



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

January 19, 2022 at 1:45 p.m.
Via Videoconference and PBS North Carolina Live Stream
University of North Carolina System Office
Center for School Leadership Development, Board Room
Chapel Hill, North Carolina

AGENDA

OPEN SESSION

- A-1. Approval of the Open and Closed Minutes of November 17, 2021 Anna Nelson
- A-2. Academic Affairs Update Kimberly van Noort
- A-3. UNC System Academic Degree Program Actions..... David English
- A-4. Licensure Program Approvals Daniel Harrison
- A-5. Discussion and Review of Section 700.1.3 of the UNC Policy Manual,
Policy on Out-of-State Undergraduate Enrollment..... David English
- A-6. Discussion and Review of Section 700.1.1 of the UNC Policy Manual,
*Policy on Minimum Eligibility Requirements for Undergraduate Admission for the
University of North Carolina System*..... Kimberly van Noort
- A-7. Adjourn



DRAFT MINUTES OPEN SESSION

November 17, 2021 at 1:00 p.m.
Via Videoconference and PBS North Carolina Live Stream
North Carolina State University
Hunt Library, Duke Energy Hall D
Raleigh, North Carolina

This meeting of the Committee on Educational Planning, Policies, and Programs was presided over by Chair Temple Sloan. The following committee members were present, constituting a quorum: Anna Nelson, Kirk Bradley, Joel D. Ford, Thomas C. Goolsby, Sonja Nichols, and Raymond Palma.

Chancellors participating were Franklin Gilliam, Todd Roberts, and Elwood Robinson. Chair of the UNC Faculty Assembly Timothy Ives joined.

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 Sloan the meeting to order at 1:02 p.m. on Wednesday, November 17, 2021.

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

Chair Sloan called for a motion to approve the minutes of September 15, 2021.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the and minutes of September 15, 2021, as distributed.

Motion: Joel D. Ford

Motion carried

2. Academic Affairs Update (Item A-2)

Dr. Kimberly van Noort gave a report about activity across the 17 UNC System institutions.

3. UNC System Fall Enrollment Report (Item A-3)

Dr. van Noort presented the 2021 Fall Enrollment Report which provided an overview of trends and statistics for the current academic term throughout the UNC System.

4. Actions Taken Pursuant to Section 700.1.3 of the UNC Policy Manual, *Policy on Out-of-State Undergraduate Enrollment* (Item A-4)

Section 700.1.3 of the UNC Policy Manual states that any constituent institution that exceeds their out-of-state freshman enrollment limitation identified in the policy for two consecutive fiscal years shall have its state operating budget reduced. The committee discussed potential revisions to the policy that would raise the cap on non-resident first-time (freshmen) undergraduate enrollment from 18 percent to 25 percent effective fall 2021 at the University of North Carolina System HBCUs. At this time the committee decided to officially notify the institutions that exceeded the cap.

Chair Sloan called for a motion to officially notify Elizabeth City State University, North Carolina Agricultural and Technical State University, the University of North Carolina at Chapel Hill, the University of North Carolina Wilmington, and Western Carolina University that they have exceeded their institutional cap, and if they do so again in the fall of 2022, they shall be assessed a financial penalty in accordance with the policy.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs recommend to officially notify Elizabeth City State University, North Carolina Agricultural and Technical State University, the University of North Carolina at Chapel Hill, the University of North Carolina Wilmington, and Western Carolina University that they have exceeded their institutional cap, and if they do so again in the fall of 2022, they shall be assessed a financial penalty in accordance with the policy and recommend approval to the Board of Governors for a vote through the consent agenda.

Motion: Sonja Nichols

Motion carried

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

The University of North Carolina at Asheville and the University of North Carolina at Chapel Hill requested the establishment of the following joint degree program:

- Master of Public Health

The University of North Carolina at Chapel Hill requested the establishment of the following academic degree programs:

- Master of Arts in Africana Studies
- PhD in Africana Studies

The University of North Carolina at Charlotte requested the establishment of the following academic degree program:

- Bachelor of Science in Professional Studies

The University of North Carolina Wilmington requested the establishment of the following academic degree program:

- PhD in Applied Coastal and Ocean Sciences

Chair Sloan called for a motion to approve the five proposed academic degree program establishments.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the requested academic degree program establishments and for submission to the full board through the consent agenda.

Motion: Joel D. Ford

Motion carried

The University of North Carolina at Greensboro requests the discontinuation and consolidation of the following academic degree programs:

- Bachelor of Arts in Psychology, Secondary Education
- Bachelor of Arts in Sociology, Secondary Education

Chair Sloan called for a motion to approve the discontinuation and consolidations of the two academic degree programs.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the two academic degree program discontinuations and consolidations and submit to the full board through the consent agenda.

Motion: Kirk Bradley

Motion carried

6. Proposed Revisions to Section 600.2.3 of the UNC Policy Manual, *Distinguished Professors Endowment Trust* (Item A-6)

In 1985, the General Assembly created the Distinguished Professors Endowment Trust Fund (DPETF) to enable each constituent institution of the University of North Carolina System to receive and match State-funded challenge grants to create endowed professorships for selected distinguished professors. The goal of the policy revisions and new regulation is to codify the UNC System Office's procedures for reviewing applications, distributing funds, and clarifying the requirements institutions must follow when selecting distinguished professors.

Chair Sloan called for a motion to approve the proposed revisions to Section 600.2.3 of the UNC Policy Manual by the committee, with a vote by the full Board of Governors through the consent agenda at the next meeting.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve the proposed revisions to Section 600.2.3 of the UNC Policy Manual by the committee, with a vote by the full Board of Governors through the consent agenda at the next meeting.

Motion: Anna Nelson

Motion carried

7. Charlotte Teacher Early College Renewal (Item A-7)

The University of North Carolina at Charlotte operates the Charlotte Teacher Early College in accordance with G.S. 115C-238.50. The agreement between the local board of education, local board of trustees, the State Board of Education, and the Board of Governors is due for renewal for the school.

Chair Sloan called for a motion to approve the recommended renewal and for submission to the full Board of Governors through the consent agenda.

MOTION: Resolved, that the Committee on Educational Planning, Policies, and Programs approve renewal of the Charlotte Teacher Early College and for submission to the full Board of Governors through the consent agenda.

Motion: Sonja Nichols

Motion carried

THE MEETING MOVED INTO CLOSED SESSION

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

Motion: Joel D. Ford

Motion carried

THE MEETING RESUMED IN OPEN SESSION

There being no further business and without objection, the meeting adjourned 2:05 p.m.

Kirk Bradley, 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, supports faculty, and ensures success for research and sponsored and international programs. The division also provides assistance for student affairs and other access and outreach activities.
Assessment:	Information will be provided to the committee on recent updates in Academic Affairs at the UNC System Office and across the 17 institutions.
Action:	This item is for information only.



THE UNIVERSITY OF NORTH CAROLINA SYSTEM

NORTH CAROLINA TEACHING FELLOWS PROGRAM: ANNUAL REPORT

January 1, 2022

University of North Carolina System
Chapel Hill, North Carolina

NORTH CAROLINA TEACHING FELLOWS PROGRAM: ANNUAL REPORT

Background

The North Carolina Teaching Fellows Program was reestablished by the North Carolina General Assembly in the 2017 State Budget (S.L 2017-57) with the purpose to “recruit, prepare, and support students residing in or attending institutions of higher education located in North Carolina for preparation as highly effective STEM or special education teachers in the State’s public schools.”

The legislation also established the North Carolina Teaching Fellows Commission (Commission), a 14-member body tasked with providing program oversight. In accordance with the parameters set by the General Assembly, the Commission was tasked with the responsibility of selecting five educator preparation programs to partner with the program.

Per G.S. 116-209.62(f), the Commission was directed to evaluate educator preparation programs and use the designated legislative criteria to create an application process to select five educator preparation programs as partners for the program. After careful evaluation, the following institutions were selected: Elon University, Meredith College, NC State University, the University of North Carolina at Chapel Hill, and the University of North Carolina at Charlotte.

During the 2020 Legislative Session, HB 1096 (Session Law 2020-56) was adopted, which authorized the expansion of the program to three additional EPP partner institutions and in doing so, directed the NC Teaching Fellows Commission to make a “diverse selection.” In responding to that directive, the Teaching Fellows Commission modified the rubric used to evaluate applications from prospective EPP partners to include the following qualitative metrics (in addition to other assessment measures):

- Diversity of EPP Program Admissions
- Diversity of EPP Program Completers
- Geographic Diversity
- HBCU/MCI Institution Status

The Commission received a total of 15 applications from the following EPPs: Appalachian State University, Campbell University, Chowan University, East Carolina University, Elizabeth City State University, Fayetteville State University, Lenoir-Rhyne University, North Carolina A&T State University, North Carolina Central University, North Carolina Wesleyan, the University of North Carolina at Asheville, the University of North Carolina at Greensboro, the University of North Carolina at Pembroke, the University of North Carolina at Wilmington, and Western Carolina University.

After careful evaluation and independent scoring, the three institutions with the highest scores were Fayetteville State University, North Carolina A&T State University, and the University of North Carolina at Pembroke. On Wednesday, June 9, the Teaching Fellows Commission met to take formal action to accept these three institutions as new program partners. Each of these new institutions will welcome their first Teaching Fellows for the 2022-2023 academic year.

Program Overview

For 2017-2018, the first year of the program’s reauthorization, the Teaching Fellows application opened on December 4, 2017, with an application deadline of January 15, 2018. For the 2017-2018 cycle, a total of 232 applications were received. After an initial review, applicants progressed to finalist interviews, which were held in six locations around the state over two weeks (virtual interviews were also

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provided). On April 1, 2018, the NC Teaching Fellows Commission offered awards to 110 applicants. In total, 74 students joined Teaching Fellows as part of the initial 2017-2018 cohort.

For the 2018-2019 application cycle, a total of 220 applications were submitted. After initial review, finalist interviews were again held across the state. After a comprehensive evaluation of finalists' applications and interview scores, the Teaching Fellows Commission decided to offer 133 awards. In total, 107 students joined Teaching Fellows as part the 2018-2019 cohort.

For the 2019-2020 application cycle, a total of 189 applications were submitted. After initial review, finalist interviews were again held across the state. After a comprehensive evaluation of finalists' applications and interview scores, the Teaching Fellows Commission chose to offer 114 awards. In total, 92 students joined Teaching Fellows as part of the 2019-2020 cohort.

For the 2020-2021 application cycle, a total of 156 applications were submitted. After initial review, finalist interviews were held virtually, due to COVID-19 concerns. After comprehensive evaluation, the Teaching Fellows Commission chose to offer 118 awards. In total, 90 students joined Teaching Fellows as part of the 2020-2021 cohort.

Program Enrichment

A key element of the Teaching Fellows program is providing meaningful enrichment opportunities to all program participants. The enrichment model for Teaching Fellows is two-fold – under the direction of a campus director, each of the five partner institutions have designed an enrichment framework, which is designed to build community in a smaller setting among a Fellow's peers who attend the same institution. The campus-level enrichment opportunities are intentionally designed to be unique, allowing each institution to align to their respective program's particular areas of focus and to build organic partnerships within their own respective communities.

An additional layer of support is provided by state-level enrichment opportunities, which bring together the collective group of Fellows from all five partner institutions. These events are designed to build a strong sense of community among all Fellows and to highlight particular topics to ensure a strong and cohesive vision for the broader mission and purpose for the Teaching Fellows program. The first enrichment event was held for the 2017-2018 class of Teaching Fellows on April 5-6, 2019 at the North Carolina Center for the Advancement of Teaching in Cullowhee, North Carolina. Fellows gathered for a two-day seminar that focused on teacher leadership, professionalism, and building strong classroom culture.

The second enrichment event, which included the 2017-2018 and the 2018-2019 class of Fellows, was held on September 14-15, 2019 at the Rizzo Conference Center in Chapel Hill, North Carolina. The event agenda provided opportunities for teambuilding activities, a Q&A panel with beginning teachers and their mentors from the New Teacher Support Program, an in-depth workshop on cultural bias and social emotional learning, and a session that featured the 2018 and 2019 North Carolina Teachers of the Year.

Due to COVID-19, it was not possible to host an in-person enrichment event for fall 2020. Out of an abundance of caution, an enrichment event, formatted as a "mini-seminar," was held virtually on November 8, 2021. The event featured Dr. Rick Hess, who serves as Senior Fellow and Director of Education Policy Studies at the American Enterprise Institute, and was facilitated by Dr. Andrew Kelly,

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Senior Vice President for Strategy and Policy at the UNC System Office. Another virtual “mini-seminar” is being planned for February 2022, with the goal of resuming an in-person format in fall 2022.

Reporting Requirements

This report has been prepared in accordance with the reporting criteria specified by G.S. 116-209.62(j). However, due to COVID’s impact on testing, observations, and data reporting for 2020-2021 and 2021-2022 school years, program graduates do not yet have sufficient data to be evaluated as prescribed in 116-209.62(j)(2)(d) and (e), and 116-209.62(j)(3); these metrics are thus excluded from this report.

- 1) Forgivable Loans awarded from the Trust Fund, including the following:
 - a. Demographic information regarding recipients.
 - b. Number of recipients by institution of higher education and program.
 - c. Information on number of recipients by anticipated STEM and special education licensure area.
- 2) Placement and repayment rates, including the following:
 - a. Number of graduates who have been employed in a STEM or special education licensure area within two years of program completion.
 - b. Number of graduates who accepted employment at a low-performing school identified under G.S. 115C-105.37 as part of their years of service.
 - c. Number of graduates who have elected to do loan repayment and their years of service, if any, prior to beginning loan repayment.
 - d. Number of graduates employed in a STEM or special education licensure area who have received an overall rating of at least accomplished and have met expected growth on applicable standards of the teacher evaluation instrument.
 - e. Aggregate information on student growth and proficiency in courses taught by graduates who have fulfilled service requirements through employment in a STEM or special education licensure area.
- 2a) Mentoring and coaching support through the North Carolina New Teacher Support Program, including the following:
 - a. Number of forgivable recipients who received mentoring and coaching support when employed at a low-performing school identified under G.S. 115C-105.37.
 - b. Number of forgivable loans recipients who received mentoring and coaching support when employed at a school not identified as low-performing under G.S. 115C-105.37.
- 3) Selected school outcomes by program, including the following:
 - a. Turnover rate for forgivable loan graduates, including the turnover rate for graduates who also received mentoring and coaching support through the North Carolina New Teacher Support Program.
 - b. Aggregate information on student growth and proficiency as provided annually by the State Board of Education to the Commission in courses taught by forgivable loan graduates.
 - c. Fulfillment rate of forgivable loan graduates.

Data Reporting

The data below reflects the cumulative totals of the 2017-2018, 2018-2019, 2019-2020, and 2020-2021 classes of North Carolina Teaching Fellows (excluding program graduates and withdrawn students).

Please note that percentages have been rounded.

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A. Demographic Information

The Teaching Fellows' demographic data largely mirrors the metrics of the existing teacher workforce in North Carolina, particularly in terms of race and gender. Numerous studies have established a clear correlation between a diverse teacher workforce and positive outcomes for student achievement – a finding that underscores both the importance and the urgency of increasing the diversity of the teacher pipeline in North Carolina.¹ At current capacity, the Teaching Fellows program makes up a fraction of the larger teacher pipeline, but even so, remains committed to the larger statewide efforts to substantively increase teacher diversity.

Table I: Teaching Fellows by Gender

	2017-2018 Cohort 1	2018-2019 Cohort 2	2019-2020 Cohort 3	2020-2021 Cohort 4	TOTAL
Male	13	13	18	17	61
Female	61	94	74	72	302
TOTAL	74	107	92	90	363

Table II: Teaching Fellows by Race

	2017-2018 Cohort 1	2018-2019 Cohort 2	2019-2020 Cohort 3	2020-2021 Cohort 4	TOTAL
Black/African American	4	6	11	12	33
American Indian/Alaska Native	1	1	1	1	4
Asian/Pacific Islander	4	2	0	2	8
Hispanic/Latino	4	5	5	7	21
Multiracial/Other	0	3	4	1	8
White/Caucasian	61	90	71	67	289
TOTAL	74	107	92	90	363

B. Program & Licensure Area

Table III: Teaching Fellows by Institution

	2017-2018 Cohort 1	2018-2019 Cohort 2	2019-2020 Cohort 3	2020-2021 Cohort 4	TOTAL
Elon University	8	7	2	7	24
Meredith College	7	7	0	7	21
North Carolina State University	25	52	51	48	176
UNC-Chapel Hill	15	13	16	12	56
UNC Charlotte	19	28	25	16	88
TOTAL	74	107	92	90	363

¹ 1 Redding, C. (2019). A Teacher Like Me: A Review of the Effect of Student–Teacher Racial/Ethnic Matching on Teacher Perceptions of Students and Student Academic and Behavioral Outcomes. *Review of Educational Research*, 89 (4), 499–535. See also Egalite, A. J., Kisida, B., & Winters, M. A. (2015). Representation in the classroom: The effect of own-race teachers on student achievement. *Economics of Education Review*, 45, 44-52.; Dee, T. S. (2005). A teacher like me: Does race, ethnicity, or gender matter? *The American Economic Review*, 95(2), 158-165.

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Table IV: Teaching Fellows by Intended Licensure Area

	2017-2018 Cohort 1	2018-2019 Cohort 2	2019-2020 Cohort 3	2020-2021 Cohort 4	TOTAL
STEM	53	74	58	57	242
Special Education	21	33	34	33	121
TOTAL	74	107	92	90	363

C. Program Graduates

Table V: Summary of Program Graduates

	Number
Total Number of Program Graduates	65
Number of Graduates Employed in STEM/SPED Licensure Area	41
Number of Graduates Employed in Low-Performing School	2
Number of Graduates Who Have Elected for Cash Repayment	24

Table VI: Partnership with New Teacher Support Program

As of the date of this report's submission (January 1, 2022), NTSP continues to support program graduates, as outlined below. The updated data for the current 2021-2022 school year will be available later this year.

	Number
Number of Graduates Receiving Mentoring and Coaching Support from the New Teacher Support Program	28

Next Steps

The program recently initiated its fifth application cycle, which opened on November 1, 2021. The application deadline is midnight on Monday, January 10, 2022. After that time, all submitted applications will undergo an initial review, followed by another round of finalist interviews.

Per statute, the Teaching Fellows Commission will meet and make final decisions on the number of awards to be offered by April 1, 2022. Finalists who are selected and offered an award will have until May 1, 2022 to sign the promissory note to formally accept the terms of the forgivable loan.

The next annual report from the North Carolina Teaching Fellows Program must be submitted by January 1, 2023.



AGENDA ITEM

A-3. UNC System Academic Degree Program Actions..... David English

Situation: Section 400.1.1[R] of the UNC Policy Manual, *Regulation for Academic Program Planning and Evaluation*, defines the academic program actions that require Board approval and those actions that are delegated to staff at the UNC System Office. This report presents those program actions that require Board approval, and provides a listing of the academic program actions taken by UNC System Office staff since the last meeting of the Board.

Program Establishments (Vote Required)

Appalachian State University requests establishment of the Bachelor of Science in Veterinary Technology (BS, CIP 51.0808).

North Carolina Agricultural and Technical State University requests establishment of the Bachelor of Science in Business Analytics (BS, CIP 11.0104).

North Carolina Central University requests establishment of the Bachelor of Science in Nutrition and Dietetics (BS, CIP 51.3101).

University of North Carolina Wilmington requests establishment of the Bachelor of Science in Workforce Learning and Development (BS, CIP 13.1201).

North Carolina Central University requests establishment of the Master of Science in Nutritional Sciences (MS, CIP 51.3101).

Program Discontinuation and Consolidations (Vote Required)

University of North Carolina at Charlotte requests discontinuation and consolidation of the Master of Education in Child and Family Studies: Early Education (MED, CIP 13.1209).

The University of North Carolina at Greensboro requests discontinuation and consolidation of the Bachelor of Arts in Political Science, Secondary Education (BA, CIP 13.1317).

Background: Per Section 400.1 of the UNC Policy Manual, the constituent institutions and the UNC System Office review degree program offerings and bring periodic requests for program establishment, discontinuation, and consolidation recommendations to the Board of Governors. Items such as change of delivery mode, change of program title or

Classification of Instructional Program (CIP) codes, change of off-site locations, and change of speciality codes are delegated to UNC System Office staff.

Assessment: Approval of the requested program establishments, discontinuation, and discontinuation and consolidation is recommended.

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

**Request for Authorization to Establish
Bachelor of Science (BS) in Veterinary Technology
CIP 51.0808
Appalachian State University**

I. Program Highlights

- Appalachian State University proposes the establishment of a Bachelor of Science (BS) in Veterinary Technology.
- The purpose of the program is to provide a rigorous online four-year degree with on-site clinical training that will empower students with the practical knowledge, essential competencies, and hands-on skills training to gain meaningful employment in the growing veterinary medical profession and to excel in their chosen career path.
- The Veterinary Technology program supports the UNC System mission by providing high-quality educational programming to North Carolinians without geographic limitation. Rural communities will have identical access as will urban communities, and the online course delivery will increase accessibility to working students.
- The Veterinary Technology program is a unique and synergistic partnership between the veterinary industry and academia; Banfield Pet Hospital has made a multimillion-dollar commitment to Appalachian to address the surging market demand for credentialed veterinary technicians. This program will provide opportunities for career placement and growth for credentialed veterinary technicians and improve access to veterinary care by increasing the number of skilled veterinary technicians in the workforce. The program is designed to maximize flexibility and accessibility to potential students by providing didactic coursework online with practical experience occurring in the form of clinical externships in veterinary practices.
- Graduates from the Veterinary Technology program will fill a significant societal and workforce demand for credentialed veterinary technicians within the veterinary medical profession and improve access to high quality and compassionate healthcare to animals.

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

1. **Relation to Campus Distinctiveness and Mission.** The Veterinary Technology program is aligned with Appalachian's mission to educate our students broadly with strong disciplinary knowledge and by addressing the problems of our region, state, and world through creativity and innovation. The online delivery format will increase equity and access to a high-quality education. Moreover, the program will increase the number of credentialed veterinary technicians practicing in the State of North Carolina. The expanded role and increased number of credentialed veterinary technicians will help to address the growing societal problem of inadequate access to veterinary care. Because the program is being offered online, enrollment can be readily scaled to meet industry demands.
2. **Student Demand.** The anticipated demand for the proposed program is expected to be robust and provided by multiple pipelines of prospective students not previously served by Appalachian. Appalachian anticipates substantial demand from veterinary assistants currently working in veterinary practices, including those currently employed with Banfield Pet Hospitals. A second pipeline is currently practicing credentialed veterinary technicians who wish to seek advanced career opportunities through additional education and training. A third pipeline is students who

have completed an associate's degree program at an NC Community College who wish to complete their BS degree in Veterinary Technology. Regardless of the entry pathway, the online program is designed to be flexible and will suit the needs of students currently employed in veterinary medical practice, including those working in Banfield Pet Hospitals.

3. **Employment Opportunities for Graduates.** Most commonly, credentialed veterinary technicians find rewarding careers in private companion animal veterinary practice; expanded career opportunities for students with bachelor-level credentials include academia, practice management, research and laboratory animal medicine, government and public health, industry and corporate organizations, telehealth and virtual care, mobile and end-of-life care practices, and other leadership roles within the veterinary medical profession. Banfield representatives and other industry experts have indicated that students with four-year undergraduate degree credentials will achieve higher pay and enhanced career opportunities compared to those with a two-year associate's degree. Appalachian will continue to collaborate closely with Banfield veterinary professionals to ensure the proposed program provides the necessary training to merit increased pay for four-year BS graduates.
4. **Impact on Access and Affordability.** Banfield has a well-established scholarship system in place for Veterinary Technology programs and is committed to supporting enrollment at Appalachian's program should it receive UNC System Office approval and subsequent accreditation.

Appalachian State is not requesting any program-specific fees or tuition differential for this program. Tuition and fees for academic year full-time (12 credit hour) rates are as follows:

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

Category	Resident	Non-Resident
Tuition	\$2,121.00	\$9,924.48
Tuition Differential	--	--
Mandatory Fees (Athletics, Student Activities, Health Services, Educational & Technology, Campus Security, Debt Service, ASG)	\$568.44	\$568.44
Special Fees	--	--

5. **Expected Quality.** The curriculum for the Veterinary Technology program was developed based on the AVMA CVTEA (American Veterinary Medical Association Committee on Veterinary Technician Education and Activities) standards for the accreditation of veterinary technology programs. This 120 credit-hour, four-year bachelor of science degree with three advanced clinical concentration options will provide students with marked expansion in the non-clinical knowledge, skills, and competencies that will enable graduates to find leadership roles within the profession above and beyond entry-level career options afforded to students graduating from associate's degree programs.
6. **Faculty Quality and Number.** The Veterinary Technology program will rely upon new tenure-track and non-tenure track faculty to teach core and general education coursework within the degree program. Veterinarians and credentialed veterinary technicians with the appropriate academic

credentials, proven leadership in the veterinary industry, and expertise will be recruited to teach the core courses. Additional faculty members will be hired in other departments to fill needs for general education courses. Depending on enrollment, we anticipate hiring up to 30 new faculty members to deliver core and general education coursework. The development of this new academic program will also provide for innovative opportunities for scholarship, collaboration, and public service activities, thereby potentially enhancing the research and outreach activities of the university.

- 7. Relevant Lower-level and Cognate Programs.** The curriculum will build on current strengths in STEM fields at Appalachian. The Department of Biology and the Department of Chemistry and Fermentation Sciences will provide the majority of core sciences for the first year of the Veterinary Technology Program. Both of these departments are well-established and have extensive experience offering a range of courses in various modalities to majors and non-majors, including the recently established Bachelor of Science in Nursing program. Appalachian will have a fully online General Education program beginning in fall 2022. This initiative is independent of the Veterinary Technology program, and will ensure that students have a well-developed, deliberately-planned, fully-online general education pathway to complement specialized courses within the Veterinary Technology curriculum.
- 8. Availability of Campus Resources (library, space, etc.)** As an online-program with on-site clinical experiences, there will be limited need for office or research space on campus. Existing office and research space is available for the director of the program, staff, and new faculty; no new space will be required. The Belk Library has most of the library resources to match the AVMA CVTEA accredited programs and additional resources will be secured by August 2022. A newly hired librarian will manage and secure veterinary technology resources and will teach veterinary technology students how to use resources.
- 9. Existing Programs (Number, Location, Mode of Delivery).** Within the North Carolina Community College System, five institutions currently offer on-campus Veterinary Technology associate's degree programs. There are currently 25 AVMA CVTEA accredited programs at colleges and universities in the United States that offer a bachelor of science program in Veterinary Technology, three of which offer an online Bachelor of Applied Science degree-completion program for students who already hold an Associate's degree. Other universities that offer a Bachelor of Science degree in Veterinary Technology include Lincoln Memorial University, Purdue University, Michigan State University, and the University of Missouri.
- 10. Potential for Unnecessary Duplication.** Currently, no UNC System institutions offer BS programs in Veterinary Technology, thus the proposed program does not duplicate any existing program within the UNC System. Importantly, the development of a BS program will complement and build upon the existing community college programs by expanding the skill set of veterinary technicians so that they may extend their scope of practice and differentiate their professional activities from associates-level graduates of veterinary technology programs.
- 11. Feasibility of Collaborative Program.** Opportunities for collaboration exist with NC Community Colleges through the development of degree-completion programs in which veterinary technicians holding an AAS degree from one of the five accredited programs would be eligible to complete the additional coursework required to obtain the BS degree from Appalachian. There is a movement in the veterinary profession to integrate the education of veterinary medical

students and veterinary technology students to enhance team-based delivery of healthcare. Conversations have begun with North Carolina State University College of Veterinary Medicine to develop a collaboration between the programs.

III. Summary of Review Processes

1. **Campus Review Process and Feedback.** On-campus planning for the Veterinary Technology program has been in development for over two years. The university has assembled an interdisciplinary team of faculty, staff, and external collaborators to develop a curriculum, program of study, and courses that will become a model for developing veterinary professional talent. The curriculum has undergone thorough review and subsequent approval by the College of Arts and Sciences Academic Policies & Procedures (AP&P) subcommittee and will be presented to the full university AP&P committee in early spring 2022.
2. **UNC System Office Review Process and Feedback.** Throughout the review process, Appalachian provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support the statements made.

IV. Recommendation

It is recommended that the Board of Governors approve the Appalachian request to establish the BS in Veterinary Technology (CIP 51.0808) effective fall 2022.

**Request for Authorization to Establish
Bachelor of Science (BS) in Business Analytics
CIP 11.0104
North Carolina Agricultural and Technical State University**

I. Program Highlights

- North Carolina Agricultural and Technical State University proposes the establishment of a Bachelor of Science (BS) in Business Analytics program in the Willie A. Deese College of Business & Economics.
- The proposed program provides students with the necessary skills to interact with data throughout the various stages of the business analytics life cycle: data driven decision making; problem formulation; data collection and wrangling; various analytical techniques and methods; data visualization; and effective storytelling.
- In a survey by Robert Half International Inc., 80 percent of the firms highlighted the lack of employees with tech skills such as business analytics as a major challenge.
- Over the last two years, corporate partners have increasingly expressed the need for employees who truly understand business as well as analytics and technology. These employers have included Ernst & Young, KPMG, Deloitte Consulting, Allstate, Sam's Club, Synchrony Financial, and others.
- Graduates of the program will help improve and enhance their employer's business operations via providing insights to senior management and business leaders in supporting data-driven decision-making.
- Graduates will be prepared to enter the workplace as data architects, financial analysts, data scientists, marketing analysts, data engineers, etc.

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

1. **Relation to Campus Distinctiveness and Mission.** This STEM designated program fulfills the mission of the institution and the Willie A. Deese College of Business and Economics (WDCOBE), which emphasizes the need "to develop agile, culturally competent, and diverse leaders who use analytical skills to meet the challenges of the future." WDCOBE's strategic goals include "employ effective and innovative pedagogy to enhance students' data analytic and technology skills" and "develop, support, and grow strong distinctive graduate and undergraduate programs." These strategic goals are the impetus for the establishment of this program and are aligned with the institution's mission. WDCOBE's mission and strategic goals were endorsed by the AACSB accreditation team during their visit in October 2021. The graduates of the North Carolina A&T State University" BSBA program will also provide a pool of role models to inspire and mentor under-represented and minority (URM) students, especially African Americans, to pursue careers in data and business analytics. Like other degree programs at N.C. A&T, the BSBA program will provide a pivotal opportunity in business analytics for URM students and create a pool of talented professionals that can help organizations fulfill their diversity, equity, and inclusion initiatives at the local, state, and national levels.
2. **Student Demand.** The Business Information Systems and Analytics (BISA) Department was formed in spring 2020 and houses a BS in Business Information Technology (both online and traditional) and a BS in Management with a concentration in Management Information Systems. The BISA

department as per fall 2021 has an enrollment of 235 students of which 112 are lower division undergraduates. Based on the interview and focus group data, approximately 25 percent of lower division students are expected to declare the Business Analytics major once established. The WDCOBE has been intentional in its focus on incorporating analytics into its curriculum over the last two years resulting in expressed interest from other majors such as accounting, finance, marketing, and supply chain in the proposed BSBA degree and its courses. Lastly, the WDCOBE corporate partners have expressed to students their need and interest for graduates of this degree program through job postings, generating student demand.

3. **Employment Opportunities for Graduates.** According to EMSI research, there are over 835,000 jobs for BS in Business Analytics graduates. LinkedIn indicates there are over 2,000 entry-level Business Analytics jobs within a 25-mile radius of Greensboro, and almost 4,000 within the state of North Carolina. The ability to fulfill these jobs from a talent pool within the state and region helps to prevent these positions from shifting to other states and regions. Given that the analytics field is on a steep growth curve, the proposed program is timely and meets market demand. In addition, the median salary for Business Analytics graduates is approximately \$79,000, while the average N.C. A&T first-time full-time freshmen four-year graduate has approximately \$24,500 of debt at completion; making this degree a solid investment for students. Lastly, given the role of N.C. A&T as the largest Historically Black Colleges and Universities in the country, the institution can create a pool of talented professionals that can help organizations fulfill their diversity, equity, and inclusion initiatives at local, state, and national levels.
4. **Impact on Access and Affordability.** NC A&T is not requesting any program-specific fees or tuition differential for this program. Tuition and fees for academic year full-time (12+ credit hour) rates are as follows:

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

Category	Resident	Non-Resident
Tuition	\$1,770.00	\$8,525.00
Tuition Differential	--	--
Mandatory Fees (Athletics, Student Activities, Health Services, Educational & Technology, Campus Security, Debt Service, ASG)	\$1,596.66	\$1,596.66
Special Fees	--	--

5. **Expected Quality.** The curriculum was developed considering the 50+ knowledge, skills, and abilities (KSAs) identified by the Business Roundtable Workforce Partnership Initiative (WPI) of North Carolina. The WPI includes a number of Fortune 500 companies that developed KSAs for the skill set strongly needed in their companies. The curriculum for BSBA program is housed in the College of Business and Economics where a special focus is to train students to incorporate knowledge of business functions into their analysis, thereby optimizing their use of analytics; differentiating the program from analytical programs housed in engineering, mathematics, or statistics departments. The proposed BS in Business Analytics involves 30 credit hours of analytics related course work, plus six credit hours of restricted electives; it is more comprehensive than a concentration or a special honors program.

- 6. Faculty Quality and Number.** The BISA department has nine tenure track faculty members with doctoral terminal degrees from AACSB accredited institutions. The department is currently recruiting another tenure track faculty member for fall 2022 to support the increased enrollment for our existing programs. This new faculty member would also be a means of support for the Business Analytics program. All faculty members have experience teaching analytics related courses such as Python, R, Tableau, SQL, and business statistics, which is supportive of program quality. Faculty members are also engaged in various upskilling initiatives currently through MOOCs and master's programs to enhance their capabilities towards the delivery of analytics course. The BIT and MIS programs will be rationalized to ensure existing faculty complement is sufficient to deliver courses while leveraging the skill set of the faculty in requisite courses. This rationalization includes elimination of duplication of courses across the two majors and designing core and electives that can be shared between the two programs.
- 7. Relevant Lower-level and Cognate Programs.** The students in the bachelor's program will be able to build upon their expertise in elective courses from the Department of Computer Systems Technology and the Department of Computer Science to add to their skill sets. Example courses include introduction to artificial intelligence, data warehousing, and data mining amongst others. Students completing this program can elect to pursue a post-baccalaureate certificate in Data Analytics from N.C. A&T (12 credits) for further skill enhancement.
- 8. Availability of Campus Resources (library, space, etc.)** No new physical spaces or infrastructures are being requested; existing campus physical spaces and infrastructures are sufficient to support the program. Library resources have also been deemed sufficient and there is no need for the library to enhance the collection of electronic journals, databases, or resource materials.
- 9. Existing Programs (Number, Location, Mode of Delivery).** There are several programs that offer analytical instruction within the UNC System, many at the certificate or concentration level. University of North Carolina at Charlotte offers a BSBA in Business Analytics.
- 10. Potential for Unnecessary Duplication.** There are no baccalaureate programs offered in CIP 11.0104 in the UNC System. The program is unique in terms of its depth and breadth in covering the complete analytics lifecycle contained in 36 credit hours. These courses incorporate the KSAs arrived at by the Business Roundtable Workforce Partnership Initiative (WPI) of North Carolina. The proposed program is more comprehensive and focused as compared to programs with only a concentration. Additionally, the focus of N.C. A&T on under-represented minority students make this program distinct as compared to the existing UNC System programs. N.C. A&T aims to contribute through the proposed program to the enhancement of diversity and increased opportunities for higher education and job-growth for the minority population. Well-trained and diverse graduates of N.C. A&T's program will fill positions of growing demand in the analytics discipline, therefore diversifying the data and business analytics workforce.
- 11. Feasibility of Collaborative Program.** Graduates of this program can pursue graduate degrees at other UNC System institutions if they have a desire to enhance their skills. The graduates will participate in competitions, conferences, camps, and other events organized by within UNC System, industry, and other national institutions.

III. Summary of Review Processes

1. **Campus Review Process and Feedback.** The proposal was reviewed by N.C. A&T's faculty, undergraduate council, dean, chief financial officer, provost, and chancellor. Approval and support were provided at all levels. The proposal has the full support of all departments within WDCOBE. The College of Engineering also expressed support for the program.
2. **UNC System Office Review Process and Feedback.** Throughout the review process, N.C. A&T provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support their statements.

IV. Recommendation

It is recommended that the Board of Governors approve the N.C. A&T's request to establish the Bachelor of Science (BS) in Business Analytics (CIP 11.0104) effective fall 2022.

**Request for Authorization to Establish
Bachelor of Science (BS) in Nutrition and Dietetics
CIP 51.3101
North Carolina Central University**

I. Program Highlights

- North Carolina Central University (NCCU) proposes the establishment of a Bachelor of Science in Nutrition and Dietetics.
- This degree meets the eligibility requirements for supervised practice, a requisite to become a registered dietitian nutritionist (RDN).
- The mission of the program is to graduate culturally diverse leaders prepared for supervised practice programs and eligible for the Commission on Dietetic Registration (CDR) credentialing exam to become registered dietitian nutritionists. The program also aligns with the institution's mission to address the needs of individuals and society and transform communities.
- NCCU has historically provided this degree as an area of concentration in the Family and Consumer Science program. As a stand-alone degree program, students will have greater marketability to employers as well as being more visible to potential students.
- Graduates will qualify for Nutritionist I positions in health education, supporting roles in clinical dietetics, institutional dietary management, and food retail services. RDN graduates have additional opportunities in clinical dietetics, diabetes self-management education, community nutrition, long-term care, nutrition research, healthcare management, etc.

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

1. **Relation to Campus Distinctiveness and Mission.** NCCU's Nutrition and Dietetics program aligns with the university's mission and strategic objectives to advance research in the health sciences and address health disparities. Nutritionists and dietitians are uniquely trained to aid in prevention and treatment of acute conditions and chronic health issues like diabetes, cardio-metabolic disorders, and cancer, which disproportionately affect minority and underserved populations. Program graduates will be well-suited to treat culturally diverse populations.
2. **Student Demand.** As an area of concentration, this program is nationally accredited to enroll 25 third-year and 25 fourth-year students, and this program fills annually. Enrollment for the concentration fluctuates between 55 to 75 third and fourth-year students. The average enrollment from 2015-18 period was 68, which was greater than the average enrollment for similar programs at other UNC System institutions.
3. **Employment Opportunities for Graduates.** The demand for dietitians and nutritionists is growing at 11 percent per year. The rate of growth for dietetics is faster than the average growth for most sectors. This indicates an increasing job market need for trained dietitians/nutritionists in the coming decade.
4. **Impact on Access and Affordability.** NCCU is not requesting program-specific fees or a tuition differential for this program. Tuition and fee rates for the full-time academic year (12+ credit hours) are:

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

Category	Resident	Non-Resident
Tuition	\$3,728.00	\$16,435.00
Tuition Differential	--	--
Mandatory Fees (Athletics, Student Activities, Health Services, Educational & Technology, Campus Security, Debt Service, ASG)	\$2,856.22	\$2,856.22
Special Fees	--	--

The total cost for NC resident tuition and fees is \$6,584.22 for this program. According to the 2019 Academy of Nutrition and Dietetics Compensation and Benefits Survey of the Dietetics Profession, the average full-time salary of a Registered Dietitian/Nutritionist (RDN) is \$68,000. The average salary for a first-year entry level RDN is \$55,000.

5. **Faculty Quality and Number.** The program currently has 3.5 faculty FTEs and two adjunct instructors who provide curricular instruction, student support, and administrative responsibilities. Faculty in this program should have RDN credentials and a state licensure (LDN) to practice as registered dietitians in North Carolina and provide supervision to trainees.
6. **Relevant Lower-level and Cognate Programs.** There are two sequences of non-major curriculum requirements that help develop the knowledge base and understanding of some of the key concepts set forth by the accreditation body. Both are in the physical sciences.
 - Chemistry: General Chemistry I & II → Organic Chemistry → Nutritional Biochemistry
 - Biology: Molecules and Cell Function → Human Anatomy and Physiology I & II → Clinical Nutrition I & II
7. **Availability of Campus Resources (library, space, etc.)** NCCU has existing campus physical spaces and infrastructure sufficient to support this new degree program. The program currently has an experimental foods and teaching kitchen and medical diagnostic equipment for student training and practice.
8. **Existing Programs (Number, Location, Mode of Delivery).** Currently Appalachian State University, East Carolina University, and Western Carolina University offer Bachelor's degrees in CIP Code 51.3101.
9. **Potential for Unnecessary Duplication.** NCCU is the only Historically Black College and University (HBCU) in the state of North Carolina that offers a BS in Family and Consumer Science with a concentration in Nutrition and Dietetics and the only public institution in the Research Triangle that is an accredited Didactic Program in Dietetics (DPD). This uniquely positions NCCU to address healthcare workforce demands by graduating diverse practitioners.
10. **Feasibility of Collaborative Program.** The most prominent collaboration is presently with North Carolina State University (NC State). NC State has a large undergraduate nutrition program but their students do not qualify for admission into dietetic internships. Therefore, they are unable to work in North Carolina as registered dietitians or receive a state licensure. NC State graduates can complete the NCCU second degree DPD option in less than one year and become eligible for supervised practice.

- 11. Other Considerations.** Currently there are only three undergraduate Didactic Program in Dietetics (DPD) offering distance education options out of 211 accredited programs. The programs offering distance education are University of Arizona, Kansas State University, and Cedar Crest College in Pennsylvania. NCCU could be the first in the Southeast and the opportunity to tap into the demand for online instructions could be a boom for the program's enrollment. In 2020, DPD students accounted for 61.5 percent of all dietetics students by accredited program type. Of the 18,564 students enrolled in various programs, 2.7 percent were enrolled at the associate level, 10 percent in coordinated programs, and 25 percent in a combination of supervised practice programs at the graduate level. Offering distance education for 50 percent or more of didactic courses in the professional curriculum would require a request to implement a substantive program change. Once this degree program is approved, NCCU will seek approval from ACEND and the UNC System to offer this program online. Since the program is an existing concentration area in the Department of Human Sciences, funding lines currently exist for faculty and staff. There is currently \$440,000 available in reallocated funds to support this program and tenure-track faculty, non-tenure-track faculty, and SHRA positions.

III. Summary of Review Processes

- 1. Campus Review Process and Feedback.** This degree program was reviewed and approved by the following: The College of Health and Sciences; University Undergraduate Council; Faculty Senate; and the Academic Program Council. Individuals who reviewed and approved the program are Dr. Darlene Eberhardt-Burke, Interim Department Chair of the Department of Human Sciences; Dr. Laverne Reid, Interim Dean of the College of Health and Sciences; Akua Matherson, CFO and Vice Chancellor for Administration and Finance; and Dr. David H. Jackson, Jr., Provost and Vice Chancellor for Academic Affairs.
- 2. UNC System Office Review Process and Feedback.** Throughout the review process, NCCU provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support their statements.

IV. Recommendation

It is recommended that the Board of Governors approve NCCU's request to establish the BS in Nutrition and Dietetics (CIP 51.3101) effective fall 2022.

Request for Authorization to Establish
Bachelor of Science (BS) in Workforce Learning and Development (WLD)
CIP 13.1201
University of North Carolina Wilmington

I. Program Highlights

- The University of North Carolina Wilmington (UNCW) proposes the establishment of a Bachelor of Science in Workforce Learning and Development (BSWLD).
- Graduates will be prepared to design and deliver educational programs and serve as workforce learning and talent development professionals developing the capacity of existing and future workers in a variety of workforce settings, including: the military (UNCW currently serves over 2,300 military-affiliated students); business and industry; health care; government; independent consulting; and community and nonprofit organizations.
- The proposed BSWLD program supports UNCW's commitment to offer programs in areas of expertise that serve state needs. At a time when the landscape of work is adapting to a rapidly changing economic climate, there is a need for professionals with the knowledge and skills to assist organizations and individuals in developing capabilities and skills.
- The U.S. Bureau of Labor Statistics (BLS), projects employment of training and development specialists to grow nine percent from 2018 to 2028, and employment of instructional coordinators to grow six percent; both larger than the five percent average growth for all occupations. Career One Stop projects employment of training and development specialists to grow 18 percent from 2016 to 2026 in North Carolina, doubling the national average for all occupations.

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

1. **Relation to Campus Distinctiveness and Mission.** The proposed program supports key components of both the University of North Carolina System and UNCW's strategic plans, most prominently commitments to increasing access and affordability for North Carolina students. The target student population for the BSWLD is adult learners who entered the workforce or the military *before* completing a bachelor's degree—including military personnel in the workforce—who are either new to postsecondary education or seek to complete an undergraduate degree.
2. **Student Demand.** In a 2021 analysis by the Education Advisory Board (EAB) commissioned by UNCW to examine the viability of the BS in Workforce Learning and Development (BSWLD), seven of the top 10 institutions reporting data on similarly-themed degree completion programs in AY 2018-19 nationally (the most recent year of data available), saw increases in undergraduate degree completions from AY 2014-15. Nationally, overall completions grew an average of 9.66 percent annually. The number of undergraduate completions for the program at Southern Illinois University at Carbondale (SIUC) have consistently been over 225, and in 2018-19 completions numbered 240. SIUC markets its degree completion program on campus and at select military bases. The UNCW BSWLD program plans to do the same, identifying a strong population of potential degree completers within the military-affiliated students. Online delivery will be an incentive for working adults interested in completing the degree while remaining employed, as well as for military-affiliated individuals (active-duty and retired). The military bases in our region of North Carolina have over 120,000 active duty and reserve military personnel. Any of these individuals with a high school diploma, some college credit, and/or an Associate's degree and an

interest in pursuing a Bachelor's degree in Workforce Learning and Development would potentially be eligible for the BSWLD program. A Student Services Specialist with the Office of Military Affairs commented "...this type of degree would also be suitable for Army ROTC cadets who will graduate directly into management and supervisory positions and become responsible for their teams' training records."

3. **Employment Opportunities for Graduates.** The program will prepare professionals capable of supporting adults and working learners in diverse workplace settings such as military, government, health care, business, industry, and post-secondary educational-technical institutions. Career One Stop projects employment of training and development specialists to grow 18 percent from 2016-26 in North Carolina, doubling the national average for all occupations.
4. **Impact on Access and Affordability.** The BSWLD will expand access to a four-year undergraduate degree for adults with some college credit and no degree and/or with work experience and occupational training and no undergraduate degree. The program will take advantage of well-established pathways into UNCW and affordable degree completion, including those for students who have completed an associate degree, and students with military or full-time work experience and occupational training. UNCW has Pathways to Excellence articulation agreements with 27 community colleges and well-established processes for reviewing military credit and full-time work experience in industry for college credit, as well as the infrastructure to facilitate admissions and credit award. The program is designed to be offered fully online and asynchronously, a further benefit for this student population providing flexibility for working adults and those with family responsibilities.

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

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

Category	Resident	Non-Resident
Tuition	\$4,400.00	\$18,508.00
Tuition Differential	--	--
Mandatory Fees (Athletics, Student Activities, Health Services, Educational & Technology, Campus Security, Debt Service, ASG)	\$2,795.00	\$2,795.00
Special Fees	--	--

5. **Expected Quality.** The BSWLD meets both the UNC System and the SACS-COC credit hour requirements for undergraduate degrees. The BSWLD program of study is based on the International Association for Talent Development's (ATD) Talent Development Capability Model, providing a research-based framework for the curriculum and student learning outcomes. The program's learning outcomes and competency matrix are derived from the most current model (2020) and analysis of employer needs indicated by occupation job postings. Looking into the future five years, the program anticipates artificial intelligence and worker flexibility transforming the workplace. Workforce researchers and workforce professionals in UNCW's service region have contributed to the development of the program of study for this degree, supporting use of

the ATD Model as an organizing framework for the BSWLD student learning outcomes. Additionally, online instruction is supported by the UNCW Office of Distance Education and eLearning (DEeL) which supports faculty and instructors with online course development and ongoing professional development to ensure quality for online course delivery.

6. **Faculty Quality and Number.** Currently, two full time faculty and two part-time faculty will be responsible for teaching courses. One additional faculty member will be hired during the first year. All instructors for the BSWLD program will be required to meet SACS-COC credentialing requirements.
7. **Relevant Lower-level and Cognate Programs.** UNCW currently has no other lower-level or cognate programs supporting the proposed BSWLD degree.
8. **Availability of Campus Resources (library, space, etc.)** As an asynchronous online program, the only additional physical space needed will be office space for an additional faculty member. UNCW's Information Technology Services (ITS) provides a reliable and secure infrastructure for online programs and courses. The UNCW's William Madison Randall Library currently provides strong support for Workforce Learning and Development related programs via specialized databases, journal, eBooks, streaming video, and other resources.
9. **Existing Programs (Number, Location, Mode of Delivery).** Appalachian State University (Appalachian) is currently the only four-year higher education institution in North Carolina offering a similar program. Appalachian offers a Bachelor of Science in Career and Technical Education (CTE) with seven concentrations, including a concentration in Workforce Leadership and Development that began enrolling students in fall 2018.
10. **Potential for Unnecessary Duplication.** Appalachian's program is offered both face-to-face and online, UNCW's program will be offered asynchronously online. The UNCW has a singular focus on Workforce Learning and Development, the program of study at Appalachian includes required coursework in the CTE core curriculum. The Appalachian program has a different CIP code (13.1299 Teacher Education and Professional Development, Specific Levels and Methods) than UNCW's proposed program (13.1201 Adult and Continuing Education and Teaching). Both programs target transfer students, working adults who may have earned an associate degree and have work experience in business or industry, and students just beginning their postsecondary education. Appalachian has relationships with the community colleges and high schools in the Western region of the state, likewise UNCW has relationships with the community colleges and high schools in the Southeastern region. However, the target population for the BSWLD also includes veterans and military personnel, which are a significant sector of the population in UNCW's service region. UNCW has built and maintained strong relationships with military installations, particularly Camp LeJeune and the surrounding community.
11. **Feasibility of Collaborative Program.** While discussions related to potential opportunities for collaboration with Appalachian, North Carolina State University (NC State), and North Carolina Agricultural and Technical State University (N.C. A&T) have been impacted by the pandemic, there are plans to collaborate with all three institutions. Another potential avenue for collaboration with Appalachian is organization of an online conference to share research and best practices in Workforce Learning and Development. Finally, there are also plans to explore the possibility of a potential articulation agreements with NC State's Masters in Training and Development program

and N.C. A&T's Masters in Adult Learning for BSWLD students who seek to continue their education in the field and earn an advanced degree.

III. Summary of Review Processes

- 1. Campus Review Process and Feedback.** The proposal was reviewed by UNCW's faculty, undergraduate council, program coordinator, department chair, dean, undergraduate dean, CFO, faculty senate chair, provost, and chancellor. Approval and support were provided at all levels. The approval process follows procedural guidelines for curricular change identified in the UNCW Faculty Handbook.
- 2. UNC System Office Review Process and Feedback.** Throughout the review process, UNC Wilmington provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support the statements made.

IV. Recommendation

It is recommended that the Board of Governors approve the UNCW's request to establish the Bachelor of Science (BS) in Workforce Learning and Development (CIP 13.1201) effective fall 2022.

**Request for Authorization to Establish
Master of Science in Nutritional Sciences
CIP 51.3101
North Carolina Central University**

I. Program Highlights

- North Carolina Central University (NCCU) proposes the establishment of the Master of Science in Nutritional Sciences.
- Currently, Nutritional Sciences is a concentration under the MS in Family and Consumer Sciences. NCCU proposes to change Nutritional Sciences from a concentration to a stand-alone degree program which enables the program to have a stronger focus on dietetics, be more visible for potential students, and enable our students to be more marketable in the field.
- This new degree program will be offered fully online (excluding required clinical components) and addresses the UNC System mission by imparting knowledge and skills for students to work in fields that address the nutrition and wellness of society which in turn improves the quality of life in the state. Additionally, this new degree program will be more easily identifiable for recruitment purposes for potential students and employers seeking such graduates with this degree which aligns with the NCCU's Strategic Plan that focuses on student access and success.
- NCCU is the only Historically Black College and University (HBCU) in North Carolina to offer training for Registered Dietitians (RDs) through the Dietetic Internship and the Future Education Model (FEM) which integrates the MS degree and the dietetic internship. This uniquely positions the program to serve minority and underrepresented students and add diversity to the profession of nutrition.
- Graduates will be prepared for jobs as RDs, community nutrition, health education, dietary management, foodservice management, and other health related positions.

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

1. **Relation to Campus Distinctiveness and Mission.** NCCU is one of the two HBCUs in North Carolina to offer a MS degree in the field of nutritional sciences and is the only HBCU in the state to offer accredited programs for the training of RDs. This uniquely positions the program to serve minority and underrepresented students and add diversity to the profession of nutrition. NCCU has been recently selected to be a Demonstration Program for the Future Education Model (FEM) Graduate Program by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) and is currently the only HBCU in the country to offer this program. FEM utilizes competency-based and integrates didactic education with supervised experiential learning which fosters work readiness and aligns academics with skills employers seek compared to traditional programs. Students seek out FEM programs because it streamlines the process to becoming a Registered Dietitian/Nutritionist (RDN) with a MS degree. Demonstration sites gain national recognition as leaders and early adopters. NCCU will be join the University of North Carolina at Chapel Hill as the only two FEM institutions in North Carolina.
2. **Student Demand.** Demand for the MS program has been increasing. In 2014, the nutritional science concentration enrolled an average of 16 students, whereas, in the past three years (2017-20) the average enrollment was 33 students. Some of this increase was due to the introduction of the RD-track but all tracks saw an increase in annual enrollment.

In 2024, there will be an increased demand for a MS in Nutritional Sciences because a graduate degree will be required in addition to the current dietetic internship requirement to be eligible for the RDN exam. The increase will be two-fold. There will be an increase in students looking for a combined MS and dietetic internship who wish to become RDNs. Secondly, current RDNs will be looking to stay competitive in the market by obtaining a MS degree. The MS degree at NCCU plans to offer a combined MS and dietetic internship so it will be poised to meet the demand from both sources. It is also expected that we will retain more of our own dietetic interns. Currently, 60 percent of NCCU dietetic interns continue to complete the MS degree.

3. **Employment Opportunities for Graduates.** According to the U.S. Bureau of Labor Statistics Job Outlook 2018-28, demand for Dietitians and Nutritionists is growing at 11 percent per year, a figure substantially above average job growth, indicating an increasing job market need for trained nutritionists in the coming decade. The existing NCCU DIP program has a strong history of success and is proud to report an average of 100 percent of admitted Dietetic Interns successfully complete the Dietetic Internship Program and 97 percent pass the RD exam within one year to become Registered Dietitian/ Nutritionists (Accreditation Review Report, 2018). Ninety-eight (98) percent who sought employment after completion of the internship found employment within three to six months of becoming an RDN and 100 percent of those seeking employment were employed within one year of graduation.
4. **Impact on Access and Affordability.** Based on 2020-21 tuition rates, it would cost an in-state student \$19,073.51. There are Graduate Assistantships available to reduce costs, and students can also apply for national scholarships, including those from the Academy of Nutrition and Dietetics. Based on the 2019 Academy of Nutrition and Dietetics Compensation and Benefits Survey of the Dietetics Profession, the average full-time salary of a Registered Dietitian/Nutritionist (RDN) is \$68,600. The average salary for a first-year entry level RDN is \$55,000.

NCCU is not requesting any program-specific fees or tuition differential for this program. Tuition and fees for the 2021-22 full-time (9+ credit hour) rates are as follows:

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

Category	Resident	Non-Resident
Tuition	2,370.00	8,847.00
Tuition Differential	--	--
Mandatory Fees (Athletics, Student Activities, Health Services, Educational & Technology, Campus Security, Debt Service, ASG)	2,674.00	2,674.00
Special Fees	--	--

5. **Expected Quality.** The MS in Nutritional Sciences will require 33 credit-hours and will be offered 100 percent online except for students in the dietetic internship program and Future Education Model tracks which will be 81 percent online due to on-campus preparation for supervised practice and rotations for supervised practices at sites across North Carolina and adjacent areas. The MS in Nutritional Sciences will offer five different tracks to meet the needs of the individual learner with different levels of nutrition experience. The Nutritional Science (NS) track is for

general students. The Nutritional Science for Registered Dietitians (NS-RD) track is for Registered Dietitian/ Nutritionists (RDN). The Dietetic Internship Program continuing into Nutritional Sciences (DIP-NS Continuing) track is for NCCU dietetic interns who have earned fifteen graduate credits as part of the ACEND accredited dietetic internship and choose to continue into the master's degree program. The combined MS in Nutritional Sciences and Dietetic Internship Program (NS-DIP) track is a combined program designed to meet the 2024 requirements of a master's degree with the dietetic internship to be eligible to take the RDN credentialing exam. The Future Education Model Graduate (FEM) track integrates didactic and supervised practice through competency-based education for students to complete their master's degree and supervised practice hour requirements to be eligible for the Registered Dietitian/Nutritionist (RDN) credentialing exam. In addition, NCCU will offer concentrations that align with Board Certifications for RDNs and common employment fields for non-RDNs in the nutrition field. The following concentrations will be offered: Pediatric Nutrition, Gerontological Nutrition, Sports Nutrition, Obesity and Weight Management, Community Nutrition Educator and Dietetics.

6. **Faculty Quality and Number.** This new degree program will have two full-time faculty, one part-time preceptor for the dietetic internship and Future Education Model and two adjuncts who teach in their specialty areas of nutrition. All faculty currently teach in the existing nutritional sciences concentration. All faculty have the proper credentials in their respective fields associated with this new degree program. Graduate faculty are required to have a doctoral degree and those teaching in graduate nutritional sciences either are Registered Dietitian/Nutritionist or have extensive experience in the field. The Director of the Dietetic Internship and Future Education Model Graduate programs meet all the requirements from the Accreditation Council for Education in Nutrition and Dietetics.
7. **Relevant Lower-level and Cognate Programs.** The most direct support for the degree program is an undergraduate degree in nutrition. NCCU offers an undergraduate program in nutrition and dietetics with an enrollment of 20-30 senior/second degree students. Other UNC System institutions such as The University of North Carolina at Greensboro, North Carolina State University, East Carolina University, Western Carolina University, Appalachian State University, and UNC-Chapel Hill have undergraduate programs in nutrition, foods, or dietetics. Because the program will be online, students can be recruited from programs outside of North Carolina. An undergraduate degree in nutrition is not required for this program so any student who has taken a minimal amount of science and nutrition coursework would be eligible for this degree and especially those with an undergraduate degree in any science or health fields.
8. **Availability of Campus Resources (library, space, etc.)** NCCU has existing campus physical spaces and infrastructure sufficient to support this new degree program.
9. **Existing Programs (Number, Location, Mode of Delivery).** Currently Appalachian State offers a master's degree in CIP code 51.3101. The program is offered both in-person and online.
10. **Potential for Unnecessary Duplication.** Appalachian State's program offers an on-campus concentration in Dietetics and online concentration in Public Health Nutrition. The program at NCCU will be more accessible for students in the central and eastern sections of North Carolina. NCCU will be the only program offering an online MS in Nutritional Sciences. Appalachian and UNC-Chapel Hill have online programs, but those programs are in Public Health Nutrition. Unlike the other programs, NCCU will offer different tracks to streamline time to degree for more

advanced students without repeating prior experiences such as internship. While NCCU will offer dietetics for students training to be RDNs, it will also focus on nutrition and dietetics in the training of all nutrition students rather than public health nutrition as offered by Appalachian. In addition, NCCU will offer concentrations that align with Board Certifications for RDNs and common employment fields for non-RDNs in the nutrition field. The following concentrations will be offered: Pediatric Nutrition, Gerontological Nutrition, Sports Nutrition, Obesity and Weight Management, Community Nutrition Educator, and Dietetics. The other universities in the UNC System offering MS degrees in nutrition use CIP codes 30.1901 which has a more specific focus on nutritional sciences rather than dietetics (19.0501) which is more general to nutrition and wellness.

11. Feasibility of Collaborative Program. Due to the history of success NCCU has experienced through the Nutritional Science concentration, there is not a need for a joint or collaborative program.

12. Other Considerations. None.

III. Summary of Review Processes

- 1. Campus Review Process and Feedback.** This degree program was reviewed and approved by the following: The College of Health and Sciences; Graduate Council; Faculty Senate; and the Academic Program Council. Individuals who reviewed and approved the program include Dr. Darlene Eberhardt-Burke, Interim Department Chair of the Department of Human Sciences; Dr. Laverne Reid, Interim Dean of the College of Health and Sciences; Dr. Jaleh Rezaie, Dean of the School of Graduate Studies; Ms. Akua Matherson, CFO and Vice Chancellor for Administration and Finance; and Dr. David H. Jackson, Jr., Provost and Vice Chancellor for Academic Affairs.
- 2. UNC System Office Review Process and Feedback.** Throughout the review process, NCCU provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support their statements.

IV. Recommendation

It is recommended that the Board of Governors approve the NCCU's request to establish the MS in Nutritional Sciences (CIP 51.3101) effective fall 2022.

**Request for Authorization to Discontinue and/or Consolidate
Academic Degree Program**

**The University of North Carolina at Greensboro – Bachelor of Arts (BA) in Political Science, Secondary
Education – (CIP 13.1317)**

Overview: The Bachelor of Arts in Political Science, Secondary Education (13.1317) at The University of North Carolina at Greensboro will be discontinued and consolidated into the Bachelor of Arts, Political Science (45.1001) effective fall 2022. The request to permanently discontinue the degree program was approved by the head of the program, appropriate institutional committees, and provost.

The program is being discontinued because the political science concentration in secondary education is no longer classified as a separate program with a unique CIP code. Following consolidation into the BA in Political Science, the courses and structure of the program will not change. There will be no interruption of advancement toward licensure for the students. All required courses will continue to be available, and licensure will continue through the School of Education.

Recommendation: It is recommended that the Board of Governors approve The University of North Carolina at Greensboro's request to discontinue the Bachelor of Arts in Political Science Secondary Education (13.1317) and consolidate the program into the Bachelor of Arts, Political Science (45.1001) effective fall 2022.

**Request for Authorization to Discontinue and/or Consolidate
Academic Degree Program**

**The University of North Carolina at Charlotte – Master of Education (MEd) in Child and Family Studies:
Early Education – (CIP 13.1209)**

Overview: The Master of Education in Child and Family Studies: Early Education (13.1209) at the University of North Carolina at Charlotte will be discontinued and consolidated into the Master of Education, Special Education and Child Development (13.1001) effective fall 2022. The request to permanently discontinue the degree program was approved by the head of the program, appropriate institutional committees, and provost.

The program is being discontinued due to low enrollment. The program stopped admitting new students in August of 2020, and there currently is only one student impacted by this discontinuation and consolidation, who will be able to transition to a well-aligned concentration within an existing degree program. The student will also be supported by academic advising from the Program Director and a coursework completion plan. No faculty or staff members will be reassigned due to the discontinuation of the program.

Recommendation: It is recommended that the Board of Governors approve the University of North Carolina at Charlotte's request to discontinue the Master of Education in Child and Family Studies: Early Education (13.1209) and consolidate the program into the Master of Education, Special Education and Child Development (13.1001) effective fall 2022.



AGENDA ITEM

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

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

Background: Johnson and Wales University, an existing licensee, seeks to offer a Master of Science in International Beverage Management.

Syracuse University, a first-time applicant, seeks to offer postsecondary credit bearing courses to certain high school students in North Carolina.

Thales Academy, an existing licensee, seeks to offer a Bachelor of Arts in Classical Education and Leadership.

Universal Technical Institute, a first-time applicant, seeks to offer an Associate of Automotive Technology.

Saybrook University seeks to offer a limited license for a student to conduct a practicum in North Carolina.

Assessment: After appropriate review of the license applications the UNC System Office recommends approval of these applications.

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

Staff Report and Recommendation
Johnson and Wales University

Background

Johnson and Wales University – Charlotte, OPEID 000340410, (Johnson and Wales), an existing licensee in good standing, is a private, not-for-profit institution with a main campus located in Providence, Rhode Island, and a large residential campus located in Charlotte. Johnson and Wales is regionally accredited by the New England Commission of Higher Education and seeks licensure to expand its program offerings to include a Master of Science in International Beverage Management. Staff most recently conducted a site visit in May 2018.

This program is already offered at Johnson and Wales' main campus and are similar in CIP code and faculty composition to successful existing programs at the Charlotte campus. Staff and external examiners conducted a review of Johnson and Wales' application and believe that the proposed programs will operate in compliance with the Rules and Standards.

Institutional Metrics and Consumer Protection Information

Metric			
8-year outcomes ⁱ	Graduated	58%	
	Transferred Out	21%	
	Withdrew	21%	
Employment Placement Rate ⁱⁱ		Does not report – not required by accreditor	
Federal Financial Composite Score (3.0 is highest, -1.0 is lowest) ⁱⁱⁱ	2019	2018	2017
	2.4	2.9	3.0
Three-year cohort default rate ^{iv}	Class of 2018	Class of 2017	Class of 2016
	6.5	9.4	7.0

System Office staff received one complaint from a Johnson and Wales student this year. The institution quickly resolved the issue.

Recommendation

Issue a license to Johnson and Wales to conduct the postsecondary degree activity described in this recommendation.

ⁱ Unless otherwise noted, this is data reported by the institution to the U.S. Department of Education, and includes both full and part time students and first-time and transfer-in students.

ⁱⁱ Unless otherwise noted, this data is reported by the institution to its accreditor according to its accreditor's

standards and definitions. It is the most recent data available for the program under consideration.

ⁱⁱⁱ This is a general measure of the institution's financial solvency. A score of 1.5 or greater means the institution does not face additional federal restrictions on operating because of financial solvency concerns.

^{iv} Three-year cohort default rate ("CDR") is the percentage of graduates who borrowed federal loans and who defaulted on those loans within three years of graduating. For example, a CDR for a cohort graduating in 2018 can be calculated three years later, in 2021.

Staff Report and Recommendation
Syracuse University

Background

Syracuse University, OPEID 00288200, (Syracuse), a new applicant, is a private, not-for-profit institution with a main campus located in Syracuse, New York. Syracuse is regionally accredited by the Middle States Commission of Higher Education and seeks licensure to offer SPA 201: Spanish III, Intermediate Spanish, a postsecondary credit-bearing class, to high school students in North Carolina. Staff conducted a site visit to the proposed site in North Carolina, Jordan-Matthews High School in Siler City, in January 2022.

Staff conducted a review of the institution's application for licensure. Based on that review, staff believes Syracuse will conduct the course in compliance with the Rules and Standards.

Institutional Metrics and Consumer Protection Information

Metric			
8-year outcomes ⁱ	Graduated	82%	
	Transferred Out	13%	
	Withdrew	4%	
Employment Placement Rate ⁱⁱ		Does not report – not required by accreditor	
Federal Financial Composite Score (3.0 is highest, -1.0 is lowest) ⁱⁱⁱ	2019	2018	2017
	3.0	3.0	3.0
Three-year cohort default rate ^{iv}	Class of 2018	Class of 2017	Class of 2016
	2.7	3.3	3.0

Recommendation

Issue a license to Syracuse to conduct the postsecondary degree activity described in this recommendation.

ⁱ Unless otherwise noted, this is data reported by the institution to the U.S. Department of Education and includes both full and part time students and first-time and transfer-in students.

ⁱⁱ Unless otherwise noted, this data is reported by the institution to its accreditor according to its accreditor's standards and definitions. It is the most recent data available for the program under consideration.

ⁱⁱⁱ This is a general measure of the institution's financial solvency. A score of 1.5 or greater means the institution does not face additional federal restrictions on operating because of financial solvency concerns.

^{iv} Three-year cohort default rate ("CDR") is the percentage of graduates who borrowed federal loans and who defaulted on those loans within three years of graduating. For example, a CDR for a cohort graduating in 2018 can be calculated three years later, in 2021.

Staff Report and Recommendation
Thales College

Background

Thales College (Thales), an existing licensee in good standing, is a private, not-for-profit institution with a main campus located in Wake Forest. Staff most recently conducted a site visit in March 2019. Thales seeks to expand its program offerings to offer a Bachelor of Arts in Classical Education and Leadership.

Like its previously licensed programs, Thales will offer the BA in Classical Education and Leadership in a “Great Books” style and cohort-driven format. The general education portion of the curriculum is identical to programs the Board of Governors has already licensed. Staff reviewed the application for the new program and believe that Thales will operate the program in accordance with Rules and Standards.

Institutional Metrics and Consumer Protection Information

Thales has not enrolled students and has no institutional metrics to report. Thales anticipates enrolling students in the fall of 2022.

Recommendation

Issue a license to Thales to conduct the postsecondary degree activity described in this recommendation.

ⁱ Unless otherwise noted, this is data reported by the institution to the U.S. Department of Education, and includes both full and part time students and first-time and transfer-in students.

ⁱⁱ Unless otherwise noted, this data is reported by the institution to its accreditor according to its accreditor’s standards and definitions. It is the most recent data available for the program under consideration.

ⁱⁱⁱ This is a general measure of the institution’s financial solvency. A score of 1.5 or greater means the institution does not face additional federal restrictions on operating because of financial solvency concerns.

^{iv} Three-year cohort default rate (“CDR”) is the percentage of graduates who borrowed federal loans and who defaulted on those loans within three years of graduating. For example, a CDR for a cohort graduating in 2018 can be calculated three years later, in 2021.

Staff Report and Recommendation
Universal Technical Institute

Background

Universal Technical Institute, OPEID 00822104, (Universal Tech), a new applicant, is a private, for-profit institution located in Mooresville, North Carolina. Universal Tech is accredited by the Accrediting Commission of Career Schools and Colleges, an accreditor recognized by the Council for Higher Education Accreditation and the United States Department of Education. Universal Tech's Mooresville campus is one of 12 campuses nationwide. The institution has partnerships with major automobile manufacturers and with NASCAR to provide training resulting in industry certifications, and now seeks to offer an Associate of Science in Automotive Technology in North Carolina. The institution's certificate programs are licensed and in good standing with the North Carolina Community College System.

Staff and a team of examiners conducted a site visit in August 2021. Based on the visit and the review of the application, the team made findings regarding faculty qualifications, the general education curriculum, library resources, and student disclosures. Universal Tech responded to the findings and based on that response, staff believes Universal Tech will operate the Associate of Science in Automotive Technology in accordance with the Rules and Standards.

Institutional Metrics and Consumer Protection Information

Metric			
8-year outcomes ⁱ	Graduated	This institution has not offered degree programs and does not have eight-year outcomes to report. It reports a 64% graduation rate for its existing certificate programs to its accreditor.	
	Transferred Out		
	Withdrew		
Employment Placement Rate ⁱⁱ		84%	
Federal Financial Composite Score (3.0 is highest, -1.0 is lowest) ⁱⁱⁱ	2019	2018	2017
	1.6	2.2	1.7
Three-year cohort default rate ^{iv}	Class of 2018	Class of 2017	Class of 2016
	11.9	13.8	14.8

Recommendation

Issue a license to Universal Tech to conduct the postsecondary degree activity described in this recommendation.

ⁱ Unless otherwise noted, this is data reported by the institution to the U.S. Department of Education, and includes both full and part time students and first-time and transfer-in students.

ⁱⁱ Unless otherwise noted, this data is reported by the institution to its accreditor according to its accreditor's

ⁱⁱⁱ This is a general measure of the institution's financial solvency. A score of 1.5 or greater means the institution does not face additional federal restrictions on operating because of financial solvency concerns.

^{iv} Three-year cohort default rate ("CDR") is the percentage of graduates who borrowed federal loans and who defaulted on those loans within three years of graduating. For example, a CDR for a cohort graduating in 2018 can be calculated three years later, in 2021.

Staff Report and Recommendation for Limited License

Saybrook University (OPEID 02120600), a regionally accredited not-for-profit institution located in Pasadena, California, seeks a limited license to allow a single student to complete clinical rotations in North Carolina, with the license to expire on December 31, 2024. The student is the spouse of an active duty military service member being reassigned to an installation in the state.

AGENDA ITEM

- A-5. Discussion and Review of Section 700.1.3 of the UNC Policy Manual,
Policy on Out-of-State Undergraduate Enrollment David English

Situation:	Section 700.1.3 of the UNC Policy Manual, <i>Policy on Out-of-State Undergraduate Enrollment</i> , establishes a cap on the percentage of out-of-state students enrolled in the freshmen class at constituent institutions. At its November 2021 meeting, the Committee on Educational Planning, Policies, and Programs engaged in a discussion regarding the principles and impacts of the current policy. Additional data and potential policy options will be discussed during this session.
Background:	The Board originally adopted Section 700.1.3 in 1985, establishing a cap of 18 percent on out-of-state students in the freshmen class. Subsequent modifications to the policy have been made, with the most recent being in 2021. That revision raised the cap from 18 percent to 25 percent for the five Historically Black Colleges and Universities (HBCUs) in the UNC System. Several constituent institutions exceeded their defined cap for out-of-state students in the fall 2021 freshmen class, which resulted in a request for additional discussion of policy options.
Assessment:	Information regarding demographic and enrollment trends will be presented and discussed.
Action:	This item is for discussion only.

AGENDA ITEM

- A-6. Discussion and Review of Section 700.1.1 of the UNC Policy Manual, *Policy on Minimum Eligibility Requirements for Undergraduate Admission for the University of North Carolina System* Kimberly van Noort

Situation:	Section 700.1.1 of the UNC Policy Manual, <i>Policy on Minimum Eligibility Requirements for Undergraduate Admission for the University of North Carolina System</i> , establishes the minimum academic standards that a student must satisfy to be considered for undergraduate admission to a constituent institution of the University of North Carolina System.
Background:	On March 30, 2020, the Board of Governors voted to revise the minimum requirements from a minimum 2.5 weighted high school GPA and SAT score of 880 or ACT of 17 to a minimum 2.5 weighted high school GPA or SAT score of 1010 or ACT of 19. The requirements of this policy were effective for all first-time students applying for admission at a constituent institution for any semester beginning with the 2020 fall semester through the 2022 fall semester.
Assessment:	Information will be provided about students admitted under the revised minimum requirements for review and discussion.
Action:	This item is for discussion only.