If a physical facility is not owned by the institution, evidence through a lease or other means must be submitted that facilities are available for a sufficient duration to demonstrate the stability of the institution and that the institution is capable of completing any program it offers.

2. Library and electronic resources. The institution must have an adequate library or access to a library and information resources. An adequate library or access to a library and information resources is essential to supporting instruction and enhancing student learning outcomes.

a. Objectives and policies. The library must have a mission statement and objectives that are compatible with the institution's mission. The library must engage in a formal, iterative planning and assessment process that includes faculty and students. The institution's students must have access to regular and timely instruction in the use of the library. The library must have a mission statement and goals to serve as a framework for its activities. The mission and goals are to be compatible and consistent with the institution's mission. The institution shall be able to demonstrate that the library and information resources (or access to library and information resources) fulfill the institution's mission and provide adequate support to academic programs. The library shall engage in a formal planning process that involves a broad spectrum of the college community and includes the faculty and students. Planning is an iterative process that includes evaluation, updating, and refinement. Evaluation of library resources shall involve all categories of library users. The institution must ensure that users have access to regular and timely instruction in the use of the library and other learning/resources. The institution shall have a librarian. The lines of authority, status, tenure, and major duties of the librarian must be clearly stated as well as the nature of faculty involvement in the determination of library policy and in acquisition procedures. Contractual agreements with other libraries must define the following:

(1) — The extent to which the holdings of the other libraries support adequately the institution's educational program and enrollment at the relevant degree level;

(2) — The degree to which students of the institution can use these libraries and the nature of the use, including procedures for student and faculty registration for use;

(3) — The arrangements with the other libraries for acquisition of materials needed for the institution's educational program which the outside library may not normally acquire;

~~(4) The degree of authority of the institution's officials in making library policy to support the needs of the institution;~~

~~(5) Financial arrangements or fees for the use of other libraries; and~~

~~(6) Responsibilities of the college for replacement of materials lost by students of the college. The details of the contractual arrangements with other libraries must meet the criteria outlined in these standards.~~

b. Consortia agreements. Institutions may demonstrate compliance with subsection (D)(2) of this policy through entering consortia agreements with existing libraries. Consortia agreements with other libraries must define the following:

(1) The extent to which the holdings of the other libraries support adequately the institution's educational program and enrollment at the relevant degree level;

(2) The degree to which students of the institution can use these libraries and the nature of the use, including procedures for student and faculty registration for use;

(3) The arrangements with the other libraries for acquisition of materials needed for the institution's educational program which the outside library may not normally acquire;

(4) The degree of authority of the institution's officials in making library policy to support the needs of the institution;

(5) Financial arrangements or fees for the use of other libraries; and

(6) Responsibilities of the institution for replacement of materials lost or otherwise misused by students of the institution. The details of the contractual arrangements with other libraries must meet the criteria outlined in these standards.~~Staff. The library staff must be of a size and quality adequate to meet the objectives of the library and the academic programs it supports. The library must ordinarily be under the direction and supervision of a professionally trained librarian, who has a graduate library degree from a school of library science that is accredited by the American Library Association. The librarian must perform duties of a professional nature, involving organization of the entire library program, supervision or performance of acquisitions, cataloging, reference, circulation and use functions, and coordination of the library with the academic program of the college. The last involves working with faculty members in the selection and use of materials, and organizing and/or conducting a library orientation and instruction program for students and faculty. Staff of the library must be sufficient to perform all the clerical functions of the library and must have skills and training appropriate for their duties.~~

c. Staff and Administration. The institution must have a librarian. The librarian will ordinarily have a graduate library degree from a school of library science that is accredited by the American Library Association. The librarian must report to an appropriate senior administrator. The librarian must perform duties of a professional nature involving organization of the library program, supervision or performance of acquisitions, cataloging, reference, circulation and use functions, and coordination of the library with the academic program of the institution. Any additional library staff must be of a size and quality adequate to meet the objectives of the library and the academic programs it supports. The institution must publish hours during which an appropriate library staff member will be available to assist students. If the institution maintains a physical library, the library must be open to student access for a reasonable number of hours when classes are not scheduled. The library must have a formal channel for soliciting input from and communicating with the user community, including a selection of faculty members representative of the academic programs of the institution.

~~Administration.~~ The library must be administered in a manner that permits and encourages the most effective use of available library resources. The librarian shall report either to the chief executive officer or the chief academic officer. There must be a standing advisory committee of faculty members representative of the academic programs of the college to advise the librarian at least annually on acquisitions and ways of improving library services as well as to serve as the main channel of formal communications between the library and the user community. The library committee must also evaluate annually the adequacy of the collection and services. The library must keep up-to-date and adequate records of circulation, holdings, inventory data, materials on order, current periodicals received, expenditures, and budgets. The library must encourage the additional use of other library resources that may be available and seek out and help develop cooperative agreements with other libraries. Written contractual agreements must be negotiated with the libraries and these agreements must include the items specified under paragraph IV.D.2.a., above. The institution must assign responsibility for providing library/learning resources and services and for ensuring continued access to them at each site.

d. Budget. The institution must provide the library an operating budget, sufficient to provide, maintain, and insure adequate and suitable library holdings, facilities, and services. ~~Distance education.~~ The institution is responsible for funding and appropriately meeting the information needs of students enrolled in its distance learning courses and programs by supporting teaching, learning, and research. This support must provide ready and equivalent library service and learning resources to all its faculty and students, regardless of location. The institution must own the library/learning resources, provide access to electronic information available through existing technologies, and/or provide them through other libraries. If programs are to depend primarily on other libraries, the collections in those libraries must be adequate to support academic programs and courses at levels relevant to the degree objective.

e. Library facilities. If the institution maintains a physical library, then the space assigned for library usage must be conducive to study. The size must be appropriate for the student body, number of volumes in the collection, and the type

of instructional program emphasized by the institution. Space allocated for book and periodical shelving must be sufficient for growth, as well as for the current collection. Adequate space must be provided for staff, library services, and other instructional materials. The library collection. The holdings of the library must be appropriate for the purpose, course offerings, degree programs, and enrollment of the institution. College libraries must assure quality and appropriateness of the collection by the use of standard lists of books and periodicals for selection. The number of volumes in the collection, or access to resources, must be appropriate for the academic programs and the enrollment. Procedures must be developed to involve the faculty in selecting materials for the collection. Selection tools such as Choice, Current Reviews for Academic Libraries, Book Publishing Record, Library Journal, and professional library journals must be available for selection of current books and periodicals. There must be a continuing evaluation of the quality of the collection by checking holdings against bibliographies, and basic lists.

f. The library collection. The holdings of the library must be appropriate for the purpose, course offerings, degree programs, and enrollment of the institution. The library must have a collecting strategy that must assures the quality and appropriateness of the collection. The institution must evaluate of the collection by checking holdings against bibliographies and basic lists, reviewing circulation and interlibrary loan or consortial lending statistics, and processing faculty and student feedback. Organization of collection. Materials must be classified and organized by nationally approved conventions and arranged on the shelves for efficient retrieval. A catalog or catalogs of holdings by author, title, and subject must be available for public use. In addition, requisite subordinate files such as serial checking records and shelf lists must be available.

g. Budget and finance. An annual library operating budget, which authorizes sufficient financial support, is required to provide, maintain, and insure adequate and suitable library holdings, facilities, and services.

h. Service and use. The library must establish and maintain a range and quality of services that will promote the academic program of the college. In addition to providing basic reference and circulation services, orientation and instruction in the use of libraries must be provided for students and faculty. It is ordinarily desirable to have a written library guide and/or handbook for students and faculty members. When appropriate, teaching faculty should require the use of library materials in instructional programs, such as supplementary readings and research papers. If the institution maintains a physical library, the library must be open to student access for a reasonable number of hours when classes are not scheduled, both during the normal study week and during weekends and vacation periods. Library materials must be circulated to students, faculty members, and other qualified users under equitable policies. The quality of the collections available locally to patrons should ordinarily be enhanced by an interlibrary loan service in accordance with the American Library Association (ALA) Interlibrary Loan Code and local, regional, or state interlibrary cooperative agreements.

i. Library facilities. If the institution maintains a physical library, then the space assigned for library usage must be conducive to study. A central and single

~~location is desirable. The library must have good lighting, adequate ventilation, and proper temperature and humidity control. The size or square footage shall be appropriate for the student body, number of volumes in the collection, and the type of instructional program emphasized by the college. Seating must be provided for at least 10 percent of the largest number of students on campus at any time. Space allocated for book and periodical shelving must be sufficient for normal growth, as well as for the current collection. In addition, adequate space must be provided for staff, library services, and other instructional materials, which may require special facilities for safekeeping.~~

~~j. Equipment. If the institution maintains a physical library, furniture, computers, copy machines, audiovisual, digital and general equipment must be operational and in an adequate state of repair.~~

E. Standard 5 (Faculty and Other Personnel Qualifications). The education, experience, and other qualifications of directors, administrators, supervisors, and instructors must be such as may reasonably ensure that the students will receive, or will be reliably certified to have received, education of good quality consistent with the stated objectives of any course or program of study, equivalent experience, or achievement test offered by the institution. [G.S. 116-15(f)(5)]

1. Faculty. The institution must employ competent faculty members to accomplish the mission and goals of the institution, and must give them a central role in curriculum development and delivery. ~~The institution must employ competent faculty members to accomplish the mission and goals of the institution and must give them the central role in curriculum development and delivery. When determining acceptable qualifications of its faculty, an institution must give primary consideration to the highest earned degree in the discipline in accord with the guidelines listed below. The institution shall also consider competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. The institution is responsible for justifying and documenting the qualifications of its entire faculty, regardless of method of delivery or location. Electronically delivered courses must provide for meaningful and continuing interaction between faculty and among students.~~

2. Educational credentials. The institution must document and justify the qualifications of its faculty members.

a. Faculty teaching in programs leading to a baccalaureate degree, associate's degree, or non-degree programs offering credit towards a degree. Faculty teaching in a baccalaureate's degree program, an associate's degree program or a non-degree program offering credit towards a degree must hold either (i) a master's degree from an institution accredited by an accreditor recognized by the Council for Higher Education Accreditation (CHEA) with a minimum of eighteen graduate semester hours or the equivalent in the discipline the faculty member is teaching, or (ii) a baccalaureate degree from an institution accredited by an accreditor recognized by CHEA and such work experience, professional licensures and certifications, and other demonstrated competencies and achievements that

~~reasonably prepare the faculty member to teach at the postsecondary level in the discipline. Faculty teaching in programs leading to an associate's degree and non-degree programs offering credit towards a degree. Faculty teaching in an associate degree program or a non-degree program offering credit towards a degree must hold at least a master's degree or the equivalent in the field of specialization in which they are teaching. Exceptions must be justified by special competence in their field of knowledge. A minimum of 18 graduate semester hours in the master's degree must be in the discipline in which they are teaching, from a regionally accredited institution of higher education. Teaching disciplines are those considered appropriate for faculty teaching a subject area by discipline experts.~~

b. Faculty teaching in programs leading to graduate or professional degrees. Faculty teaching in programs granting graduate or professional degrees must hold either (i) the doctorate or other terminal degree in the teaching discipline or related field from an institution accredited by an accreditor recognized by CHEA, or (ii) a graduate degree from an institution accredited by an accreditor recognized by CHEA and such work experience, professional licensures and certifications, and other demonstrated competencies and achievements that reasonably prepare the faculty member to teach at the graduate level in the discipline.

c. Graduate teaching assistants. Graduate teaching assistants must hold a master's degree or 18 graduate semester hours in the teaching discipline from an institution accredited by an accreditor recognized by CHEA. Graduate assistants must be directly supervised by a faculty member experienced in the teaching discipline with planned and periodic evaluations.~~Faculty teaching in a bachelor's degree program. Faculty teaching in an institution offering a baccalaureate degree must hold at least a master's degree or equivalent in the field of specialization in which they are teaching. A majority of the faculty must have satisfactorily completed work beyond the master's degree in an accredited graduate school, and at least 25 percent of the course hours in each major must be taught by faculty who hold the doctorate or other terminal degree in the field of specialization from a regionally accredited institution of higher education.~~

~~c. Faculty teaching in programs granting graduate degrees. Faculty teaching in programs granting graduate degrees must hold the doctorate or other terminal degree in the teaching discipline or related field.~~

~~d. Faculty teaching in first professional degree programs. Faculty teaching in first professional degree programs must meet recognized standards in their fields.~~

~~e. Graduate teaching assistants. For baccalaureate instruction, graduate teaching assistants (applicable to graduate degree or professional degree-granting institutions) must hold a masters in the teaching field or 18 graduate semester hours in the teaching discipline. Graduate assistants must be directly supervised by a faculty member experienced in the teaching discipline with regular in-service training and planned and periodic evaluations.~~

3f. Size. The number of faculty, proportion of part-time to full-time faculty members, and ratio of faculty to students must be sufficient to ensure the effectiveness of the

~~educational program, including counseling and advising of students. The faculty must be sufficient in number, and the proportion of part time members and the student teacher ratio must be such as to assure the effectiveness of the educational program, including counseling and advising of students. The faculty must be representative of the principal areas of instruction offered by the institution and have a composition relevant to the number and nature of the courses taught. Further, the faculty should consist of full time, paid appointments sufficient to insure continuity and stability of the educational programs and to provide adequate educational association between students and faculty. In no instance may the faculty number fewer than four full time, paid members.~~

~~g4. Appointment, Definition of responsibilities, and evaluation. The institution must publish and implement policies regarding the appointment, employment, and regular evaluation of faculty members, regardless of contract or tenure status. Faculty responsibilities must be defined in writing. The institution must evaluate the effectiveness of each faculty member in accordance with published criteria, regardless of contractual or tenured status. Definition of responsibilities. Faculty responsibilities must be defined in writing in terms of hours taught, course development and research required, number of students, level of instruction, research expected, administrative duties, student advising, committee assignments, counseling assignments, and other expectations.~~

~~5h. Faculty development. The institution must provide for ongoing professional development of faculty. Faculty individually must engage in continuing professional study or research appropriate to their responsibilities. The institution must provide evidence of ongoing professional development of faculty. Faculty individually must engage in continuing professional study or research appropriate to their responsibilities. Provisions must be made for attendance at professional meetings and periodic study leaves to encourage continued competence, effectiveness, and productivity. Faculty teaching via an electronic system must be provided appropriate training, support services, equipment, software and communications for interaction with students, faculty, and other institutional personnel.~~

~~6i. Appointment. The institution must publish policies on academic freedom in a manner accessible to students, prospective students, and the public. Faculty must be appointed by official action of the governing board of the institution upon recommendation by its chief executive officer. Notice of appointment must be in writing and must contain the conditions of employment and personnel policies with regard to academic freedom and economic security.~~

~~7j. Faculty involvement in decision-making. The institution must publish policies, in a manner accessible to students, prospective students, and the public, clearly defining the role of the faculty in decision making in the hiring of other faculty, curriculum development, evaluation of faculty, and the hiring and evaluation of administrative staff. Evaluation of faculty. The institution must evaluate annually the effectiveness of each faculty member in accord with published criteria, regardless of contractual or tenured status. These data must be available and used for faculty development and appointment decisions.~~

~~8k. Stability. The faculty conducting classes in upper-division courses must be stable. The institution must provide a roster evidencing such stability in its initial application and in each annual report. The institution must induce such stability with adequate salaries, fringe~~

~~benefits, desirable working conditions, and tenure status as appropriate. Academic freedom. The institution must publish policies on academic freedom in a manner accessible to students, prospective students, and the public.~~

~~l. Faculty involvement in decision-making. The institution must publish policies, in a manner accessible to students, prospective students, and the public, clearly defining the role of the faculty in decision-making in the hiring of other faculty, curriculum development, evaluation of faculty, and the hiring and evaluation of administrative staff.~~

~~m. Stability. The faculty conducting classes in upper-division courses must be stable. The institution must provide a roster evidencing such stability in its initial application and in each annual report. The institution must induce such stability with adequate salaries, fringe benefits, desirable working conditions, and tenure status as appropriate.~~

~~93. Administration. The executive, administrative, and academic officers of the institution must have a graduate or professional degree from an institution accredited by an accreditor recognized by CHEA, or a baccalaureate degree and such work experience, professional licensures and certifications, and other demonstrated competencies and achievements that reasonably prepare them for their positions. Administration. The chief executive and administrative officers should ordinarily hold at least a master's degree. The chief academic officer and academic officers (e.g., deans, department chairpersons) should ordinarily also hold a minimum of a master's degree. Exceptions should be justified by special competence or experience in their areas of responsibility and must be documented in personnel files. For baccalaureate or higher-degree-granting institutions, a terminal degree will ordinarily be required for academic officers.~~

F. Standard 6 (Catalog). The institution must provide students and other interested persons with a catalog or brochure containing information describing the substance, objectives, and duration of the study, equivalent experience, and achievement testing offered; a schedule of related tuition, fees, and all other necessary charges and expenses; cancellation and refund policies; and such other material facts concerning the institution and the program or course of study, equivalent experience, and achievement testing as are reasonably likely to affect the decision of the student to enroll therein, together with any other disclosures that may be specified by the Board. Such information is provided to prospective students prior to enrollment. [G.S. 116-15(f)(6)]

~~1. The catalog may be hard copy, or may consist of one or more webpages. The catalog, or if the catalog is electronic, notification of where it may be accessed online, must be provided to students and prospective students prior to enrollment. As used in this subsection (F), "prior to enrollment" means at least five days prior to the institution receiving any money from the student or prospective student that is not fully refundable.~~

~~2. In addition to those items enumerated in G.S. 116-15(f)(6), the catalog must also include:~~

~~a. A description of the faculty and their qualifications;~~

~~b. A description of students' rights and the student code of conduct;~~

- c. The institution's admission policies;
- d. A statement regarding the transferability of its academic credit to other academic institutions that are accredited by an accreditor recognized by the CHEA. For those institutions which are not accredited, their catalog must include a disclaimer that academic credit earned may not transfer to accredited institutions and that degrees earned may not be accepted for admission to higher degree programs at accredited intuitions;
- e. The procedures used by the institution to evaluate and grant academic credit for postsecondary degree activity completed elsewhere;
- f. The dates defining the time period covered by the catalog, which may not be longer than two years;
- g. The institution's mission;
- h. The entity or entities which own the institution, if not the institution itself;
- i. Name, title, and office location of the institution's officer responsible for receiving students who wish to file complaints and to seek redress;
- j. Information regarding how students may file complaints with the Board of Governors;
- k. If applicable, location, telephone number, electronic mail and web address of the principal office of the corporation owning the institution;
- l. Availability of health care services and degree of responsibility of the institution for providing such services;
- m. The institution's cancellation and refund policy;
- n. A description of job placement assistance provided to students and former students;
- o. In the case of institutions delivering courses through distance education, information on the nature of faculty/student interaction, prerequisite technology competencies and skills, technical equipment requirements, and availability of academic support services;
- p. A statement of what programs, if any, satisfy educational requirements for professional licensure in North Carolina; ~~and~~
- q. The membership of the governing board of the institution, along with the membership of the governing board of any parent entities; ~~and~~

r. ~~The location where the institution's tuition guarantee bond is filed. The catalog shall also include a description of the faculty and their qualifications, a description of students' rights, admission policies, transferability, articulation agreements, student code of conduct, and other relevant institutional policies. The catalog must clearly indicate the specific beginning and ending dates defining the time period covered by the catalog. The institution shall provide a statement in its catalog of the transferability of its courses and degrees to other academic institutions that are regionally accredited. The institution shall update its catalog at least biennially. That catalog may be in electronic or hard copy form. The catalog, or if the catalog is electronic, notification of where it may be accessed online, must be provided to students and prospective students prior to enrollment. "Prior to enrollment" as used herein shall mean at least five days prior to the institution receiving any money from the student or prospective student that is not fully refundable. The catalog must contain statements with respect to the following: the mission of the institution, ownership and control of the institution, name, title, and office location of officer responsible for receiving students who wish to file complaints and to seek redress, contact information for North Carolina Postsecondary Education Complaints, location and accessibility of Guaranty Bond (for prepaid tuition held) for review by anyone wishing to see it, location, telephone number, electronic mail and web address of the principal office of the corporation directly owning the institution and of the institution offering the degrees, availability of health care services and degree of responsibility of the institution for providing such services, the institution's cancellation and refund policy, and a full description of job placement assistance provided to students and former students. In the case of courses delivered electronically, catalogs or brochures must provide students with clear and complete information on the nature of faculty/student interaction, prerequisite technology competencies and skills, technical equipment requirements, and availability of academic support services.~~

G. Standard 7 (Program Completion Credentials). Upon satisfactory completion of study, equivalent experience, or achievement test, the student must be given appropriate educational credentials by the institution, indicating that the relevant study, equivalent experience, or achievement testing has been satisfactorily completed by the student. [S. 116-15(f)(7)] –The institution must employ sound and acceptable practices for determining the amount and level of credit awarded for courses, regardless of format or mode of delivery. The institution must have published policy for evaluating, awarding and accepting credit for transfer, experiential learning, advanced placement, and equivalent experiences that is consistent with its mission and ensures that course work and learning outcomes are at the appropriate postsecondary level. ~~Standard 7 (Program Completion Credentials). Upon satisfactory completion of study, equivalent experience, or achievement test, the student must be given appropriate educational credentials by the institution, indicating that the relevant study, equivalent experience, or achievement testing has been satisfactorily completed by the student. [G.S. 116-15(f)(7)] The institution must employ sound and acceptable practices for determining the amount and level of credit awarded for courses, regardless of format or mode of delivery. The institution must have a defined and published policy for evaluating, awarding and accepting credit for transfer, experiential learning, advanced placement, and equivalent experiences that is consistent with its mission and ensures that course work and learning outcomes are at the appropriate postsecondary level. The institution assumes responsibility for the academic quality of any course work or credit recorded on the institution's transcript.~~

H. Standard 8 (Student Records). The institution must maintain records that are adequate to reflect the application of relevant performance or grading standards to each enrolled student. [G.S. 116-15(f)(8)] The institution must protect the security, confidentiality, and integrity of its student records. The institution must maintain student records for each student, whether or not the student completes the educational program.~~Standard 8 (Student Records). The institution must maintain records that are adequate to reflect the application of relevant performance or grading standards to each enrolled student. [G.S. 116-15(f)(8)] The institution must protect the security, confidentiality, and integrity of its student records. The institution shall maintain student records for each student, whether or not the student completes the educational program.~~

1. Content of records. Records must show attendance, progress, and grades of each enrolled student.

2. Purpose of records. Adequate student records must be maintained by the institution to substantiate student attendance, academic progress, grades earned, and to provide evidence that satisfactory standards are enforced relative to attendance, progress, and performance.

3. Disposition of records. The institution must ensure that student records are provided to the North Carolina State Archives in the event that the institution discontinues operations. In the case of an institution having more than one campus, the institution must transfer a copy of closing campus's student records, including without limitation each student's transcript, regardless of whether the entire institution is closing. Records must be transmitted in a form acceptable to the North Carolina State Archives.

4. Records security. The institution must ensure the security and confidentiality of student records, consistent with state and federal law and industry best practices.~~Disposition of records. The institution must ensure that student records are provided to the North Carolina State Archives in the event that the institution discontinues operations. In the case of an institution having more than one campus, the institution shall transfer a copy of closing campus's student records, including without limitation each student's transcript, regardless of whether the entire institution is closing. Records must be transmitted in a form acceptable to the North Carolina State Archives.~~

I. Standard 8B (Student Services). Consistent with its mission, the institution must provide student support programs, services, and activities. These services may include admissions, orientation, counseling and guidance, academic advising, financial aid advising, health care, job placement, student records, and extracurricular activities. The institution must evaluate the effectiveness of the services it provides to students.~~Standard 8B (Student Services). The institution must provide adequate services for students in addition to formal instructional experiences of the classroom and laboratory. These services normally include admissions, orientation, counseling and guidance, academic advising, financial assistance, health care, job placement, student records, and extracurricular activities. Student services must support the institution's mission, and must be evaluated annually. Sufficient qualified personnel must be employed to ensure the quality and effectiveness of all services for students.~~

~~Consistent with its mission, the institution must provide student support programs, services, and activities that promote student learning and enhance the development of its students.~~

1. Admissions. ~~The institution must have a clearly stated admissions policy. High school graduation or an equivalent credential should ordinarily be required to matriculate. A baccalaureate degree or equivalent must be required for admission into graduate or professional degree programs. The institution must have a clearly stated admissions policy. High school graduation or an equivalent credential should ordinarily be required to matriculate. A bachelor's degree or demonstrable equivalent must be required for admission into graduate or professional degree programs.~~ Admission ~~is~~ must be determined by the readiness and ability of a student to gain knowledge from the instructional offerings.
2. Counseling and guidance. ~~Appropriate counseling and guidance services must be available to students. An advisor must be assigned to assist each student in program planning, course selection, and other academic matters. Counseling and guidance. Appropriate counseling and guidance services must be available to students. An advisor must be assigned to assist each student in program planning, course selection, and other academic matters. Special care must be exercised to maintain and protect confidentiality of counseling records.~~
3. Health care services. ~~Suitable health care services must be readily available in or near the institution. The character of these services and degree of institutional responsibility must be stated in the catalog and other appropriate literature. Health care services. Suitable health care services must be readily available in or near the institution. The character of these services and degree of institutional responsibility must be stated in the catalog and other appropriate literature.~~
4. Outcome data. ~~Institutions must provide graduation and retention data to students, prospective students, and the University of North Carolina System Office (UNC System Office) upon request, along with the methodology used to calculate that graduation and retention data. If the institution calculates job placement data for any purpose, that data must be provided to students, prospective students, and the UNC System Office upon request. Institutions must maintain records sufficient to verify graduation, retention, and job placement data which is reported to students, prospective students, and the UNC System Office on a student-by-student basis. Institutions must engage in planning processes reasonably calculated to increase students' graduation, retention, and job placement rates. Outcome data. Institutions shall provide graduation and retention data to students, prospective students, and the University of North Carolina System Office (UNC System Office) upon request, along with the methodology used to calculate that graduation and retention data. If the institution calculates job placement data for any purpose, that data must be provided to students, prospective students, and the UNC System Office upon request. Institutions must maintain records sufficient to verify graduation, retention, and job placement data which is reported to students, prospective students, and the UNC System Office on a student-by-student basis.~~

J. Standard 9 (Compliance with Ordinances and Laws). The institution must be maintained and operated in compliance with all pertinent ordinances and laws, including rules and regulations adopted pursuant thereto, relative to the safety and health of all persons upon the premises of the institution. [G.S. 116-15(f)(9)]

K. Standard 10 (Finance and Organization). The institution must be financially sound and capable of fulfilling its commitments to students. [G.S. 116-15(f)(10)]

1. Finances. The institution must possess and maintain adequate financial resources to sustain its mission and purpose.

a. Stability. Financial resources including enrollment, cash reserves, and endowment (if any) must be stable and show that the institution is capable of maintaining operations for an extended period of time. The minimum "extended period of time" is one and one-half times the duration of the most lengthy postsecondary degree program offered.~~Stability. Financial resources should be characterized by stability that indicates the institution is capable of maintaining operational continuity for an extended period of time. The minimum "extended period of time" is one and one-half times the duration of the most lengthy postsecondary degree program offered.~~

b. Adequacy.—The following financial indicators must be in keeping with industry standards and reasonably likely to produce an education of good quality for students:

(1) Average annual expenditures per student for educational programs or average annual income per student from educational activities;

(2) Financial ratios utilized in industry standard accounting analyses, such as the Current Ratio, Cash Ratio, Total Debt to Assets ratio;

(3) —Measures utilized as part of debt covenant compliance; and

(4) —Analytical ratios specific to higher education, such as the Composite Financial Index and those methods adopted by the National Association of College and University Business Officers.~~Average annual expenditures per student for educational programs; average annual income per student from educational activities; the ratio of net profit, adjusted, to debt service costs (normally, the formula components are annual net profit plus interest on debt plus expenses not requiring an outlay of funds, such as depreciation, divided by debt service costs, consisting primarily of payments on principal and interest); and all financial policies, procedures, and practices must be in keeping with industry standards and reasonably likely to produce an education of good quality for students.~~

c. Plan for financial development. The institution must maintain a coordinated, comprehensive, and flexible financial plan for its long-range management.~~Plan for financial development. A coordinated, comprehensive, flexible financial plan (budget) for long-range management of the institution must be maintained.~~

d. Financial records and audit report. The institution's recent financial history must demonstrate financial stability. The institution must present documents consistent with generally accepted accounting standards reflecting its financial

condition during the application process and yearly thereafter in the reporting process. The institution must maintain adequate and sufficient financial records, and its financial statements must be audited annually by an independent certified public accountant (CPA) according to generally accepted auditing standards. The independent certified public accountant must render an unqualified opinion as to the fairness of presentation of financial statements and as to their conformity with generally accepted accounting principles.

~~The institution's recent financial history must demonstrate financial stability. The institution shall present documents consistent with generally accepted accounting standards reflecting its financial condition during the application process and yearly, thereafter, in the reporting process. The institution must maintain adequate and sufficient financial records, and its financial statements must be audited annually by an independent certified public accountant (CPA) according to generally accepted auditing standards. The independent certified public accountant must render an unqualified opinion as to the fairness of presentation of financial statements and as to their conformity with generally accepted accounting principles.~~

e. Insurance. Adequate casualty and liability insurance must be maintained to protect the institution's financial interests.

f. Bonding. A tuition guaranty bond, or equivalent, of not less than \$10,000 and at least equal to or higher than the maximum amount of prepaid tuition held (i.e., unearned tuition held) existing at any time during the most recent fiscal year must be maintained. The bond must secure the institution's compliance with G.S. 116-15 and Section 400.1 of the UNC Policy Manual. The bond must continue in effect until cancelled by the institution, and it must recite that such cancellation may not be effective prior to 30 days' notice of cancellation to the Board. The institution must provide a statement by an independent certified public accountant specifying the existing principal amount of tuition guaranty bond and that the principal amount is not less than \$10,000 and is at least equal to or higher than the maximum amount of prepaid tuition held (i.e., unearned tuition held) existing at any time during the most recent fiscal year. Such statement should be expressed as follows: "The guaranty tuition bond in the amount of _____ (amount) maintained by _____ (name) ~~College~~ as of the date of this statement is not less than \$10,000 and is at least equal to or higher than the maximum amount of prepaid tuition held (i.e. unearned tuition held) existing at any time during the fiscal year ended _____." The UNC System Office shall promulgate regulations relating to the proper calculation of the bond.

2. Organization. The institution must be organized to provide efficient and effective administrative, program, and resource support for the attainment of its mission. The institution must demonstrate that there is an ongoing planning and evaluation process that guides its decision-making and actions. The institution must demonstrate that it engages in continuous planning, evaluation, and improvement. The institution must be able to demonstrate that it accomplishes its mission by presenting student outcome data, faculty data, and other evaluative data. The institution must substantively follow all of its internal policies and procedures.~~The institution must be organized to provide efficient and effective administrative, program, and resource support for the attainment of its mission and~~

~~purpose. The institution should demonstrate that there is an ongoing planning and evaluation process that guides its decision making and actions. The institution shall demonstrate that it engages in continuous planning, evaluation, and improvement. The institution must be able to demonstrate that it accomplishes its mission by presenting student data, faculty data, employment data, and other evaluative data consistent with an appropriate standard.~~

- a. **Mission statement.** The institution must have a mission statement which includes the philosophy and objectives of the institution. The mission statement must be periodically reviewed. The mission statement must be published in a manner accessible to students, prospective students, and the public.

~~Institutions must have a mission statement. This statement, comprising the philosophy and objectives of the institution, should include definitions of the educational climate to be maintained, the character of education that students are expected to possess upon graduation, the occupational and other outcomes expected from available programs, and characteristics of attained individual growth. The statement should be operationally effective and should be periodically reviewed for possible improvement and restatement. An interval of five years is suggested as a maximum period between reviews. The statement should describe both the concept and practice of the institution. The institution must be prepared to present evidence that the various elements of its operation (e.g., faculty work, educational program, student life, finances, physical facilities, organization, and administration) are designed to support the stated mission. The mission statement must be published in a manner accessible to students, prospective students, and the public.~~

- b. **Governance.** The institution must operate under control of a governing board. The board must be responsible for formulation of institutional policy, including policies concerning related and affiliated corporate entities and all auxiliary service(s), selection and evaluation of a chief executive officer, fiscal stability of the institution, the institutional mission, development and maintenance of bylaws consistent with the institution's mission and specifying the number, manner of appointment, and terms of officers and members of the board; frequency of minimum meetings per annum; format of official minutes of board meetings; and all matters related to duties, responsibilities, and procedures of the governing board and its members. The institution should operate under control of a governing board. The board should be responsible for formulation of institutional policy, including policies concerning related and affiliated corporate entities and all auxiliary service(s), selection and evaluation of a chief executive officer, appointment of subordinate staff and professional personnel, fiscal stability of the institution, the institutional mission, development and maintenance of bylaws consistent with the institution's mission and specifying the number, manner of appointment, and terms of officers and members of the board; frequency of minimum meetings per annum; format of official minutes of board meetings; and all matters related to duties, responsibilities, and procedures of the governing board and its members. If the governing board delegates any of its policymaking or other powers, duties, or responsibilities to other parties, such delegations must be approved by a majority of the membership of the board, be in writing, be recorded

~~in the minutes, and not compromise the institution's present or future financial stability and/or capability of fulfilling commitments to students.~~

c. Management and Administration. There must be a clear and appropriate distinction between the policy-making functions of the governing board and the responsibility of the administration and faculty to administer and implement policy. The institution must have a chief executive officer whose primary responsibility is to the institution and who is not the presiding officer of the board. The governing board must have a policy and a process to monitor and resolve conflicts of interest. The institution must develop and maintain a policy or policies regarding the roles of the governing board, administrators, faculty, and students in resolution of issues and determination of the policies. ~~Management.~~ The institution shall have a governing board with specific policy-making authority over the institution. There must be a clear and appropriate distinction, in writing and practice, between the policy-making functions of the governing board and the responsibility of the administration and faculty to administer and implement policy. The institution shall have a chief executive officer whose primary responsibility is to the institution and who is not the presiding officer of the board. The governing board shall have a policy and a process to monitor conflicts of interest. Business and financial management must be centralized and administered in a qualified and bonded business office responsible to the chief executive officer charged with supervision of the budget.

3. Teachout.

a. An institution must provide the Board a teachout plan when:

(1) For accredited institutions, the institution is notified that its institutional accreditation is or will be terminated;

(2) For institutions participating in Federal Student Aid programs pursuant to Title IV of the Higher Education Act of 1965 (Title IV funding), the institution is notified that its Program Participation Agreement will not be renewed, or that the United States Department of Education (the Department) will bring an action against the institution to limit, suspend, or terminate its Title IV funding, or that the Department has or will institute an emergency action against it pursuant to 34 C.F.R. § 668.83;

(3) For institutions authorized in other states or jurisdictions, notification that another state or jurisdiction has or will suspend or terminate the institution's authorization;

(4) The filing of bankruptcy or receivership of the institution or of a corporate parent; and

(5) When otherwise requested by the UNC System Office.

b. A teachout plan must contain:

- (1) The projected date of closure;
- (2) An explanation of how students, faculty, and staff will be informed of the closure;
- (3) An explanation, on a student-by-student basis, of the institution will help affected students to complete their programs of study with minimal disruption;
- (4) Copies of signed teachout agreements with other institutions, if any;
- (5) A description of how faculty and staff will be redeployed or helped to find new employment;
- (6) Confirmation that the institution has contacted the North Carolina State Archives to begin transferring student records;
- (7) When required by the UNC System Office, confirmation that the institution has ceased new enrollments and refunded any monies paid by prospective students who had not yet matriculated; and
- (8) Other information and representations required by the UNC System Office.

c. The UNC System Office will not release the institution's tuition guaranty bond held pursuant to G.S. 116-15(f1) until the institution's teachout plan is approved by the UNC System Office and the institution has completed the plan.

~~d. Administration. Administrative responsibilities and concomitant authority must be clearly stated in writing. Organizational charts showing lines of authority and relationships among component units, positions, and personnel must be communicated and continuously updated. The role of each group comprising an institution (i.e., governing board, administrators, faculty, students) and the nature and extent of the involvement of each group in resolution of issues and determination of the policies must be available in writing for distribution to all constituent groups. The institution must substantively follow all of its internal policies and procedures.~~

L. Standard 11 (Business Practices). The institution, through itself or those with whom it may contract, must not engage in promotion, sales, collection, credit, or other practices of any type which are false, deceptive, misleading, or unfair. [G.S. 116-15(f)(11)]

M. Standard 12 (Professional Conduct). The chief executive officer, trustees, directors, owners, administrators, supervisors, staff, instructors, and employees of the institution must not have a record of unprofessional conduct or incompetence that would reasonably call into question the overall quality of the institution. [G.S.116-15(f)(12)]

- N. Standard 13 (Student Housing). Any student housing owned and maintained or approved by the institution, if any, must be appropriate, safe, and adequate. [G.S. 116-15(f)(13)] All federal, state, and local laws and regulations must be complied with respect to the safety and health of occupants and visitors to student housing.
- O. Standard 14 (Cancellation and Refund Policy). The institution must have a fair and equitable cancellation and refund policy. [G.S. 116-15(f)(14)] The institution must have and maintain a fair and equitable cancellation and refund ~~policy which applies~~policy that applies equally to all students. Such policy must be published in a manner accessible to students, prospective students, and the public.
- P. Standard 15 (Institutional Agent). No person or agency with whom the institution contracts may have a record of unprofessional conduct, or incompetence that would reasonably call into question the overall quality of the institution. [G.S. 116-15(f)(15)] Appropriate information must be readily available for review concerning any person or agency with whom the institution contracts for academic or support services.
- V. License and Interim Permit. To be issued a license, the institution ~~shall~~must satisfy the Board that standards enumerated in section IV., above, are met. An institution which meets standards for licensure except for having conducted postsecondary degree activity for at least two years immediately prior to submitting an application for licensure may be granted an interim permit to conduct postsecondary degree activity if the institution can demonstrate a quality of stability, experience, reputation, and performance which two years of operation would normally denote. Before the end of the period of the interim permit, the institution will be re-evaluated to determine if it qualifies for a license. Procedural regulations regarding licenses and interim permits, including without limitation rules regarding reviewing, revoking, suspending, and modifying licenses and interim permits, ~~shall will~~ be promulgated by the UNC System Office. These procedural regulations may include regulations allowing the president or the president's designee to grant licenses to be later ratified by the Board. Unless issued a license or interim permit, or declared exempt from licensure, postsecondary degree activity may not be undertaken in North Carolina by nonpublic institutions.
- VI. Enforcement. The UNC System Office shall ~~call will~~ to the attention of the Attorney General, for such action as the Attorney General may deem appropriate, any institution failing to comply with these requirements for licensure.
- VII. Licensure Fees. All institutions applying for or receiving licensure to conduct educational activities in North Carolina must pay licensing fees and annual fees as set by the UNC System Office.
- VIII. Other Matters
- A. Effective Date. The requirements of this policy shall be effective on the date of adoption of this policy by the Board of Governors.
- B. Relation to Federal and State Laws. The foregoing policy as adopted by the Board of Governors is meant to supplement, and does not purport to supplant or modify, those statutory enactments which may govern or relate to the subject matter of this policy.
- C. Regulations and Guidelines. This policy shall be implemented and applied in accordance with such regulations and guidelines as may be adopted from time to time by the president.

*Supersedes Section 400.4.1, originally entitled, "Policy on Licensing Nonpublic Institutions to Conduct Postsecondary Degree Activity in North Carolina," adopted February 8, 1974, and last amended May 27, 2016.

400.4.1
Adopted 02/08/74
Amended 02/13/76
Amended 09/13/85
Amended 01/09/98
Amended 11/11/04
Amended 05/27/16
Amended 03/23/18*
Amended __/__/20

**Policy on Standards for Licensure of Nonpublic Degree
Granting Postsecondary Activity**

I. Purpose. This policy implements N.C. Gen. Stat. § 116-15 (hereinafter G.S.), relating to the standards for licensure for nonpublic degree granting postsecondary activity in North Carolina.

II. Definitions

A. "Postsecondary degree" means a credential conferring on the recipient thereof the title of "Associate," "Bachelor," "Master," or "Doctor," or an equivalent title, signifying educational attainment based on:

1. Interactions between faculty and students following a coherent course of study with specified student outcomes; and/or
2. A coherent course of study in which the student and instructor are not in the same place delivered either synchronously or asynchronously with specified student outcomes and faculty-student interaction mediated through electronic means; or
3. A combination of the foregoing; provided, that "postsecondary degree" shall not include any honorary degree or other so-called "unearned" degree.

B. "Institution" means any sole proprietorship, group, partnership, venture, society, company, corporation, school, college, or university that engages in, purports to engage in, or intends to engage in any type of postsecondary degree activity.

C. "Nonpublic institution" means an institution that is not a constituent institution of the University of North Carolina or the North Carolina Community College System.

D. "Instruction" means delivery of a coherent and formal plan of study constructed for students so that they can demonstrate specific learning outcomes.

E. "Postsecondary degree activity" means:

1. Awarding a postsecondary degree; or

2. Conducting or offering study, experience, or testing for an individual or certifying prior successful completion by an individual of study, experience, or testing, under the representation that the individual successfully completing the study, experience, or testing will receive credit, at least in part, that may be used toward a postsecondary degree.

Postsecondary degree activity includes conduct with respect to either a complete postsecondary degree program or any study, experience or testing represented as creditable toward a postsecondary degree.

F. “Publicly registered name” means the name of any sole proprietorship, group, partnership, venture, society, company, corporation, school, college, or institution that appears as the subject of any Articles of Incorporation, Articles of Amendment, or Certificate of Authority to transact business or to conduct affairs, properly filed with the Secretary of State of North Carolina and currently in force.

G. “Board” means the Board of Governors of the University of North Carolina.

III. Exemption from Licensure

A. Institutions Continuously Conducting Postsecondary Degree Activity in North Carolina since July 1, 1972. Any institution that has been continuously conducting postsecondary degree activity in this State under the same publicly registered name or series of publicly registered names since July 1, 1972, shall be exempt from the provisions for licensure upon presentation to the Board of Governors of information acceptable to the Board to substantiate such postsecondary degree activity and public registration of the institution’s names. Any institution that, pursuant to a predecessor statute, had presented to the Board proof of activity and registration such that the Board granted exemption from licensure, shall continue to enjoy such exemption without further action by the Board. [G.S. 116-15(c)]

B. Programs Relative to Religious Education. No institution shall be subject to licensure under this section with respect to postsecondary degree activity based upon a program of study, equivalent experience, or achievement testing, the institutionally planned objective of which is the attainment of a degree in theology, divinity, or religious education or in any other program of study, equivalent experience, or achievement testing that is designed by the institution primarily for career preparation in a religious vocation. This exemption shall be extended to any institution with respect to each program of study, equivalent experience, and achievement test that the institution demonstrates to the satisfaction of the Board should be exempt from licensure requirements. [G.S. 116-15(d)]

C. Institutions Conducting Postsecondary Degree Activity within the Military. To the extent that an institution undertakes postsecondary degree activity on the premises of military posts or reservations located in this State for military personnel stationed on active duty there, or their dependents, or employees of the military, the institution shall be exempt from licensure requirements. [G.S. 116-15(e)] If the institution offers or conducts postsecondary degree activity for other persons, the institution shall be subject to licensure. Institutions declared exempt under this section shall present annual reports to the UNC System Office describing degree activity and enrollments.

D. Distance Education Conducted Pursuant to a State Authorization Reciprocity Agreement. Any institution conducting postsecondary degree activity in North Carolina pursuant to a State Authorization Reciprocity Agreement to which the State of North Carolina is a party shall be exempt from licensure requirements.

IV. Standards for Licensure. To be licensed to conduct postsecondary degree activity in the State of North Carolina, a nonpublic postsecondary educational institution shall satisfy the Board of Governors that it meets the standards as specified by G.S. 116-15(f) and has demonstrated that its academic programs meet the Board of Governors' standards for an education of good quality.

A. Standard 1 (Charter). The institution shall be state-chartered. If chartered by a state or sovereignty other than North Carolina, the institution shall also obtain a Certificate of Authority to Transact Business or to Conduct Affairs in North Carolina issued by the Secretary of State of North Carolina. [G.S. 116-15(f)(1)]

1. Charter. The institution is chartered by the Secretary of State of North Carolina and has been issued a Certificate of Authority to Transact Business or to Conduct Affairs in North Carolina, if applicable.

2. Availability of articles of incorporation. A copy of the articles of incorporation or other relevant business formation documents of the institution and all amendments thereto must be on file in the office of the chief executive officer of the institution and available for review on request during normal working hours by any person. If the institution is chartered outside North Carolina, a copy of the Certificate of Authority to Transact Business or to Conduct Affairs in North Carolina must also be on file in the office of the chief executive officer and be available for review by any person.

3. Availability of articles of incorporation of controlling corporation(s). If the institution is controlled, directly or indirectly, by one or more other business entities, a copy of the governing documents and amendments thereto of each such business entity must also be on file in the office of the chief executive officer of the institution and be available for review by any person.

B. Standard 2 (Period of Operation). The institution must have been conducting postsecondary degree activity in a state or sovereignty other than North Carolina during consecutive, regular-term academic semesters, exclusive of summer sessions, for at least the two years immediately prior to submitting an application for licensure under this section, or must have been conducting with enrolled students, for a like period in this State or some other state or sovereignty, postsecondary educational activity not related to a postsecondary degree; provided, that an institution may be relieved temporarily of this standard under the conditions set forth herein. [G.S. 116-15(f)2 and G.S. 116-15(i)]

Availability of interim permit. An institution which meets the standards for licensure set forth herein except for having conducted postsecondary degree activity for at least the two years immediately prior to submitting an application for licensure may be granted an interim permit to conduct postsecondary degree activity if the institution can demonstrate stability, experience, reputation, and performance which two years of operation would normally denote.

C. Standard 3 (Program of Study). The substance of each course, program of study, equivalent experience, or achievement test must be such as may reasonably and adequately achieve the stated objective for which the study, experience, or test is offered in order to be certified as successfully completed. [G.S. 116-15(f)(3)]

1. Support of mission. The program of study offered by an institution must reflect and support the mission of the institution and be reasonably designed to achieve the stated objectives.
2. Programs and Courses. Programs and courses will have academic curricula that are designed to achieve stated educational objectives. The institution shall demonstrate that each academic program is approved by the faculty and the administration and evaluated on a regular basis to determine its effectiveness. This evaluation must include assessment of student learning outcomes, retention and graduation rates, and student and faculty satisfaction.
3. Distance education. Academic standards, student learning outcomes, and student satisfaction for distance education courses must be substantively the same as for courses delivered in-person. The technology used must be appropriate to meet course objectives. Distance education must promote interaction between students and faculty and among students.
4. General education. If the institution offers associates or bachelor's degrees, then the institution shall offer a general education program that is a substantial component of each such degree. One or more courses, or their equivalencies, must be taken from each of humanities/fine arts, social/behavioral sciences, and natural science/mathematics. The institution must identify appropriate general education competencies and provide evidence that graduates have attained those competencies.
5. Associate degrees. The general education component of an associate's degree ordinarily consists of a minimum of 15 semester hours or the equivalent. Associate degree programs will ordinarily consist of a minimum of 60 semester credit hours or the equivalent.
6. Baccalaureate degrees. The general education component of a baccalaureate degree ordinarily consists of a minimum of 30 semester hours or the equivalent. Baccalaureate degree programs must include clearly defined requirements for majors in academic disciplines. Baccalaureate degree programs will ordinarily consist of courses carrying a minimum of 120 semester credit hours or the equivalent.
7. Graduate degrees. An institution's graduate degree programs must be more advanced in academic content than its associates and baccalaureate degree programs. Graduate degree programs must be designed to encourage independent learning and contributions to a profession or field of study. A graduate degree program ordinarily requires one or more academic year of full-time course work or the equivalent in part-time attendance, independent study, work-study, or other similar programs. However, an institution may award a graduate degree to students who have completed the

requirements of a graduate program at an accelerated pace or can otherwise demonstrate that they have met the objectives of the program.

8. Residence. Institutions may only award postsecondary degrees to students who have completed at least twenty-five percent (25%) of the degree's required credit hours or equivalent at the institution. The UNC System Office may waive this provision for good cause shown, which good cause may include an institution teaching out the students of a recently closed institution.

9. Transferability. The institution shall publish its transfer policies in the institution's catalog. These policies must define criteria for transferring credit. The institution shall have a defined and published policy for evaluating, awarding and accepting credit for academic instruction, regardless of its mode of delivery.

D. Standard 4 (Facilities and Library). The institution must have adequate space, equipment, instructional materials, and personnel available to it to provide education of good quality. [G.S. 116-15(f)(4)]

1. Facilities. The institution shall operate and maintain facilities that are adequate to serve the needs of the institution's educational programs, support services, and mission-related activities.

a. Compliance with safety and health laws. The institution shall comply with all ordinances and laws relative to the safety and health of persons on the campus.

b. Laboratories and equipment. Laboratories and equipment must be adequate for supporting the particular program of instruction and enhancing student-learning outcomes.

c. Experiential Learning Sites. Institutions must ensure that sites used in field placement, internships, externships, clinical rotations, and similar experiential learning activities are safe and adequate. Institutions must publish policies regarding how experiential learning sites will be evaluated prior to hosting students and on an ongoing basis. Institutions which seek to offer experiential learning must show that there are adequate sites and supervisors available to the institution's students. Institutions must clearly communicate to students and prospective students whether it is the institution's responsibility or the student's responsibility to locate any required experiential learning site.

d. Housing. Student housing owned, leased, maintained, or approved by the institution must be appropriate, safe, and adequate.

e. Nonownership. If the facilities from which the institution operates are not owned by the institution, the institution must demonstrate that facilities from which it operates or other acceptable facilities are likely to be available to it for one

and one-half times the duration of the most lengthy postsecondary degree program offered.

f. Equipment. Equipment required to fulfill the institution's mission must be operational and in an adequate state of repair.

2. Library and electronic resources. The institution must have an adequate library or access to a library and information resources.

a. Objectives and policies. The library must have a mission statement and objectives that are compatible with the institution's mission. The library must engage in a formal, iterative planning and assessment process that includes faculty and students. The institution's students must have access to regular and timely instruction in the use of the library.

b. Consortia agreements. Institutions may demonstrate compliance with subsection (D)(2) of this policy through entering consortia agreements with existing libraries. Consortia agreements with other libraries must define the following:

(1) The extent to which the holdings of the other libraries support adequately the institution's educational program and enrollment at the relevant degree level;

(2) The degree to which students of the institution can use these libraries and the nature of the use, including procedures for student and faculty registration for use;

(3) The arrangements with the other libraries for acquisition of materials needed for the institution's educational program which the outside library may not normally acquire;

(4) The degree of authority of the institution's officials in making library policy to support the needs of the institution;

(5) Financial arrangements or fees for the use of other libraries; and

(6) Responsibilities of the institution for replacement of materials lost or otherwise misused by students of the institution. The details of the contractual arrangements with other libraries must meet the criteria outlined in these standards.

c. Staff and Administration. The institution must have a librarian. The librarian will ordinarily have a graduate library degree from a school of library science that is accredited by the American Library Association. The librarian must report to an appropriate senior administrator. The librarian must perform duties of a professional nature involving organization of the library program, supervision or performance of acquisitions, cataloging, reference, circulation and use functions, and coordination of the library with the academic program of the institution. Any

additional library staff must be of a size and quality adequate to meet the objectives of the library and the academic programs it supports. The institution must publish hours during which an appropriate library staff member will be available to assist students. If the institution maintains a physical library, the library must be open to student access for a reasonable number of hours when classes are not scheduled. The library must have a formal channel for soliciting input from and communicating with the user community, including a selection of faculty members representative of the academic programs of the institution.

d. Budget. The institution must provide the library an operating budget, sufficient to provide, maintain, and insure adequate and suitable library holdings, facilities, and services.

e. Library facilities. If the institution maintains a physical library, then the space assigned for library usage must be conducive to study. The size must be appropriate for the student body, number of volumes in the collection, and the type of instructional program emphasized by the institution. Space allocated for book and periodical shelving must be sufficient for growth, as well as for the current collection. Adequate space must be provided for staff, library services, and other instructional materials.

f. The library collection. The holdings of the library must be appropriate for the purpose, course offerings, degree programs, and enrollment of the institution. The library must have a collecting strategy that must assure the quality and appropriateness of the collection. The institution must evaluate of the collection by checking holdings against bibliographies and basic lists, reviewing circulation and interlibrary loan or consortial lending statistics, and processing faculty and student feedback.

E. Standard 5 (Faculty and Other Personnel Qualifications). The education, experience, and other qualifications of directors, administrators, supervisors, and instructors must be such as may reasonably ensure that the students will receive, or will be reliably certified to have received, education of good quality consistent with the stated objectives of any course or program of study, equivalent experience, or achievement test offered by the institution. [G.S. 116-15(f)(5)]

1. Faculty. The institution must employ competent faculty members to accomplish the mission and goals of the institution, and must give them a central role in curriculum development and delivery.

2. Educational credentials. The institution must document and justify the qualifications of its faculty members.

a. Faculty teaching in programs leading to a baccalaureate degree, associate's degree, or non-degree programs offering credit towards a degree. Faculty teaching in a baccalaureate's degree program, an associate's degree program or a non-degree program offering credit towards a degree must hold either (i) a master's degree from an institution accredited by an accreditor recognized by the Council for Higher Education Accreditation (CHEA) with a minimum of eighteen graduate

semester hours or the equivalent in the discipline the faculty member is teaching, or (ii) a baccalaureate degree from an institution accredited by an accreditor recognized by CHEA and such work experience, professional licensures and certifications, and other demonstrated competencies and achievements that reasonably prepare the faculty member to teach at the postsecondary level in the discipline.

b. Faculty teaching in programs leading to graduate or professional degrees. Faculty teaching in programs granting graduate or professional degrees must hold either (i) the doctorate or other terminal degree in the teaching discipline or related field from an institution accredited by an accreditor recognized by CHEA, or (ii) a graduate degree from an institution accredited by an accreditor recognized by CHEA and such work experience, professional licensures and certifications, and other demonstrated competencies and achievements that reasonably prepare the faculty member to teach at the graduate level in the discipline.

c. Graduate teaching assistants. Graduate teaching assistants must hold a master's degree or 18 graduate semester hours in the teaching discipline from an institution accredited by an accreditor recognized by CHEA. Graduate assistants must be directly supervised by a faculty member experienced in the teaching discipline with planned and periodic evaluations.

3. Size. The number of faculty, proportion of part-time to full-time faculty members, and ratio of faculty to students must be sufficient to ensure the effectiveness of the educational program, including counseling and advising of students.

4. Appointment, Definition of responsibilities, and evaluation. The institution must publish and implement policies regarding the appointment, employment, and regular evaluation of faculty members, regardless of contract or tenure status. Faculty responsibilities must be defined in writing. The institution must evaluate the effectiveness of each faculty member in accordance with published criteria, regardless of contractual or tenured status.

5. Faculty development. The institution must provide for ongoing professional development of faculty. Faculty individually must engage in continuing professional study or research appropriate to their responsibilities.

6. Appointment. The institution must publish policies on academic freedom in a manner accessible to students, prospective students, and the public.

7. Faculty involvement in decision-making. The institution must publish policies, in a manner accessible to students, prospective students, and the public, clearly defining the role of the faculty in decision making in the hiring of other faculty, curriculum development, evaluation of faculty, and the hiring and evaluation of administrative staff.

8. Stability. The faculty conducting classes in upper-division courses must be stable. The institution must provide a roster evidencing such stability in its initial application and in

each annual report. The institution must induce such stability with adequate salaries, fringe benefits, desirable working conditions, and tenure status as appropriate.

9. Administration. The executive, administrative, and academic officers of the institution must have a graduate or professional degree from an institution accredited by an accreditor recognized by CHEA, or a baccalaureate degree and such work experience, professional licensures and certifications, and other demonstrated competencies and achievements that reasonably prepare them for their positions.

F. Standard 6 (Catalog). The institution must provide students and other interested persons with a catalog or brochure containing information describing the substance, objectives, and duration of the study, equivalent experience, and achievement testing offered; a schedule of related tuition, fees, and all other necessary charges and expenses; cancellation and refund policies; and such other material facts concerning the institution and the program or course of study, equivalent experience, and achievement testing as are reasonably likely to affect the decision of the student to enroll therein, together with any other disclosures that may be specified by the Board. Such information is provided to prospective students prior to enrollment. [G.S. 116-15(f)(6)]

1. The catalog may be hard copy, or may consist of one or more webpages. The catalog, or if the catalog is electronic, notification of where it may be accessed online, must be provided to students and prospective students prior to enrollment. As used in this subsection (F), "prior to enrollment" means at least five days prior to the institution receiving any money from the student or prospective student that is not fully refundable.

2. In addition to those items enumerated in G.S. 116-15(f)(6), the catalog must also include:

- a. A description of the faculty and their qualifications;
- b. A description of students' rights and the student code of conduct;
- c. The institution's admission policies;
- d. A statement regarding the transferability of its academic credit to other academic institutions that are accredited by an accreditor recognized by the CHEA. For those institutions which are not accredited, their catalog must include a disclaimer that academic credit earned may not transfer to accredited institutions and that degrees earned may not be accepted for admission to higher degree programs at accredited intuitions;
- e. The procedures used by the institution to evaluate and grant academic credit for postsecondary degree activity completed elsewhere;
- f. The dates defining the time period covered by the catalog, which may not be longer than two years;
- g. The institution's mission;

- h. The entity or entities which own the institution, if not the institution itself;
- i. Name, title, and office location of the institution's officer responsible for receiving students who wish to file complaints and to seek redress;
- j. Information regarding how students may file complaints with the Board of Governors;
- k. If applicable, location, telephone number, electronic mail and web address of the principal office of the corporation owning the institution;
- l. Availability of health care services and degree of responsibility of the institution for providing such services;
- m. The institution's cancellation and refund policy;
- n. A description of job placement assistance provided to students and former students;
- o. In the case of institutions delivering courses through distance education, information on the nature of faculty/student interaction, prerequisite technology competencies and skills, technical equipment requirements, and availability of academic support services;
- p. A statement of what programs, if any, satisfy educational requirements for professional licensure in North Carolina;
- q. The membership of the governing board of the institution, along with the membership of the governing board of any parent entities; and
- r. The location where the institution's tuition guarantee bond is filed.

G. Standard 7 (Program Completion Credentials). Upon satisfactory completion of study, equivalent experience, or achievement test, the student must be given appropriate educational credentials by the institution, indicating that the relevant study, equivalent experience, or achievement testing has been satisfactorily completed by the student. [G.S. 116-15(f)(7)] The institution must employ sound and acceptable practices for determining the amount and level of credit awarded for courses, regardless of format or mode of delivery. The institution must have published policy for evaluating, awarding and accepting credit for transfer, experiential learning, advanced placement, and equivalent experiences that is consistent with its mission and ensures that course work and learning outcomes are at the appropriate postsecondary level.

H. Standard 8 (Student Records). The institution must maintain records that are adequate to reflect the application of relevant performance or grading standards to each enrolled student. [G.S. 116-15(f)(8)] The institution must protect the security, confidentiality, and integrity of its student records. The institution must maintain student records for each student, whether or not the student completes the educational program.

1. Content of records. Records must show attendance, progress, and grades of each enrolled student.
 2. Purpose of records. Adequate student records must be maintained by the institution to substantiate student attendance, academic progress, grades earned, and to provide evidence that satisfactory standards are enforced relative to attendance, progress, and performance.
 3. Disposition of records. The institution must ensure that student records are provided to the North Carolina State Archives in the event that the institution discontinues operations. In the case of an institution having more than one campus, the institution must transfer a copy of closing campus's student records, including without limitation each student's transcript, regardless of whether the entire institution is closing. Records must be transmitted in a form acceptable to the North Carolina State Archives.
 4. Records security. The institution must ensure the security and confidentiality of student records, consistent with state and federal law and industry best practices.
- I. Standard 8B (Student Services). Consistent with its mission, the institution must provide student support programs, services, and activities. These services may include admissions, orientation, counseling and guidance, academic advising, financial aid advising, health care, job placement, student records, and extracurricular activities. The institution must evaluate the effectiveness of the services it provides to students.
1. Admissions. The institution must have a clearly stated admissions policy. High school graduation or an equivalent credential should ordinarily be required to matriculate. A baccalaureate degree or equivalent must be required for admission into graduate or professional degree programs. Admission must be determined by the readiness and ability of a student to gain knowledge from the instructional offerings.
 2. Counseling and guidance. Appropriate counseling and guidance services must be available to students. An advisor must be assigned to assist each student in program planning, course selection, and other academic matters.
 3. Health care services. Suitable health care services must be readily available in or near the institution. The character of these services and degree of institutional responsibility must be stated in the catalog and other appropriate literature.
 4. Outcome data. Institutions must provide graduation and retention data to students, prospective students, and the University of North Carolina System Office (UNC System Office) upon request, along with the methodology used to calculate that graduation and retention data. If the institution calculates job placement data for any purpose, that data must be provided to students, prospective students, and the UNC System Office upon request. Institutions must maintain records sufficient to verify graduation, retention, and job placement data which is reported to students, prospective students, and the UNC System Office on a student-by-student basis. Institutions must engage in planning processes reasonably calculated to increase students' graduation, retention, and job placement rates.

J. Standard 9 (Compliance with Ordinances and Laws). The institution must be maintained and operated in compliance with all pertinent ordinances and laws, including rules and regulations adopted pursuant thereto, relative to the safety and health of all persons upon the premises of the institution. [G.S. 116-15(f)(9)]

K. Standard 10 (Finance and Organization). The institution must be financially sound and capable of fulfilling its commitments to students. [G.S. 116-15(f)(10)]

1. Finances. The institution must possess and maintain adequate financial resources to sustain its mission and purpose.

a. Stability. Financial resources including enrollment, cash reserves, and endowment (if any) must be stable and show that the institution is capable of maintaining operations for an extended period of time. The minimum “extended period of time” is one and one-half times the duration of the most lengthy postsecondary degree program offered.

b. Adequacy. The following financial indicators must be in keeping with industry standards and reasonably likely to produce an education of good quality for students:

(1) Average annual expenditures per student for educational programs or average annual income per student from educational activities;

(2) Financial ratios utilized in industry standard accounting analyses, such as the Current Ratio, Cash Ratio, Total Debt to Assets ratio;

(3) Measures utilized as part of debt covenant compliance; and

(4) Analytical ratios specific to higher education, such as the Composite Financial Index and those methods adopted by the National Association of College and University Business Officers.

c. Plan for financial development. The institution must maintain a coordinated, comprehensive, and flexible financial plan for its long-range management.

d. Financial records and audit report. The institution’s recent financial history must demonstrate financial stability. The institution must present documents consistent with generally accepted accounting standards reflecting its financial condition during the application process and yearly thereafter in the reporting process. The institution must maintain adequate and sufficient financial records, and its financial statements must be audited annually by an independent certified public accountant (CPA) according to generally accepted auditing standards. The independent certified public accountant must render an unqualified opinion as to

the fairness of presentation of financial statements and as to their conformity with generally accepted accounting principles.

e. Insurance. Adequate casualty and liability insurance must be maintained to protect the institution's financial interests.

f. Bonding. A tuition guaranty bond, or equivalent, of not less than \$10,000 and at least equal to or higher than the maximum amount of prepaid tuition held (i.e., unearned tuition held) existing at any time during the most recent fiscal year must be maintained. The bond must secure the institution's compliance with G.S. 116-15 and Section 400.1 of the UNC Policy Manual. The bond must continue in effect until cancelled by the institution, and it must recite that such cancellation may not be effective prior to 30 days' notice of cancellation to the Board. The institution must provide a statement by an independent certified public accountant specifying the existing principal amount of tuition guaranty bond and that the principal amount is not less than \$10,000 and is at least equal to or higher than the maximum amount of prepaid tuition held (i.e., unearned tuition held) existing at any time during the most recent fiscal year. Such statement should be expressed as follows: "The guaranty tuition bond in the amount of _____ (amount) maintained by _____ (name) as of the date of this statement is not less than \$10,000 and is at least equal to or higher than the maximum amount of prepaid tuition held (i.e. unearned tuition held) existing at any time during the fiscal year ended _____." The UNC System Office shall promulgate regulations relating to the proper calculation of the bond.

2. Organization. The institution must be organized to provide efficient and effective administrative, program, and resource support for the attainment of its mission. The institution must demonstrate that there is an ongoing planning and evaluation process that guides its decision-making and actions. The institution must demonstrate that it engages in continuous planning, evaluation, and improvement. The institution must be able to demonstrate that it accomplishes its mission by presenting student outcome data, faculty data, and other evaluative data. The institution must substantively follow all of its internal policies and procedures.

a. Mission statement. The institution must have a mission statement which includes the philosophy and objectives of the institution. The mission statement must be periodically reviewed. The mission statement must be published in a manner accessible to students, prospective students, and the public.

b. Governance. The institution must operate under control of a governing board. The board must be responsible for formulation of institutional policy, including policies concerning related and affiliated corporate entities and all auxiliary service(s), selection and evaluation of a chief executive officer, fiscal stability of the institution, the institutional mission, development and maintenance of bylaws consistent with the institution's mission and specifying the number, manner of appointment, and terms of officers and members of the board; frequency of minimum meetings per annum; format of official minutes of board

meetings; and all matters related to duties, responsibilities, and procedures of the governing board and its members.

c. Management and Administration. There must be a clear and appropriate distinction between the policy-making functions of the governing board and the responsibility of the administration and faculty to administer and implement policy. The institution must have a chief executive officer whose primary responsibility is to the institution and who is not the presiding officer of the board. The governing board must have a policy and a process to monitor and resolve conflicts of interest. The institution must develop and maintain a policy or policies regarding the roles of the governing board, administrators, faculty, and students in resolution of issues and determination of the policies.

3. Teachout

a. An institution must provide the Board a teachout plan when:

(1) For accredited institutions, the institution is notified that its institutional accreditation is or will be terminated;

(2) For institutions participating in Federal Student Aid programs pursuant to Title IV of the Higher Education Act of 1965 (Title IV funding), the institution is notified that its Program Participation Agreement will not be renewed, or that the United States Department of Education (the Department) will bring an action against the institution to limit, suspend, or terminate its Title IV funding, or that the Department has or will institute an emergency action against it pursuant to 34 C.F.R. § 668.83;

(3) For institutions authorized in other states or jurisdictions, notification that another state or jurisdiction has or will suspend or terminate the institution's authorization;

(4) The filing of bankruptcy or receivership of the institution or of a corporate parent; and

(5) When otherwise requested by the UNC System Office

b. A teachout plan must contain:

(1) The projected date of closure;

(2) An explanation of how students, faculty, and staff will be informed of the closure;

(3) An explanation, on a student-by-student basis, of the institution will help affected students to complete their programs of study with minimal disruption;

- (4) Copies of signed teachout agreements with other institutions, if any;
- (5) A description of how faculty and staff will be redeployed or helped to find new employment;
- (6) Confirmation that the institution has contacted the North Carolina State Archives to begin transferring student records;
- (7) When required by the UNC System Office, confirmation that the institution has ceased new enrollments and refunded any monies paid by prospective students who had not yet matriculated; and
- (8) Other information and representations required by the UNC System Office.

c. The UNC System Office will not release the institution's tuition guaranty bond held pursuant to G.S. 116-15(f1) until the institution's teachout plan is approved by the UNC System Office and the institution has completed the plan.

L. Standard 11 (Business Practices). The institution, through itself or those with whom it may contract, must not engage in promotion, sales, collection, credit, or other practices of any type which are false, deceptive, misleading, or unfair. [G.S. 116-15(f)(11)]

M. Standard 12 (Professional Conduct). The chief executive officer, trustees, directors, owners, administrators, supervisors, staff, instructors, and employees of the institution must not have a record of unprofessional conduct or incompetence that would reasonably call into question the overall quality of the institution. [G.S.116-15(f)(12)]

N. Standard 13 (Student Housing). Any student housing owned and maintained or approved by the institution, if any, must be appropriate, safe, and adequate. [G.S. 116-15(f)(13)] All federal, state, and local laws and regulations must be complied with respect to the safety and health of occupants and visitors to student housing.

O. Standard 14 (Cancellation and Refund Policy). The institution must have a fair and equitable cancellation and refund policy. [G.S. 116-15(f)(14)] The institution must have and maintain a fair and equitable cancellation and refund policy that applies equally to all students. Such policy must be published in a manner accessible to students, prospective students, and the public.

P. Standard 15 (Institutional Agent). No person or agency with whom the institution contracts may have a record of unprofessional conduct, or incompetence that would reasonably call into question the overall quality of the institution. [G.S. 116-15(f)(15)] Appropriate information must be readily available for review concerning any person or agency with whom the institution contracts for academic or support services.

V. License and Interim Permit. To be issued a license, the institution must satisfy the Board that standards enumerated in section IV., above, are met. An institution which meets standards for licensure except for having conducted postsecondary degree activity for at least two years immediately prior to

submitting an application for licensure may be granted an interim permit to conduct postsecondary degree activity if the institution can demonstrate a quality of stability, experience, reputation, and performance which two years of operation would normally denote. Before the end of the period of the interim permit, the institution will be re-evaluated to determine if it qualifies for a license. Procedural regulations regarding licenses and interim permits, including without limitation rules regarding reviewing, revoking, suspending, and modifying licenses and interim permits, will be promulgated by the UNC System Office. These procedural regulations may include regulations allowing the president or the president's designee to grant licenses to be later ratified by the Board. Unless issued a license or interim permit, or declared exempt from licensure, postsecondary degree activity may not be undertaken in North Carolina by nonpublic institutions.

VI. Enforcement. The UNC System Office shall will to the attention of the Attorney General, for such action as the Attorney General may deem appropriate, any institution failing to comply with these requirements for licensure.

VII. Licensure Fees. All institutions applying for or receiving licensure to conduct educational activities in North Carolina must pay licensing fees and annual fees as set by the UNC System Office.

VIII. Other Matters

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

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

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

*Supersedes Section 400.4.1, originally entitled, "Policy on Licensing Nonpublic Institutions to Conduct Postsecondary Degree Activity in North Carolina," adopted February 8, 1974, and last amended May 27, 2016.