

October 20, 2022 at 9:00 a.m.
Via Videoconference and PBS North Carolina Livestream
UNC System Office
140 Friday Center Drive, Board Room
Chapel Hill, North Carolina

AGENDA

OPEN SESSION

1. Invocation.....Mr. Fraley
2. Roll Call..... Secretary Burris-Floyd
3. Chair's Report..... Chair Ramsey
4. President's Report.....President Hans
5. Consent Agenda Chair Ramsey

Minutes

- a. Minutes (Open) of September 22, 2022

Committee on Budget and Finance

- b. Capital Improvement Projects
- c. Disposition of Property by Deed – North Carolina State University
- d. Disposition of Property by Lease – North Carolina State University

Committee on Educational Planning, Policies, and Programs

- e. UNC System Academic Degree Program Actions
- f. Comprehensive Articulation Agreement Annual Report
- g. Revisions to Comprehensive Articulation Agreement

6. Report of the Committee on Budget and Finance Mr. Holmes
7. Report of the Committee on Educational Planning, Policies, and ProgramsMr. Sloan
8. Report of the Committee on University PersonnelMs. Coward
 - a. UNC Staff Assembly Update Ms. Woods
9. Report of the Committee on Military and Public Affairs... Mr. Williford
10. Report of the Committee on Strategic Initiatives..... Mr. Powers

11. Report of the Committee on Historically Minority-Serving Institutions..... Mr. Holley

CLOSED SESSION

12. Approval of Minutes (Closed) of September 22, 2022 Chair Ramsey
13. Legal Report Mr. Tripp
14. Report of the Committee on University Personnel.....Ms. Coward

OPEN SESSION

15. Report of the Committee on University Personnel Ms. Coward
16. Adjourn

The next regularly scheduled meeting of the Board of Governors is Thursday, November 17, 2022, at East Carolina University.

Closed Session Motion

Motion to go into closed session to:

- Prevent the disclosure of information that is privileged or confidential under Article 7 of Chapter 126 and § 143-748 of the North Carolina General Statutes, or not considered a public record within the meaning of Chapter 132 of the General Statutes.
- Prevent the premature disclosure of an honorary award or scholarship.
- Consult with our attorney to protect attorney-client privilege.
- Consider the qualifications, competence, performance, or condition of appointment of a public officer or employee or prospective public officer or employee.

Pursuant to: G.S. 143-318.11(a)(1), (2), (3), and (6).

DRAFT MINUTES

September 22, 2022

University of North Carolina System Office

The Spangler Center, Board Room

Via Videoconference and PBS North Carolina Livestream

Call to Order

The Board of Governors of the University of North Carolina System met on September 22, 2022, at the Spangler Center (formerly the Center for School Leadership Development) in Chapel Hill. Chair Randy Ramsey called the meeting to order at 9 a.m. He welcomed the guests and acknowledged a special guest, Ms. Hailey Hudson, a senior at the University of North Carolina at Chapel Hill, who was recently crowned Miss Collegiate USA 2022. Chair Ramsey congratulated Ms. Hudson and thanked her for joining the day's meeting.

Invocation

Chair Ramsey called on Mr. Ford to give the invocation.

Roll Call

Secretary Burris-Floyd called the roll. The following members were present:

M. Lee Barnes	Mark Holton
Kellie Hunt Blue	Terry Hutchens
Kirk J. Bradley	J. Alex Mitchell
Pearl Burris-Floyd	Wendy Floyd Murphy
C. Philip Byers	Anna Spangler Nelson
Jimmy D. Clark	Raymond Palma
Carolyn Coward	Art Pope
Joel Ford	David Powers
John Fraley	Randy Ramsey
Reginald Ronald Holley	Lee Roberts
James L. Holmes, Jr.	Michael Williford

The following members were absent:

Thomas C. Goolsby (<i>by videoconference</i>)	Temple Sloan (<i>by videoconference</i>)
Sonja Philips Nichols (<i>by videoconference</i>)	

State Ethics Act

Chair Ramsey stated that under the State Ethics Act, members have a duty to avoid conflicts of interest and appearances of conflicts and asked if anyone had a potential conflict. Mr. Holmes abstained from Item 5f. – Approval of the Selection of the Design-Build Firm – PBS North Carolina. Mr. Holmes explained that during its Committee on Budget and Finance meeting the previous day, he voted in the affirmative for this item unaware of the conflict.

Chair's Report

With the beginning of a new academic year, Chair Ramsey detailed some of the accomplishments the Board has achieved this past year. Highlights of those accomplishments include overhauling of the funding model, creation of an all-funds budget, keeping tuition flat, and facilitating the transfer of community college students to a UNC System institution. He stated that "this great University doesn't belong to just one person. It belongs to every person in this room. It belongs to our families and our friends. It belongs to all North Carolinians who invest in its success, and who are proud to call it their own."

Next, Chair Ramsey shared his thoughts on the future of the UNC System. This year, the Board will appoint new members to campus boards of trustees. It will also address tuition and fees, total cost of attendance, and affordability; work to sustain campuses through the economic and demographic challenges; continue to promote academic integrity and fiscal responsibility; and enroll more students from rural and underserved communities throughout our state. Chair Ramsey praised the UNC System's former leaders. For the past five decades, "the stewards that led this great University nourished and protected our state's investment in education, research, and public service. Today, the evidence of their service is found across every region of North Carolina."

Chair Ramsey noted that the Board is committed to good stewardship and focused on how our institutions are working together to make a positive difference for those we serve. He stressed that this Board will be guided by uncompromising integrity, responsibility, and vision. In closing, he noted that while there will be short-term challenges, he asked the members to focus on long-term results because "when our time around this board table has ended, the mark of our stewardship will be evident by one measure – whether we succeeded in leaving this university better than we found it."

President's Report

President Hans reported that this past year marked the 50th anniversary of the consolidated UNC System. He noted that we have been celebrating this event for the past several months by sharing stories of UNC System's history and highlighting the remarkable people who made it possible. Next, President Hans spoke about college enrollment trends and projections. He stated that the period of enrollment growth is coming to an end and undergraduate enrollment is declining. President Hans presented a summary of the UNC System's strategic initiatives. He explained how these initiatives were carefully developed with the goal of bringing in more students and educating a wider share of the state's population. For President Hans' complete report, please see Appendix A.

Consent Agenda Items

Chair Ramsey referred to the consent agenda items listed as Item 5 on the day's agenda. Chair Ramsey entertained a motion to approve the consent agenda items. The motion was properly seconded, and the motion carried.

Minutes

- a. Minutes of July 20, 2022

Committee on Budget and Finance

- | | |
|---|------------|
| b. Expansion of Millennial Campus – The UNC System Office | Appendix B |
| c. Capital Improvement Projects | Appendix C |
| d. Disposition of Property by Demolition – Elizabeth City State University | Appendix D |
| e. Acquisition of Property by Deed – North Carolina Agricultural and Technical State University | Appendix E |
| f. Approval of the Selection of the Design-Build Firm – PBS North Carolina | Appendix F |

Committee on Educational Planning, Policies, and Programs

- | | |
|---|------------|
| g. UNC System Academic Degree Program Actions | Appendix G |
| h. Early College High School Graduates Report | Appendix H |
| i. Licensure Program Approvals | Appendix I |

Committee on Educational Planning, Policies, and Programs

j. Resolution on Security Clearance Requirements

Appendix J

Committee on Audit, Risk Management, and Compliance (CARMAC)

k. CARMAC Oversight Responsibilities and Operating Procedures

Appendix K

l. UNC System Office 2022-23 Internal Audit Plan

Appendix L

Report of the Committee on Budget and Finance

Mr. Holmes, chair of the committee, reported that the committee received the 2021-22 Annual Report of the Committee on Budget and Finance, which summarized the actions that the committee undertook the previous year (see Appendix M). He also reported that the committee heard presentations on a proposed performance weighting component of the funding model and the 2023-24 tuition and fees proposals.

Next, Mr. Holmes explained that the committee deferred the discussion of a proposed campus security fee for the full Board meeting. Mr. Holmes called on Senior Vice President Haygood, who provided background information related to the campus security fee. Ms. Haygood recalled that in 2015-16, the Board of Governors initially implemented a campus security fee of \$30, which is charged to all students at each UNC System institution. In March 2021, the Board voted to increase the fee from \$30 to \$60 effective this year, beginning with the fall AY 2022-23. She also explained the allowable purposes for which the fee revenue may be used.

Chair Ramsey recognized Mr. Pope. Mr. Pope spoke against the fee increase. He offered a motion to repeal the campus security fee (see Appendix N).

Discussion by members of the Board followed. Mr. Holmes spoke against Mr. Pope's motion to remove the campus fee and offered a motion to substitute the following motion in place of Mr. Pope's motion:

Motion: I move that the Board of Governors maintain the \$60 campus security fee and require institutions to maintain funding of their campus security budgets at present levels for the 2023-24 fiscal year.

The motion to substitute was properly seconded by Mr. Hutchens.

Motion to Substitute: Jim Holmes, Jr.

Motion carried (*Mr. Pope voted against*)

Once Mr. Holmes' motion to substitute carried, his substituted motion was properly before the Board for consideration of its merits. Discussion by members of the Board followed.

Motion to Adopt Substituted Motion: Jim Holmes, Jr.

Motion carried

Next, Mr. Holmes reported that the committee heard a presentation from Mark Little, executive director, and Alyse Polly, assistant director, of CREATE, a global initiative center at the Kenan Institute of Private Enterprise. They discussed how CREATE is partnering with the UNC System in developing and implementing a strategy for increasing utilization of North Carolina-based HUB firms.

The committee also reviewed and approved requests related to capital improvement projects and real property; the Expansion of a Millennial Campus at the UNC System Office (see Appendix B); FY 2023 State Construction Infrastructure Fund R&R allocations; the authorization of capital improvement projects at East Carolina University, Fayetteville State University, University of North Carolina at Charlotte, University of North Carolina at Greensboro, and the University of North Carolina at Pembroke (see Appendix C); disposition of property by demolition at

Elizabeth City State University (see Appendix D); acquisition of property by deed at North Carolina A&T State University (see Appendix E); and the selection of FDH Infrastructure Services for PBS North Carolina's design-build tower-lighting project (see Appendix F).

Report of the Committee on Educational Planning, Policies, and Programs

Mr. Bradley, vice chair of the committee, reported that the committee reviewed the establishment of two academic degree programs and the discontinuation of four academic programs (see Appendix G). The committee also reviewed the requests of four licensure applications and two limited licenses (see Appendix H). It also reviewed the Early College High School Graduates Report (see Appendix I). The committee voted to approve these items and place them on the day's consent agenda, which was approved by the full Board.

The committee received the 2021-22 Annual Report of the Committee on Educational Planning, Policies, and Programs, which summarized the actions that the committee undertook the previous year (see Appendix O). It also heard an update on the UNC System Educational Career Alignment Return on Investment (ROI) Study conducted by the UNC System Office and Deloitte. The committee will continue to receive updates on this topic.

In closing, Mr. Bradley called on Mr. Wade Maki, chair of the UNC Faculty Assembly, for a brief report. By way of introduction, Mr. Maki is a faculty member in the philosophy department at UNC Greensboro. He is also director of an interdisciplinary online degree program serving working adults. Mr. Maki thanked the Board for the opportunity to present at the day's meeting. He thanked the Board for its ongoing commitment to improving student success, timely degree completion, and affordability. Mr. Maki outlined the goals during his term, which include the flow of communications, alignment of the Faculty Assembly's advisory role, establishing priorities and metrics, improving shared governance, and meeting with the System Office leadership team and Board members. He stated that the Faculty Assembly was eager to work alongside the Board and the System Office as we move the System forward.

Report of the Committee on University Governance

Mrs. Blue, chair of the committee, reported that the committee received the annual Report on Free Speech and Free Expression Within the University of North Carolina System. The committee voted to accept the report and submit it to the North Carolina General Assembly as required by state statute. Next, Mrs. Blue explained that the U.S. Department of Defense requires that the UNC System maintain a facility security clearance in the performance of classified contracts. The committee voted to approve the Resolution on Security Clearance Requirements (see Appendix J) and place it on the day's consent agenda, which was approved by the full Board. The committee received the 2021-22 Annual Report of the Committee on University Governance, which summarized the actions that the committee undertook the previous year (see Appendix P).

Report of the Committee on Audit, Risk Management, and Compliance

Mr. Hutchens, chair of the committee, reported that the committee received the 2021-22 Annual Report of the Committee on Audit, Compliance, and Risk Management, which summarized the actions that the committee undertook the previous year (see Appendix Q). The committee reviewed and approved the committee's Oversight Responsibilities and Operating Procedures (see Appendix K) and the UNC System Office 2022-23 Internal Audit Plan (see Appendix L). The committee voted to place these items on the day's consent agenda, which was approved by the full Board.

The committee heard a presentation and summary of an audit report issued by the Office of the State Auditor. He recalled that all the UNC System constituent institutions and the UNC System Office are subject to audit by the Office of the State Auditor. The committee received an update on the UNC System's Office internal audit activities for the recent fiscal year. The committee also received a report on enterprise risk management in the UNC System. The significant risks identified by the campuses include cyber-security, talent management, student retention,

financial matters, facility maintenance, regulatory compliance, business processes, mental health, and public safety.

Report of the Committee on Strategic Initiatives

Mr. Powers, chair of the committee, reported that the committee held a panel discussion on the changing landscape of public university leadership from Cole Clark and Christina Spotts of Deloitte, and Mark Becker, former president of Georgia State University and president of the Association of Public and Land-grant Universities. The discussion focused on the fundamental change in selecting campus leadership and the evolving landscape of higher education leadership. The committee will host a series of discussions focused on the state of higher education leadership nationally, and the opportunities for enhancing the development, recruitment, and selection of leaders in the UNC System. Mr. Powers noted that Mr. Maki, chair, UNC Faculty Assembly, Ms. Crystal Woods, chair, UNC Staff Assembly, and Mr. McKenzie Heavlin, student body president, North Carolina State University, joined the meeting to share their thoughts on the competencies and skills required for campus leadership.

Report of the Subcommittee on Laboratory Schools

Mr. Byers, chair of the subcommittee, reported that it met earlier this week to discuss the lab school renewals for Appalachian State University's Academy at Middle Fork and the University of North Carolina Wilmington's D.C. Virgo Preparatory Academy. Mr. Byers recalled that the North Carolina General Assembly required the Board to establish nine laboratory schools across the UNC System and to authorize those schools for a five-year term. The Academy at Middle Fork and the D.C. Virgo Preparatory Academy both started their fifth-year operation. The subcommittee heard reports from both schools summarizing their progress and proposals for renewal for another five-year term. The subcommittee voted to approve the renewal term for five years for both the Academy at Middle Fork and the D.C. Virgo Preparatory Academy. He reported that with three new lab schools opening this fall – Appalachian State University Academy at Elkin, Aggie Academy operated by North Carolina A&T State University, and Carolina Community Academy operated by UNC-Chapel Hill – the Board has now fulfilled its obligation to open nine schools by the Fall of 2022. Mr. Byers reported that the subcommittee also adopted standards for certain lab school costs for laboratory schools outlining facilities and leases, transportation, school nutrition services, and student support services.

Chair Ramsey called on Secretary Burris-Floyd for a motion to go into closed session.

Motion: Resolved, that the Board go into closed session pursuant to N.C. General Statutes §143-748 and §143-318.11(a)(1), (2), (3), and (6), for the purposes stated in the written motion that was included in the meeting materials, which have been publicly noticed (see Appendix R). The motion was properly seconded.

Motion: Pearl Burris-Floyd

Motion carried

The Board went into closed session at 10:05 a.m. and returned to open session at 11:18 a.m.

Report of the Committee on University Personnel

Mrs. Coward, chair of the committee, reported that the committee received updates on the return to campus for the fall semester. The committee also heard a report on the successful implementation of the legislative increases in state employees' paychecks, and campus law enforcement officers' transition to EHRA status. Next, the committee received a presentation on the annual SHRA compensation review. The SHRA compensation review

contains overall average market index data by each constituent institution. The committee received the 2021-22 Annual Report of the Committee on University Personnel, which summarized the actions that the committee undertook the previous year (see Appendix S). Mrs. Coward reported that the committee reviewed and approved several routine informational reports, which were available in BoardEffect.

During its closed session meeting, Mrs. Coward stated that the committee considered President Hans' nominee for the next chief executive officer and general manager of PBS North Carolina. The committee voted to accept the president's recommendation and submit the nominee to the full Board. Mrs. Coward called on President Hans to present the candidate for an open session vote.

President Hans presented his nominee for the position of chief executive officer and general manager of PBS North Carolina. President Hans recommended the nomination of David Crabtree, who has served as PBS North Carolina's interim chief executive officer since April 2022. In recommending Mr. Crabtree, President Hans spoke of Mr. Crabtree's background, achievements, and extensive experience in the industry as a veteran, award-winning broadcaster whose knowledge and love of North Carolina spans decades. President Hans remarked that "we are fortunate to have a seasoned professional who understands television audiences, someone who knows and loves North Carolina, and someone who is deeply committed to the success of PBS North Carolina."

Mrs. Coward offered the following motion:

Motion: Resolved, that on behalf of the Committee on University Personnel, I move that the Board of Governors accept the president's recommendation and vote to elect Mr. David Crabtree as chief executive officer and general manager of PBS North Carolina.

Motion: Carolyn Coward

Motion carried

In closing, Chair Ramsey recognized Mr. Bradley for an announcement. Mr. Bradley reminded the Board of the 2022 UNC Staff Assembly Chancellors' Cup Golf Tournament scheduled for Tuesday, September 27, 2022. He thanked all the members who contributed to the UNC Staff Assembly's Janet B. Royster Scholarship Fund.

There being no further business and without objection, the meeting adjourned at 11:29 a.m. The next meeting of the Board of Governors is scheduled for Thursday, October 20, 2022, at the UNC System Office in Chapel Hill.

Pearl Burris-Floyd, *Secretary*

APPENDICES

The Appendices are part of the official record of the meeting and are posted on the UNC System website at:

<http://www.northcarolina.edu/apps/bog/index.php>

Appendix A	President Hans' Report
Appendix B	Expansion of Millennial Campus – The UNC System Office
Appendix C	Capital Improvement Projects
Appendix D	Disposition of Property by Demolition – Elizabeth City State University
Appendix E	Acquisition of Property by Deed – NC A&T State University
Appendix F	Approval of the Selection of the Design-Build Firm – PBS North Carolina
Appendix G	UNC System Academic Degree Program Actions
Appendix H	Early College High School Graduates Report
Appendix I	Licensure Program Approvals
Appendix J	Resolution on Security Clearance Requirements
Appendix K	CARMAC Oversight Responsibilities and Operating Procedures
Appendix L	UNC System Office 2022-23 Internal Audit Plan
Appendix M	2021-22 Annual Report of the Committee on Budget and Finance
Appendix N	Motion to Repeal Campus Security Fee offered by Art Pope, Member, UNC Board of Governors
Appendix O	2021-22 Annual Report of the Committee on Educational Planning, Policies, and Programs
Appendix P	2021-22 Annual Report of the Committee on University Governance
Appendix Q	2021-22 Annual Report of the Committee on Audit, Compliance, and Risk Management
Appendix R	Closed Session Motion
Appendix S	2021-22 Annual Report of the Committee on University Personnel

AGENDA ITEM

A-7. Capital Improvement Projects – Appalachian State University, East Carolina University, North Carolina A&T State University, North Carolina Central University, North Carolina State University, University of North Carolina at Asheville, University of North Carolina at Chapel Hill, and University of North Carolina at Charlotte Ms. Lynn

Situation:	Appalachian State University, East Carolina University, North Carolina Agricultural and Technical State University, University of North Carolina at Chapel Hill, and University of North Carolina at Charlotte have requested new authorizations for 10 capital improvement projects, and North Carolina Central University, NC State University, and University of North Carolina at Asheville, have requested increased authorization for three capital improvement projects.
Background:	The Board of Governors of the University of North Carolina System may authorize capital construction projects at UNC System institutions using available funds.
Assessment:	App State, ECU, North Carolina A&T, NC Central University, NC State, UNC Asheville, UNC-Chapel Hill, and UNC Charlotte are requesting projects that meet the statutory requirements. It is recommended that the Board of Governors approve the projects and the method of funding. It is further recommended that these projects be reported to the North Carolina Office of State Budget and Management as non-appropriated projects that do not require any additional debt or burden on state appropriations.
Action:	This item requires a vote by the committee, with a vote by the full Board of Governors through the consent agenda.

Capital Improvement Projects – Appalachian State University, East Carolina University, North Carolina A&T State University, North Carolina Central University, North Carolina State University, University of North Carolina at Asheville, University of North Carolina at Chapel Hill, and University of North Carolina at Charlotte

ISSUE OVERVIEW

University of North Carolina System institutions are required to request authority from the Board of Governors of the University of North Carolina System to proceed with non-appropriated projects using available funds (non-general funds). Non-appropriated capital projects are funded by the institution and include the construction, repair, or renovation of facilities such as residence halls, dining facilities, research buildings, athletic facilities, and student health

Eight UNC System institutions have requested 13 capital improvement projects: 10 new projects and 3 projects for increased authorization.

I. NEW PROJECTS

Institution/Project Title		Total Project Cost	Previous Authorization	Requested Authorization	Funding Source
Appalachian State University					
1.	All You Care to Eat Dining Renovation at Rivers St and Trivette Dining Halls	\$3,800,000	\$203,591	\$3,596,409	Dining Receipts
<i>Appalachian Subtotal</i>		<i>\$3,800,000</i>	<i>\$203,591</i>	<i>\$3,596,409</i>	
East Carolina University					
2.	Eakin Student Recreation Center HVAC Repairs and Gym Floor Replacement – Phase 1	\$4,850,000	\$200,000	\$4,650,000	Debt Service Fee (40%)/ Trust Funds (60%)
3.	Fleming Residence Hall-Renovation of HVAC Systems & Bathrooms	\$5,650,000	\$500,000	\$5,150,000	Housing Receipts
<i>ECU Subtotal</i>		<i>\$10,500,000</i>	<i>\$700,000</i>	<i>\$9,800,000</i>	
North Carolina A&T State University					
4.	Webb Hall Vivarium Renovation	\$13,130,692	\$300,000	\$12,830,692	NIH Grant (39%)/ HEERF (61%)
5.	Williams Dining Hall Kitchen Replacement	\$15,000,000	\$500,000	\$14,500,000	Dining Receipts
<i>N.C. A&T Subtotal</i>		<i>\$28,130,692</i>	<i>\$800,000</i>	<i>\$27,330,692</i>	
University of North Carolina at Chapel Hill					
6.	Bingham Hall Comprehensive Renovations	\$18,530,460	\$500,000	\$18,030,460	F&A
7.	Neuroscience Heat Exchanger Replacement	\$854,000	\$0	\$854,000	F&A
<i>UNC-CH Subtotal</i>		<i>\$19,384,460</i>	<i>\$500,000</i>	<i>\$18,884,460</i>	
University of North Carolina at Charlotte					
8.	Cone Center North Roof Replacement	\$1,000,000	\$0	\$1,000,000	Carry-forward (50%)/ Student Fees (50%)
9.	Rowe Exterior Envelope Repairs	\$1,250,000	\$0	\$1,250,000	Carry-forward
10.	West Parking Deck Elevator Replacement	\$1,000,000	\$0	\$1,000,000	Transportation & Parking Fees
<i>UNCC Subtotal</i>		<i>\$3,250,000</i>	<i>\$0</i>	<i>\$3,250,000</i>	
Grand Total		\$65,065,152	\$2,203,591	\$62,861,561	

II. INCREASED AUTHORIZATION

Institution/Project Title		Total Project Cost	Previous Authorization	Requested Authorization	Funding Source
North Carolina Central University					
11.	WNCU Radio Station Renovation	\$2,350,000	\$1,500,000	\$850,000	Title III
<i>NCCU Subtotal</i>		<i>\$2,350,000</i>	<i>\$1,500,000</i>	<i>\$850,000</i>	
North Carolina State University					
12.	Exterior Lighting LED Conversion – South & Centennial Campus	\$2,992,833	\$750,000	\$2,242,833	Energy Savings Carry-forward (30%)/ Trust Funds (70%)
<i>NC State Subtotal</i>		<i>\$2,992,833</i>	<i>\$750,000</i>	<i>\$2,242,833</i>	
University of North Carolina at Asheville					
13.	Access Control	\$2,900,000	\$2,300,000	\$600,000	SCIF R&R (79%)/Housing (14%)/Student Center (5%)/Dining (2%)
<i>UNCA Subtotal</i>		<i>\$2,900,000</i>	<i>\$2,300,000</i>	<i>\$600,000</i>	
Grand Total		\$8,242,833	\$4,550,000	\$3,692,833	

RECOMMENDATION

All projects and associated funding sources are in compliance with G.S. 143C-8-12 (State Budget Act).

It is recommended that these projects be authorized and reported to the NC Office of State Budget and Management as non-appropriated projects that do not require any additional debt or burden on state appropriations.

III. REPORTING

The following projects are being reported to the Board of Governors and Fiscal Research Division in compliance with GS 143C-8-13 (d) which permits Chancellors to authorize Repairs and Renovation projects less than \$600,000 in thirteen allowable categories.

Institution/Project Title		Amount	Fund Source	R&R Category
University of North Carolina School of the Arts				
1.	DeMille Theatre HVAC Renovation*	\$475,000	Carry-forward	(4) Repairs to or installation of new electrical, plumbing, and heating, ventilating, and air-conditioning systems

*Reported originally at \$375,000 in January 2022, this report reflects an increased project cost. The \$500,000 Keenan Drive Improvements project, also reported at that time, has been cancelled.

AGENDA ITEM

A-8. Disposition of Property by Deed – North Carolina State University Ms. Lynn

Situation: The NC State University Board of Trustees requests authorization to dispose of Centennial Campus property by deed to the Board of Trustees of the Endowment Fund of North Carolina State University (NC State Endowment Board).

Background: The NC State Board of Trustees is requesting authorization to dispose by deed of 1.15 acres located on Centennial Campus property to the existing North Shore development. The property will be purchased by the NC State Endowment Board which intends to amend the existing ground lease to include the additional acreage. The estimated value is \$800,000.

The NC State Board of Trustees approved the property disposition on September 9, 2022.

Assessment: The disposition is required to support the completion of the North Shore development.

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

Disposition of Property by Deed – North Carolina State University

ISSUE OVERVIEW

University of North Carolina System institutions are required to request authority from the Board of Governors of the University of North Carolina System to proceed with certain acquisitions and dispositions of real property.

The NC State University Board of Trustees requests authorization for disposition by deed of 1.15 acres of real property located adjacent to the North Shore development on the Centennial Campus. The property will be purchased by the board of trustees of the Endowment Fund of North Carolina State University (NC State Endowment Board) which intends to amend the existing ground lease to include the additional acreage. The additional property will support the completion of the North Shore development. The property will be purchased at its estimated value of \$800,000.

The NC State Endowment Board has ground leased approximately nine acres for the North Shore development. The ground lease is for a 99-year term and was executed in July 2014. The additional acre is needed to support parking for the residential townhome development.

The NC State Board of Trustees approved the disposition by deed on September 9, 2022.

RECOMMENDATION

It is recommended that the Board of Governors approve this request. This item requires approval by the Council of State.

**DISPOSITION
OF REAL PROPERTY**

SALE

GRANTOR State of North Carolina on behalf of North Carolina State University

GRANTEE Board of Trustees of the Endowment Fund of North Carolina State University

LOCATION Centennial Campus

SIZE +/- 1.15 acres

RATE \$800,000.00

TERM N/A

USE The subject property will be acquired by the Board of Trustees of the Endowment Fund of North Carolina State University and added to the ground lease for the existing North Shore development. This additional property will allow for completion of the final phase of the North Shore development.

Form PO-2
Rev. 10/01
Original and one copy to State Property Office

**STATE OF NORTH CAROLINA
DEPARTMENT OF ADMINISTRATION
DISPOSITION OF REAL PROPERTY**

Institution or Agency: North Carolina State University

Date: September 8, 2022

The Department of Administration is requested, as provided by GS 146-28 to dispose of the real property herein described by (sale), ~~(lease)~~, ~~(rental)~~, or ~~(land exchange)~~:

This disposition is recommended for the following reasons:

NC State University is requesting approval for the sale of property on Centennial Campus to the Board of Trustees of the Endowment Fund of North Carolina State University (The Endowment). The Endowment intends to amend the existing lease agreement with the North Shore developer to include this additional acreage which will allow for the completion of the North Shore development.

Description of Property: *(Attach additional pages if needed.)*

1.15 acres on Centennial Campus adjacent to the existing North Shore development.

Estimated value: \$800,000.00

Where deed is filed, if known: Wake County Register of Deeds

If deed is in the name of agency other than applicant, state the name: N/A

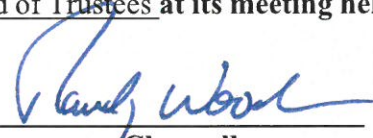
Rental income, if applicable, and suggested terms: N/A

Funds from the disposal of this property are recommended for the following use:

Funds will be retained by the Centennial Campus Trust Fund in accordance with the Centennial Campus Financing Act established by North Carolina General Statutes § 116-36.5.

Action recommending this transaction was taken by the Board of Trustees at its meeting held on September 9, 2022.

Signature


Chancellor

**TRANSMITTAL OF REQUEST FOR ACQUISITION/DISPOSITION OF REAL
PROPERTY**

Form

Number: PO-2

Preparation

Date: 9/9/2022

Request: Assent to sale of 1.15 acres of real property on Centennial Campus to the Board of Trustees of North Carolina State University.

Institution NORTH CAROLINA STATE UNIVERSITY

RECOMMENDED BY CHANCELLOR, NCSU


(Chancellor's Signature)

RECOMMENDED BY COMMITTEE ON
BUILDINGS AND PROPERTY

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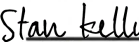


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RECOMMENDED BY BOARD OF TRUSTEES
NCSU

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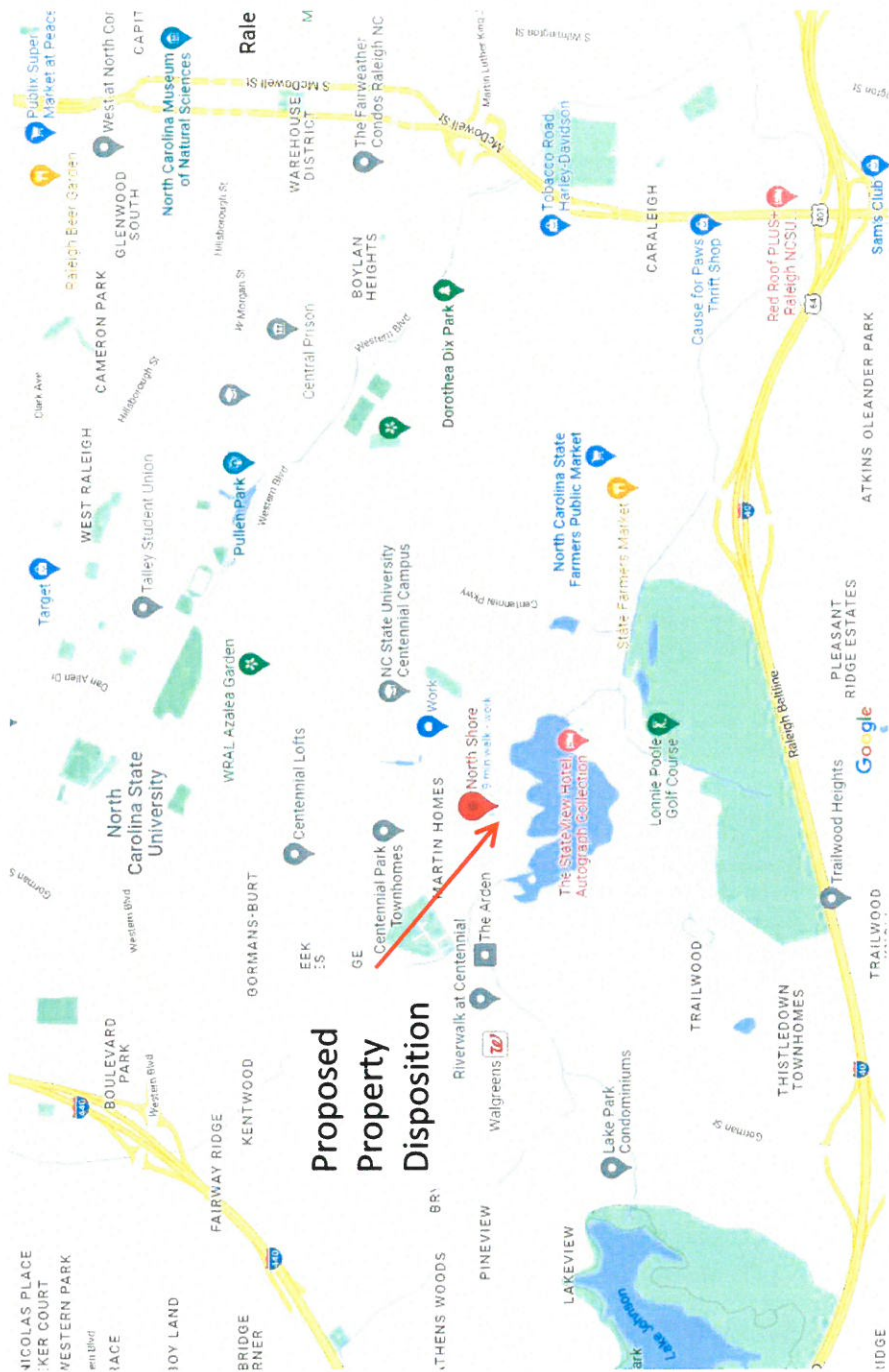
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(Chairman's Signature)

RECOMMENDED BY BOARD OF GOVERNORS

(Secretary's Signature)

PO2 for Centennial Campus Property Disposition at North Shore
Vicinity Map



PO2 for Centennial Campus Property Disposition at North Shore
Proposed Disposition Area



AGENDA ITEM

A-9. Disposition of Property by Lease – North Carolina State University..... Ms. Lynn

Situation: The NC State University Board of Trustees requests authorization to dispose of property by lease to the U.S. National Oceanic and Atmospheric Administration (NOAA), National Weather Service (NWS) at the Central Crops Research Station in Clayton, North Carolina.

Background: The NC State Board of Trustees is requesting authorization for disposition by lease of 0.3124 acres to the National Oceanic and Atmospheric Administration (NOAA) for use by the National Weather Service. The property has been leased to NOAA since 1992 and the current lease expired on September 30, 2022. The property will be leased at \$3,494.13 annually for a 15-year term. The property is located at NC State's Central Crops Research Station in Clayton, North Carolina, and is currently used for a weather tower which supports the nationwide Next Generation Weather Radar (NEXRAD) system. The weather tower is one of three in the state of North Carolina.

The NC State Board of Trustees approved the lease on September 9, 2022.

Assessment: The disposition by lease is recommended to support operation of the weather station as part of the nationwide NEXRAD system.

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

Disposition of Property by Lease – North Carolina State University

ISSUE OVERVIEW

University of North Carolina System institutions are required to request authority from the Board of Governors of the University of North Carolina System to proceed with certain acquisitions and dispositions of real property.

The NC State University Board of Trustees requests authorization to lease 0.3124 acres of property to the U.S. National Oceanographic and Atmospheric Administration National Weather Service (NOAA/NWS) for the operation of the weather tower at the Central Crops research station in Clayton, North Carolina. The property has been leased to NOAA/NWS since 1992 but the current lease expired September 30, 2022. The property will be leased at an annual rate of \$3,494.13 for a 15-year term. The weather tower and associated equipment is part of the Next Generation Weather Radar (NEXRAD) system which is a system of S-band Doppler weather radars jointly operated by the National Weather Service, the Federal Aviation Administration, and the U.S. Air Force. The weather tower is one of three NEXRAD towers in the state of North Carolina and the continued operation of the weather tower is necessary to support the nationwide NEXRAD system.

The NC State Board of Trustees approved the disposition by lease on September 9, 2022.

RECOMMENDATION

It is recommended that the Board of Governors approve this request. This item requires approval by the Council of State.

DISPOSITION OF REAL PROPERTY

DISPOSITION OF REAL PROPERTY BY LEASE

LESSOR: State of North Carolina, North Carolina State University (NCSU)

LESSEE: United State of America (USA), National Oceanic Atmospheric Administration (NOAA), National Weather Service (NWS)

LOCATION: Central Crops Research Station, Clayton, NC, Johnston County

TERM: Fifteen (15) years, effective October 1, 2022 and terminating no later than September 30, 2037

AREA: Approximately 0.3214 acres of land

ANNUAL

RENTAL: Flat annual rent of \$3,494.13 per year

(Calculated based upon initial year land value of \$2,870 escalated at 2.75% annually over a 15-year period yielding a total rent stream of \$52,411.95 divided equally over the 15-year period yielding \$3,494.13 per year).

Comments:

Form PO-2
Rev. 10/01
Original and one copy to State Property Office

**STATE OF NORTH CAROLINA
DEPARTMENT OF ADMINISTRATION
DISPOSITION OF REAL PROPERTY**

Institution or Agency: North Carolina State University

Date: September 8, 2022

The Department of Administration is requested, as provided by GS 146-28 to dispose of the real property herein described by lease:

This disposition is recommended for the following reasons:

NC State University is requesting approval for a new lease with The United States of America (USA), National Oceanic and Atmospheric Administration (NOAA), National Weather Service (NWS). The NWS currently leases a 0.3214 acre parcel of land at the Central Crops Research Station in Clayton, NC for operation of its NEXRAD weather tower and associated equipment. The current lease will expire on September 30, 2022.

Description of Property: 0.3214 acres of land located at 13223 US Business Hwy 70 West, Clayton, NC

Estimated value: \$3,494.13 per lease year

Where deed is filed, if known: Johnston County, NC Register of Deeds

If deed is in the name of agency other than applicant, state the name: N/A

Rental income, if applicable, and suggested terms:

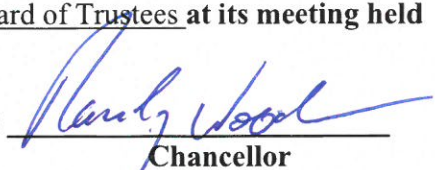
Flat annual rent of \$3,494.13 per year (Calculated based upon initial year land value of \$2,870 escalated at 2.75% annually over a 15-year period yielding a total rent stream of \$52,411.95 divided equally over the 15-year period yielding \$3,494.13 per year).

Funds from the disposal of this property are recommended for the following use:

Funds will be retained by the Research Station Fund established by North Carolina General Statutes § 106-6.3.

Action recommending this transaction was taken by the Board of Trustees at its meeting held on September 9, 2022.

Signature


Chancellor

TRANSMITTAL OF REQUEST FOR ACQUISITION/DISPOSITION OF REAL PROPERTY

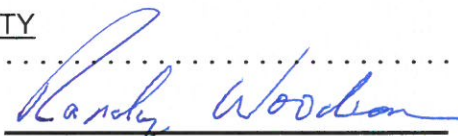
Form
Number: PO-2

Preparation
Date: September 9, 2022

Request: Approval for disposition by lease of real property between North Carolina State University (NCSU) and The United States of America (USA), National Oceanic Atmospheric Administration (NOAA), National Weather Service (NWS) for 0.3214 acre parcel at Central Crops Research Station (CCRS), Clayton, NC.

Institution: NORTH CAROLINA STATE UNIVERSITY

RECOMMENDED BY CHANCELLOR, NCSU


(Chancellor's Signature)

RECOMMENDED BY COMMITTEE ON
BUILDINGS AND PROPERTY

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(Chairman's Signature)

RECOMMENDED BY BOARD OF TRUSTEES,
NCSU

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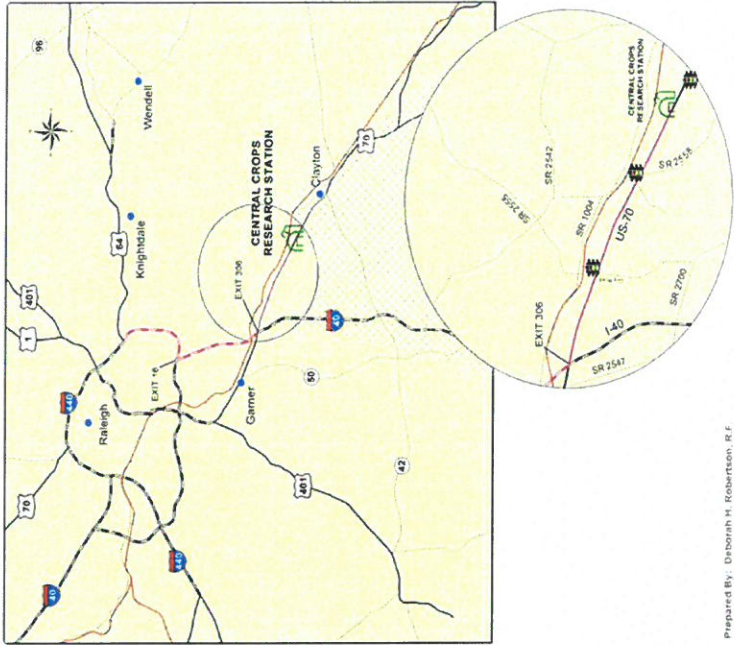
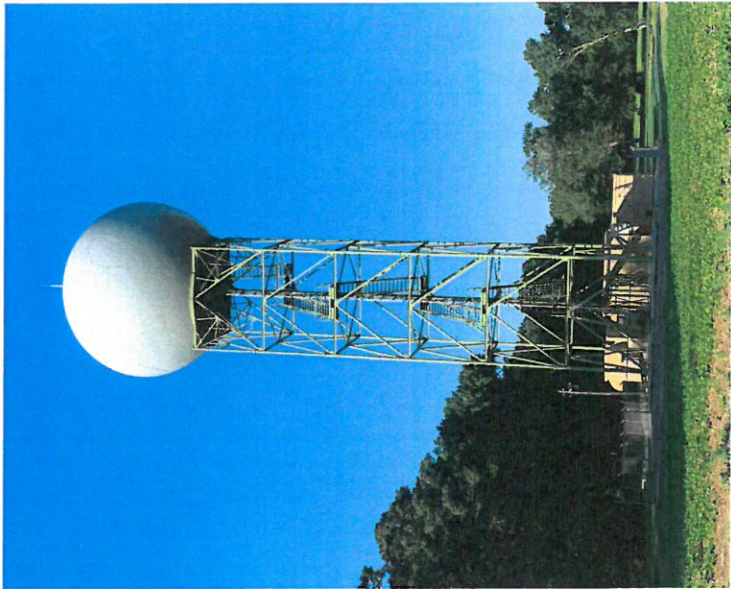
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(Chairman's Signature)

RECOMMENDED BY BOARD OF GOVERNORS

(Secretary's Signature)

NC STATE UNIVERSITY

Disposition by Lease – Central Crops Research Station (CCRS)



Prepared By: Deborah H. Robertson, R.F.



NORTH CAROLINA STATE UNIVERSITY – CENTRAL CROPS RESEARCH STATION

AGENDA ITEM

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

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

Program Establishments (Vote Required)

North Carolina Agricultural and Technical State University requests establishment of the Master of Science in physician assistant studies (MS, CIP 51.0912)

University of North Carolina Wilmington requests establishment of the Master of Science in supply chain management (MS, CIP 52.0203)

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 UNC Board of Governors. Items such as change of delivery mode, change of program title or Classification of Instructional Program (CIP) codes, change of off-site locations, and change of specialty codes are delegated to UNC System Office staff.

Assessment: Approval of the requested program actions is recommended.

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

**Request for Authorization to Establish
Master of Science (MS) in Physician Assistant Studies
CIP 51.0912
North Carolina Agricultural and Technical State University**

I. Program Highlights

- North Carolina Agricultural and Technical State University proposes the establishment of an online Master of Science (MS) in Physician Assistant Studies.
- The physician assistant studies program will address the shortage and lack of diversity in the healthcare workforce in North Carolina and across the nation.
- The proposed program is a 24-month, 96 credit-hour, full-time graduate program that will prepare students to function as competent and safe generalist physician assistants. Graduates will be prepared to enter careers in a wide variety of healthcare industries, including primary and tertiary health care systems, long-term facilities, outpatient and extended care, retail health care, pharmaceutical and other health industries.
- Physician assistants are licensed by the North Carolina Medical Board to practice medicine under the supervision of a physician. Students in the proposed physician assistant program will graduate with competencies for certification by the Medical Board.
- Graduates of the program will be equipped with skills essential to addressing the healthcare needs of the citizens of the state of North Carolina.

II. Academic Program Planning Criteria (UNC Policy 400.1)

1. **Relation to Campus Distinctiveness and Mission.** This program is well aligned with the North Carolina A&T's mission. As "an 1890 land-grant doctoral research institution" the university prepares students to "advance the human condition and facilitate economic growth in North Carolina and beyond by providing a preeminent and diverse educational experience through teaching, research, and scholarly application of knowledge." The proposed physician assistant studies program will prepare graduates to assume the role of physician assistants in healthcare and health-related careers.

2. **Student Demand.** Student demand for physician assistant programs is very high. Programs at East Carolina University and the University of North Carolina at Chapel Hill regularly receive far more student applications than they can enroll. In 2019, the application/acceptance ratio at the two institutions was 511/54 and 742/20, respectively.

Data from an EMSI survey demonstrated strong support for increasing physician assistant programs by healthcare providers in North Carolina, and a willingness for physicians in the Triad region of North Carolina to serve as preceptors. More importantly, students from community colleges and four-year colleges expressed great interest in the program, indicating the program will meet the needs of students in the state of North Carolina.

3. **Employment Opportunities for Graduates.** A 2018 NC Tower survey of public university physician assistant master's programs found the median annual salary for graduates was \$73,104. Data from the US Bureau of Labor Statistics indicate employment of physician assistants is projected

to grow 31 percent from 2020 to 2030, much faster than the average for all occupations. About 12,200 openings for physician assistants are projected each year, on average, over the next decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force in retirement.

Demand for healthcare services is projected to increase due to the growing and aging population. Members of the large baby boomer generation will require more medical care as they age. Growth in the number of patients with chronic diseases, such as diabetes, will also increase healthcare demand and, in turn, drive the need for healthcare providers including physician assistants who often provide preventive care and treat the sick.

4. **Impact on Access and Affordability.** In the 2019, Annual Report of the National Commission of Certified Physician Assistants, 12.9 percent of the North Carolina physician assistant students responding to the survey reported no debt, compared to 10.2 percent anticipating no debt at the national level. The median and mean educational debt of recently certified physician assistants in North Carolina are \$112,500 and \$114,539, respectively.

In 2020, the average in-state and out-of-state cost of tuition for physician assistant programs was \$91,631.00 (in- and out-of-state tuition was the same). With a projected total program cost of less than \$42,000 for in-state students (including a special fee for preceptors and separately approved tuition differential), the program will provide an affordable option.

Tuition and fees for the 2022-23 full-time (9+ credit hour) rates are as follows:

Full-Time 2022-2023 Master's Tuition and Fees per Year (In Dollars)

Category	Resident	Non-Resident
Tuition	\$4,745.00	\$17,545.00
Tuition Differential	\$2,250.00	\$2,250.00
Mandatory Fees (Educational & Technology, Campus Security, Debt Service, ASG)	\$530.06	\$530.06
Special Fees (One-time, year 2 only)	\$11,000.00	\$11,000.00

5. **Expected Quality.** This program will offer students an affordable path to acquire a physician assistant education that will prepare them to practice in diverse healthcare settings. Students will acquire core knowledge on the genetic, cellular, and molecular mechanisms of disease as well as appropriate pharmacotherapeutics. Graduates will acquire technical skills relevant for performing physical exams, evaluating diagnostic tests, and working within teams to perform medical procedures. Trainees will also acquire cultural competency tools essential to working with diverse patient populations. The clinical rotations further expose trainees to various sub-specialties in the field of medicine, enabling them to effectively take care of diverse patient cases across the lifespan.

6. **Faculty Quality and Number.** Four current faculty members will be involved with the physician assistant program. Three dedicated faculty administrators will be hired in the planning phase to comply with accreditation requirements. These include the program director, clinical coordinator, and medical director. They will be in place 15 months prior to seeking provisional accreditation. Two principal faculty who are trained as physician assistants will be hired nine months prior to seeking provisional accreditation. Two basic sciences faculty will also be hired when provisional accreditation is obtained, bringing the total number of new faculty hires to seven by year one of the program.
7. **Relevant Lower-level and Cognate Programs. Business Information Technology.** Several undergraduate programs at North Carolina A&T will be ideal pipelines for the physician assistant studies program. These include basic degrees in the health sciences (nursing, health services management, kinesiology), basic sciences, (biology, chemistry), and behavioral sciences (psychology). Students in these programs routinely complete the core requisites for the physician assistant studies program. More importantly, all these degree programs offer experiential learning opportunities, including undergraduate research that develop skills relevant for success in the physician assistant studies program. Master's level graduate programs in biology, chemistry, and health psychology will also serve as program pipelines.
8. **Availability of Campus Resources (library, space, etc.).** The proposed program will be housed in the John R. and Kathy R. Hairston College of Health and Human Sciences. Students in the program will benefit from existing resources for programs that are closely aligned in subject content. These include biology, nursing, kinesiology, psychology, and health services management. North Carolina A&T plans to make a significant investment in library resources, including textbooks for the foundational and clinical specialty courses, supplemental instruction materials, and medical journals.

For simulations and imaging labs, the program will use the Union Square Campus (USC) facility. The USC is two miles from the North Carolina A&T main campus and is jointly managed by North Carolina A&T, The University of North Carolina at Greensboro, Guilford County Community College, and Cone Health. The USC facility has state-of-the-art didactic training facilities dedicated to clinical programs, a cost-effective approach for delivering a world class clinical education to participating institutions.

9. **Existing Programs (Number, Location, Mode of Delivery).** There are two physician assistant programs within the UNC System, one at UNC-Chapel Hill and the other at ECU. Both are in-person delivery modes. The proposed program will fill a regional gap and serve to meet local needs for the central and western areas of the of North Carolina.
10. **Potential for Unnecessary Duplication.** Of the 17 UNC system institutions, only two offer physician assistant programs. These two programs have a large applicant pool and an acceptance rate of only five percent, indicating that the demand is not met. Furthermore, North Carolina A&T is in the central/western region of North Carolina, while both ECU and the UNC-Chapel Hill are in the eastern and research triangle regions, respectively.
11. **Feasibility of Collaborative Program.** Physician assistant training requires students to complete rotations at clinical sites and it will be necessary to collaborate with multiple healthcare providers to ensure the availability of training sites. Cone Health and other provider sites in Guilford,

Rockingham, and Alamance counties have agreed to collaborate with North Carolina A&T by serving as clinical sites and providing preceptors.

North Carolina A&T State also has a long history of collaborations with UNC-Chapel Hill. The UNC School of Medicine has clinics located in the suburbs of Greensboro. Program directors plan to pursue opportunities for clinical rotations with these clinics. Additionally, North Carolina A&T will consult with the existing programs at UNC-Chapel Hill and ECU to gain from their experiences regarding best practices.

- 12. Other Considerations.** The proposed program will also integrate unique perspectives to equip graduates to effectively serve community health needs. The Hairston College of Health and Human Sciences houses degree programs for the health sciences and social and behavioral science majors. Recognizing the intersection of social, behavioral, and health sciences to the health and well-being of populations, faculty share their disciplinary expertise across degree programs. The proposed program will provide the educational experiences essential to providing culturally appropriate, population-based, and patient-centered care needed to reduce healthcare disparities and promote health equity.

III. Summary of Review Processes

- 1. Campus Review Process and Feedback.** The proposal was reviewed by North Carolina A&T faculty senate, the graduate council, the graduate school, and administrators including dean and vice chancellor of the Graduate College, the interim dean of the Hairston College of Health and Human Sciences, the provost and chancellor.
- 2. UNC System Office Review Process and Feedback.** Throughout the review process, North Carolina A&T provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support the statements made.

IV. Recommendation

The recommendation is that the UNC Board of Governors approve North Carolina A&T's request to establish the Master of Science in Physician Assistant Studies (CIP 19.0101) effective fall 2024.

Request for Authorization to Establish
Master of Science (MS) in Supply Chain Management
CIP 52.0203
University of North Carolina Wilmington

I. Program Highlights

- The University of North Carolina Wilmington proposes the establishment of a Master of Science (MS) in Supply Chain Management.
- This proposed program combines content and skills required by supply chain professionals, a fast-growing sector of the business ecosystem. The curriculum introduces students to leading supply chain management theory, application in the corporate environment, and impact on local and global market levels. Students will gain critical decision-making skills to better understand how industry practitioners use the decision-making process to accomplish corporate objectives.
- The program would support the university's mission of "creative inquiry, critical thinking ...in areas of expertise that serve state needs." The program will focus on developing workforce relevant skills for each student.
- As a fully online program, the MS in Supply Chain Management is designed to be flexible and accessible to working professionals across North Carolina and the region. The program would be the only stand-alone MS in Supply Chain Management within the University of North Carolina System.
- Graduates will go on to careers in supply chain management, logistics, and related areas of the business ecosystem. They will also gain an understanding of strategic management that applies to companies with international operations.

II. Academic Program Planning Criteria (UNC Policy 400.1)

1. **Relation to Campus Distinctiveness and Mission.** UNC Wilmington serves southeastern North Carolina and the state by providing a competitive set of workforce development options in an online format at a reasonable cost. The MS in Supply Chain Management complements existing programs for the business community, including the MBA, MS in Accountancy, MS in Business Analytics, MS in Finance and Investment Management, and MS in Computer Science and Information Systems.
2. **Student Demand.** Supply chain management is one of the fastest growing sectors in business leading to strong student demand. Recent studies and surveys show supply chain management related master's conferrals from institutions in the southeast region rose from 349 completions in 2015 to 491 completions in 2019, resulting in an 8.9 percent annualized growth rate. Notably, North Carolina institutions did not report conferrals in supply chain management/logistics fields in 2019. As the first stand-alone graduate degree program in supply chain management, this program will provide students with a cost-effective, online opportunity for a degree in the sector.
3. **Employment Opportunities for Graduates.** In North Carolina, supply chain management-related occupations are projected to grow at a combined rate of 8.5 percent between 2018 and 2028, on par with the projected average growth for all occupations in the state (8 percent). According to a 2021 survey conducted by the Association of Supply Chain Management (ASCM) of over 2,000 supply chain professionals, the median salary for professionals with an undergraduate degree is

\$77,000, and the median salary for those with a graduate degree is \$99,900. For in-state students, the potential salary increases of \$22,900 exceeds this proposed program's list price. North Carolina employers are projected to add over 500 supply chain-related positions annually over the next 10 years.

4. **Impact on Access and Affordability.** The strong median salary for professionals with supply chain degrees contributes to the program's affordability. The MS in Supply Chain Management is similar in cost to the UNC Wilmington MBA and MS in business analytics, which are both very well subscribed and offered at competitive costs. Students pursuing master's degrees in business carry less student loan debt than the average across all fields (\$18,200 vs. \$23,800). The online program delivery format provides flexibility and access to students, including those with jobs and families, across the state and region.

UNC Wilmington is requesting a tuition differential for this program. Tuition and fees for the 2022-23 full-time (12+/9+ credit hour) rates are as follows:

Full-Time 2022-2023 Master's Tuition and Fees per Year (In Dollars)

Category	Resident	Non-Resident
Tuition	\$4,719.00	\$19,104.48
Tuition Differential	\$5,100.12	\$5,100.12
Mandatory Fees (Athletics, Student Activities, Health Services, Educational & Technology, Campus Security, Debt Service, ASG)	\$2,690.51	\$2,690.51
Special Fees	--	--

5. **Expected Quality.** The MS in Supply Chain Management is a fully online, 30-credit hour degree program. The program will benefit from a business advisory board of executives, directors, and managers from corporations such as Old Dominion Freight Lines, the State Ports, Mega Corps Logistics, and Wilmington Airport, among others. Internships are currently offered as an elective but may become mandatory as the program develops. The Cameron School of Business is accredited by the Association to Advance Collegiate Schools of Business (AACSB).
6. **Faculty Quality and Number.** There are currently seven full-time faculty in the Congdon School of Supply Chain Management, Business Analytics, and Information Systems. Three new faculty will be added over the next four years. Graduate faculty must hold a terminal degree and provide evidence of excellence in teaching and an ongoing record of scholarly work that is regularly evaluated (e.g., peer-reviewed) by regional, national, and international communities.
7. **Relevant Lower-level and Cognate Programs.** UNC Wilmington's undergraduate BS program in business administration is expected to be a source of students eligible for admission to the supply chain management master's program. The faculty who will teach in this new program currently teach courses in these undergraduate programs and the existing professional MBA and MS business analytics programs. Cameron School of Business added a new undergraduate concentration in supply chain management in 2017 to satisfy the demand for jobs in this area.

Over the past five years, there has been an increase in the number of students with a concentration in supply chain management in North Carolina and other states.

8. **Availability of Campus Resources (library, space, etc.)** Randall Library at UNC Wilmington currently supports graduate and undergraduate programs in the Congdon School, which includes an undergraduate major in supply chain management through a combination of print and electronic library holdings, including books, journals, and online databases. The Randall Library is also undergoing an extensive renovation and expansion that will offer students and faculty additional space and support for research data management, data visualization, 3-D modeling and prototyping, and other research assistance.
9. **Existing Programs (Number, Location, Mode of Delivery).** No institutions within the UNC System offer stand-alone online master's degrees in supply chain management or logistics. Five institutions provide supply chain management or logistics graduate and post-bac certificates: East Carolina University, North Carolina Agricultural and Technical State University, North Carolina State University, The University of North Carolina at Greensboro, and University of North Carolina at Charlotte. Additionally, UNC Wilmington and six North Carolina institutions offer an MBA with a supply chain management concentration: Appalachian State University, Fayetteville State University, North Carolina A&T State University, NC State, UNC Charlotte, and The University of North Carolina at Pembroke.
10. **Potential for Unnecessary Duplication.** This program would be the only stand-alone master's program in supply chain management. The program is specialized to meet supply chain professionals' needs, unlike the more generalized curriculum offered in MBA programs.
11. **Feasibility of Collaborative Program.** Collaboration among faculty and programs is encouraged. The online nature of the program presents opportunities for joint courses and shared enrollment across institutions as the program develops.

III. Summary of Review Processes

1. **Campus Review Process and Feedback.** Various individuals and deliberative bodies reviewed and approved the program. This proposal originated with the Congdon School of Supply Chain, Business Analytics, and Information Systems faculty. It was reviewed by faculty and administration in the Cameron School of Business before being reviewed by UNC Wilmington's Graduate Council. Finally, the program was reviewed by leadership in the division of academic affairs, including the provost, assistant vice chancellor for academic affairs resource management, and UNC Wilmington's SACS liaison. The program proposal was reviewed and approved by the UNC Wilmington chancellor prior to submission to the UNC System Office.
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

The recommendation is that the UNC Board of Governors approve UNC Wilmington's request to establish the Master of Science (MS) in Supply Chain Management (CIP 52.0203) effective spring 2023.

AGENDA ITEM

A-6. Comprehensive Articulation Agreement Annual Report David English

Situation: The revised *Comprehensive Articulation Agreement* (CAA) was signed by the University of North Carolina Board of Governors and the State Board of Community Colleges on February 21, 2014. The CAA was implemented in the fall 2014 semester.

S.L. 2013-72 (HB 903) North Carolina General Statute 116-11(10c) requires the University of North Carolina System and the North Carolina Community College System (NCCCS) to conduct biannual joint reviews of the *Comprehensive Articulation Agreement* to ensure that the agreement is fair, current, and relevant for all students and institutions and to report their findings to the Joint Legislative Education Oversight Committee, including all revisions to the *Comprehensive Articulation Agreement* and reports of noncompliance by November 1 of each year.

Background: This report summarizes ongoing efforts to implement and fulfill the CAA. The Transfer Advisory Committee (TAC) is committed to providing students and institutions with information and strategies to support both associate degree and baccalaureate degree completion. Information is provided on NCCCS transfer student enrollment and academic performance, efforts to improve transfer efficiency and effectiveness, status of compliance visits, and recommendations for future actions.

Assessment: The annual report demonstrates compliance with NCGS 116-11(10c). There was a slight decline in the total number of NCCCS transfer students in fall 2021, which corresponds with enrollment trends. Students who obtain the Associate of Arts (AA) or Associate of Science (AS) degree prior to transferring continue to exhibit strong academic performance following their first year at a UNC System institution. The TAC also developed and administered the first comprehensive transfer survey of NC community colleges. The TAC identifies in the report a number of areas of recommendation, including improving baccalaureate degree plans, continued partnerships with groups such as North Carolina State University's Belk Center for Community College Leadership and Research, myFutureNC, and the North Carolina Independent Colleges and Universities, and reviewing current processes and procedures for transfer student success

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

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

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

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

November 1, 2022

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

**ANNUAL REPORT ON THE *COMPREHENSIVE ARTICULATION AGREEMENT* TO
THE JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE**

NOVEMBER 1, 2022

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

SUMMARY

The revised *Comprehensive Articulation Agreement* (CAA) was signed by the UNC Board of Governors and the State Board of Community Colleges on February 21, 2014. The CAA was implemented in the fall 2014 semester. To date, the Transfer Advisory Committee (TAC) has completed three full rounds of compliance visits to UNC System institutions. There have yet to be any reports of noncompliance by any institution.

The University of North Carolina (UNC) System and the North Carolina Community College System (NCCCS) continue to work to enhance educational opportunities for NCCCS students by improving transfer administration, utilizing data to assess transfer effectiveness, and facilitating communication between respective constituent institutions. The UNC Transfer Student website, the College Foundation of North Carolina, and published baccalaureate degree plans (BDPs) from each university provide access to details that students need to make informed choices when selecting institutions, degree programs, and courses. Online data dashboards containing transfer information for each community college and university, as well as aggregate information for the two systems, improves transparency and accountability through public access to transfer and performance data. Both systems of public higher education in the state of North Carolina continue to work together to develop and support degree-mapping tools to facilitate informed and efficient transfer.

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

The most recent version of the 2014 CAA, complete with appendices, is available at https://myapps.northcarolina.edu/transfertoolbox/download/5/caa/619/caa_2020-tac-approved-08-28-20.pdf

CAA PROGRESS - 2022

Transfer Enrollment and Performance Data

The UNC System data dashboard provides essential data on transfer students to include enrollment trends, credit hours and degree transfers, graduation rates, grade point average, and performance in disciplines after transfer. Within the dashboard, data for individual community colleges and universities are available for deeper analysis. The UNC System data dashboard continues to be a vital resource in determining whether the 2014 CAA is having the desired impact on transfer student success and whether the changes in policy and practice put in place because of the CAA and the associated compliance site visits are achieving the desired positive outcomes. This information is critical to the decision-making process for both individual community colleges and universities, as well as for the two systems. Students who entered the NCCCS in fall 2014 and later are under the protections of the 2014 CAA, and a significant number continue to transfer to the UNC System as of fall 2021. This large number of transfer students who possess the protections of the 2014 CAA and their successful transfer to the state universities give a clear indication of the value of the 2014 CAA to students.

Transfer Student Enrollment

Prior to the COVID-19 pandemic, there was a steady increase in the enrollment of NCCCS transfer students into UNC System institutions. This increase is a clear result of the revised CAA, proper advising, and the strong collaboration between the UNC System and the NCCCS. Data from fall 2020 and fall 2021 indicate decreases in associate degree completion among transfer students and in overall transfer enrollment. Since most community college students do not complete their associate degrees in two years, the TAC hopes for increased associate degree completion prior to transfer and in overall transfer enrollment as students, advisors, and institutions continue to gain a better understanding of the protections of the CAA and the wide-ranging benefits of degree completion.

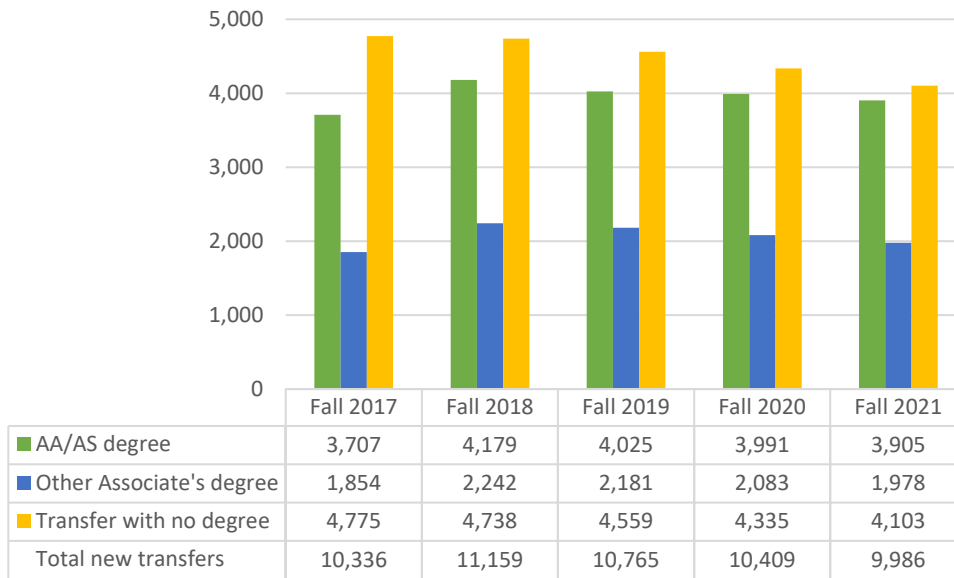
Data illustrate a slight decrease in the number of NCCCS students transferring to the UNC System (see Table 1), down from 10,409 in fall 2020 to 9,986 in fall 2021 (a decrease of 423 students). Considering the impact that COVID-19 continues to have on higher education and our communities, continued enrollment declines are understandable (note that the overall trend since the update of the 2014 CAA has been markedly positive).

The number of NCCCS students transferring with a completed associate degree (of any kind) also dropped slightly (see Table 2) during the past year. In fall 2020, the total number of NCCCS students transferring with a completed degree (AA/AS or any other associate degree) was 6,074 compared to 5,883 students in fall 2021. This decrease was seen in students earning an AA/AS degree (down 86 from fall 2020) and in those earning other associate degrees (down 105 from fall 2020).

While the overall numbers of students transferring with completed degrees have increased since 2014, the fall 2021 term marks the third year in a row of declines since the peak in fall 2018. The number of NCCCS students who transfer to UNC System institutions with transfer credit but no degree has also declined. In fall 2017, 4,775 NCCCS students transferred before completing an associate degree compared to 4,103 non-degree-earning students in fall 2021 (see Table 1). This decrease supports the sustained emphasis on degree completion at the community college level prior to transfer to a UNC System institution.

Table 1

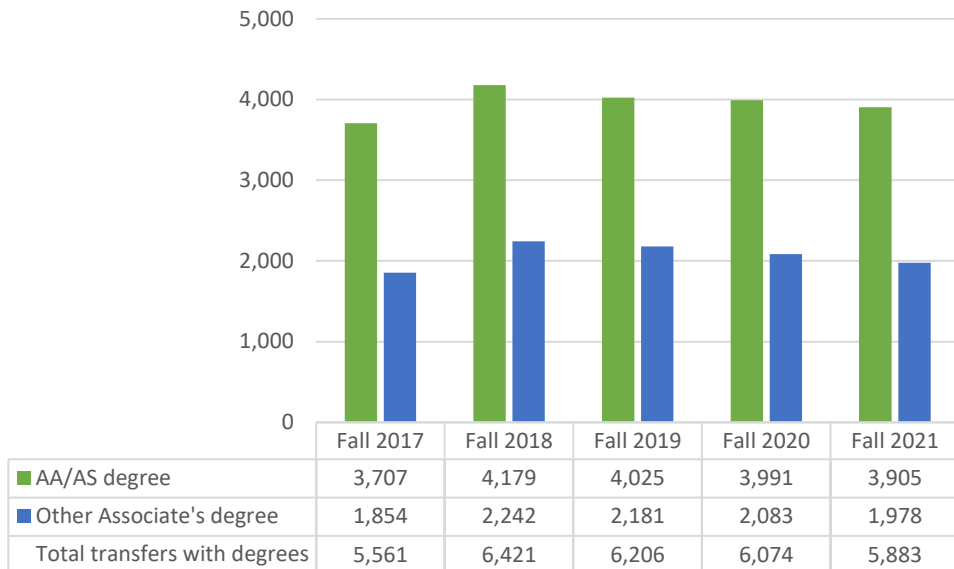
New NCCCS Student Enrollment in UNC System Institutions



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

Table 2

NCCCS Student Transfers with Completed Associate Degree



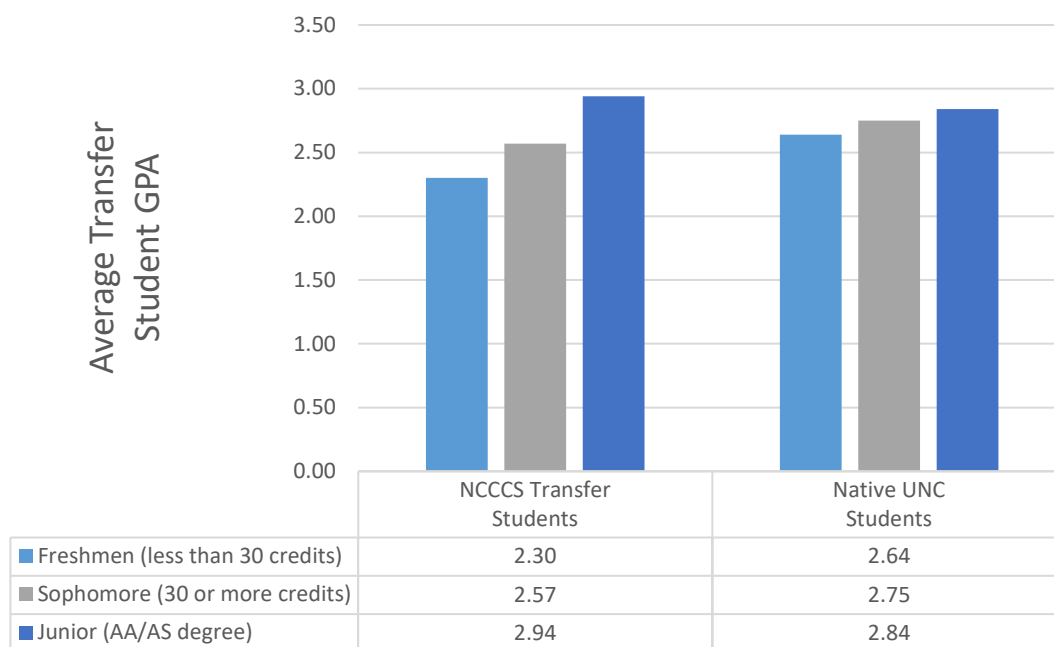
Note: Data within Table 1 include the most current information posted on the UNC public dashboards and may differ slightly from previously reported information.

Transfer Performance Data

The most recent data on transfer student performance (2021-2022 data for students who transferred in fall 2020) continue to indicate a strong correlation between degree and credit-hour completion prior to transfer and academic performance at the university (see Table 3). Students who transferred in fall 2020 from an NCCCS institution into a UNC System institution with fewer than 30 completed credit hours have a lower GPA than those who started at a university as freshmen. This is also true of students who transfer before completing an associate degree but have more than 30 credit hours of transferable coursework: GPA of non-degree-earning transfer students with more than 30 completed hours is lower compared to their UNC System sophomore counterparts who began at the university. Students who completed the associate degree prior to transferring in fall 2020, however, performed better than UNC System juniors who started at the university. These results confirm the foundational principle of the CAA that transfer students who complete the associate degree prior to transfer will perform as well as or better than students who began their higher education journeys at UNC System institutions.

Table 3

2021-22 Transfer Student Performance Grade Point Average After First Year



Note: Data indicated are reflective of first-year performance at UNC institutions for transfer students. This measurement was taken during fall 2021 to spring 2022 for the cohort entering in fall 2020.

Campus Compliance Site Visits

In January 2016, the Transfer Advisory Committee (TAC) established a process for reviewing the institutional transfer credit policies and procedures of UNC System institutions once every two years to ensure compliance with the CAA. (The North Carolina School of the Arts is not included in the compliance visits because it has very few transfer students). The TAC completed its first round of reviews for the other 15 UNC System institutions in November 2017 (see Table 4). The second round of reviews began in October 2018 and was completed in November 2019. The third round of reviews began in March 2020 and is projected to be completed in December 2021. To date, each institution has been found in compliance with the CAA after each site visit review of its policies.

Table 4

Dates of TAC Site Visits to each UNC System Institution

Institution	First-round Visit	Second-round Visit	Third-round Visit
Appalachian State University	07/25/2016	10/18/2018	04/24/2020
East Carolina University	09/15/2016	10/11/2018	10/30/2020
Elizabeth City State University	09/16/2016	10/12/2018	10/29/2020
Fayetteville State University	10/18/2017	10/29/2019	12/16/2021
North Carolina A&T University	03/29/2017	04/30/2019	05/04/2021
North Carolina Central University	11/17/2016	11/28/2018	05/27/2021
North Carolina State University	11/16/2016	11/07/2018	04/26/2021
UNC Asheville	04/17/2017	04/17/2019	06/09/2021
UNC-Chapel Hill	04/05/2017	05/01/2019	04/27/2021
UNC Charlotte	04/13/2016	10/16/2018	04/08/2020
UNC Greensboro	04/14/2016	10/18/2018	03/10/2020
UNC Pembroke	10/18/2017	10/28/2019	01/28/2022
UNC Wilmington	10/20/2017	10/17/2019	11/08/2021
Western Carolina University	04/19/2017	03/28/2019	04/19/2021
Winston-Salem State University	06/23/2016	11/16/2018	05/27/2020

TAC/CAA Campus Site Visit Process and Compliance Feedback Reports

The UNC System sends a CAA Review Form to each of the universities at least one month prior to the scheduled site visit. Accompanying this form, the UNC System Office provides data concerning transfer statistics and asks the university to reflect on their observations from these data on the CAA Review Form. A site visit team consisting of at least one TAC representative from the NCCCS and at least one TAC representative from the UNC System reviews the forms along with other information from the Data Dashboard and the institution's website to assess transfer student admissions and performance data, completion rates, transfer credits accepted, total credits accumulated upon baccalaureate degree completion, most popular transfer student majors, top feeder community colleges, currency of baccalaureate degree plans (BDPs), and institutional practices. The TAC site visit team then interviews key transfer personnel at the UNC System institution and meets with NCCCS transfer students to hear about their transition experience.

Upon completion of the compliance visit, the site visit team submits feedback reports to the entire TAC for review and approval. The UNC System Office then sends the approved reports to each university provost for distribution to appropriate university personnel. To date, all UNC System institutions have been found to be in compliance with the provisions and guidelines of the CAA. TAC members have observed an increased familiarity with the tenets and provisions of the CAA now that the third round of site visits have been completed. Furthermore, many UNC System institutions have implemented additional practices to form stronger partnerships with their community college neighbors. For example, several UNC System institutions have developed co-admission or provisional admission programs that allow university advisors the opportunity to work more closely with prospective transfer students. Additionally, several community colleges are offering dedicated space on their campuses for UNC System institution advisors to visit and work with students to be sure they are on a seamless path to transfer.

COVID-19 Impacts on Site Visits

As with so many other institutions and processes, the work of the TAC was disrupted, but not impeded, by the worldwide COVID-19 pandemic. All 2020 and 2021 site visits were held in virtual settings rather than in-person on UNC System campuses. Out of necessity, this has demonstrated that these compliance visits can be held in a virtual setting and have led TAC to explore alternative methods for ensuring compliance with the CAA. The one downside to virtual compliance visits has been the lack of significant interaction with NCCCS transfer students, and the TAC is exploring options to enhance these interactions in the future.

In light of the success of the community college transfer survey (see below), the TAC is currently exploring ways to implement a survey method to verify UNC System compliance with the CAA. Now that the UNC System institutions are quite familiar with the tenets of the CAA, it seems appropriate to explore methods for compliance review that are not as disruptive or demanding of university operations or TAC resources. The implementation of surveys would help offset the time and resources (of both universities and TAC members) needed to implement full on-site compliance visits.

Community College Transfer Survey

Now that three cycles of UNC System site visits have been completed, even though it is not mandated by CAA legislation, the TAC felt it would be beneficial to get a community college perspective on the transfer process, as well. To that end, since it was not feasible to conduct 58 individual site visits, members of the TAC worked to develop and pilot a survey that could be administered to the community colleges on a regular basis to gather feedback on how well the transfer process is working. This survey was deployed to NCCCS institutions during the fall 2021 semester with exceptional response rates (55 out of 58 community colleges completed the survey). The results from the survey have provided additional insight on strengths and weaknesses within the transfer partnership between the two systems and have suggested areas that could be strengthened.

Themes that emerged from the survey responses centered around the following topics: the availability of transfer resources on community college websites, the advising practices employed at community colleges, the course delivery of ACA 122 – College Transfer Success, the use and application of baccalaureate degree plans (BDPs) by students and advisors, the transfer credit appeals process, the training and resources provided to community college employees, the organizational communication present on community college campuses, and the use of data-informed decision-making. Specifically, the creation, availability, format, and use of BDPs was the top opportunity for improvement identified by community college employees as it related to assisting students with a successful transfer process. Community college employees also highlighted needs for transparent communication of transfer policy and greater resources for training of advisors.

Members of TAC have shared these findings and recommendations from the community college transfer survey at various events over the past year. Multiple committee discussions have revolved around these results, and they help inform the recommendations at the end of this report.

Baccalaureate Degree Plans

The 2014 CAA requires UNC System institutions to develop and maintain baccalaureate degree plans (BDPs) to outline community college and university courses that lead to timely baccalaureate degree completion for each major plan of study that the university offers. While there remain varied approaches for maintaining these BDPs, more institutions are centralizing the responsibility for BDP maintenance in hopes of creating consistent and accurate BDPs while also being able to respond to course and program updates in a timely manner. The community college transfer survey revealed just how important these plans are for students planning to transfer. With the advent of recent research on the efficacy of these plans and with students clearly seeking them out and attempting to follow them, the time seems ripe for upgrading these BDPs to a standardized template, one that students can become familiar with and understand no matter to which institution they plan to transfer. Thus, a standardized BDP template is one of the recommendations TAC will highlight at the end of this report.

CAA Revisions

This year, the following five new courses were added to the Pre-major/Elective transfer course list:

- ENG 127 – Fiction Writing
- ENG 128 – Poetry Writing
- ENG 129 – Creative Nonfiction Writing
- TEX 110 – Fundamentals of Textiles
- TEX 210 – Fiber Science

These additions to the CAA were presented to appropriate personnel in both systems, with the expectation that BDPs will continue to be updated to reflect these changes in the next academic term.

UNC System Common Numbering System

The UNC System has undertaken the creation of a common numbering system for lower division courses which should further alleviate transfer issues between the two systems of higher education. The searchable database of course equivalencies was just released during fall 2022. While not directly tied to the work of the TAC, the efforts on these fronts have involved various TAC members, and they were kept abreast of the progress from UNC System representatives.

Data Sharing and Equity

The TAC has approached both system offices regarding the possibility of implementing seamless data sharing between the two systems. This technology solution could interact with student records in both systems and assign university credit automatically without the need for regular human interaction and manual evaluation of transcripts. Such a system may require a substantial initial investment, but it would position colleges to repurpose personnel from data-processing to coaching transfer students, would facilitate curriculum alignment, and would maximize the common numbering systems now present within both systems. Additionally, as more detailed demographic information is added to the UNC System data dashboard, the TAC will be able to identify inequities within the transfer process to help facilitate important equity-related conversations.

Communication

Personnel at institutions from both systems have clamored for additional information related to transfer. Thus, the TAC will partner with both system offices to send out regular communication to all transfer-related personnel at each public institution of higher education in North Carolina. These communiques may be sent in the form of numbered memos or regular newsletters and relay important changes in policy, procedure, and interpretation.

Funding for TAC

Since its inception, the TAC has relied upon the home institutions of its members to fund member participation in TAC meetings, compliance site visits, and presentations at professional conferences or workshops. The TAC is intentionally comprised of members from across the state from both urban and rural areas and representing both large and small institutions. Unfortunately, the travel costs associated with the duties and responsibilities of membership place an additional financial obligation on institutions that have already existing significant constraints and limitations on their spending. The NCCCS and the UNC System Offices both strongly advise that funding be allocated to provide for travel to TAC meetings, site visits, and professional presentations – all of which support the mission of increased transfer efficiency and effectiveness – for each of the members of the TAC.

Conclusion and TAC Recommendations

In the past eight years, NCCCS and UNC System institutions have made steady progress toward seamless transfer. They continue to perfect and improve their partnerships to provide more effective advising, clear and consistent communication, and ongoing support to transfer students. As awareness and execution of the 2014 *Comprehensive Articulation Agreement* increase in North Carolina, more students are completing associate degrees at community colleges and transferring to UNC System institutions. Upon transfer, these degree-completers are performing comparably with students who started as freshmen at those same universities. The data provided in this report demonstrate that UNC System institutions are not only meeting the expectations set out in the CAA, but they are finding creative ways to enhance the transfer process and to champion transfer student success. In light of this positive momentum, the TAC continues to promote ongoing support of the following efforts:

- Implementing templates for baccalaureate degree plans (BDPs) that would be recognizable and easy-to-follow for all students, no matter the eventual transfer destination;
- Technological and operational solutions that create greater continuity, clarity, accessibility, and transparency for advising and the processing of transfer students and informing course, program, and institution selection among the NCCCS and UNC System institutions, particularly through the implementation of statewide data sharing between the two systems;
- An examination of policies and procedures as they relate to issues involving diversity, equity, and inclusivity among NCCCS and UNC System transfer students, with the objective of promoting equitable outcomes to ameliorate any deficiencies; and
- Continuing collaborations with other key partners (e.g., NCSU's Belk Center for Community College Leadership and Research, myFutureNC, North Carolina Independent Colleges and Universities, etc.) in the work of transfer success.

AGENDA ITEM

A-7. Revisions to Comprehensive Articulation Agreement David English

- Situation:** The revised *Comprehensive Articulation Agreement* (CAA) was signed by the University of North Carolina Board of Governors and the State Board of Community Colleges on February 21, 2014. The CAA was implemented in the fall 2014 semester. The Transfer Advisory Committee (TAC) is charged with the authority to interpret CAA policy and is made up of four representatives of the North Carolina Community College System (NCCCS) and the University of North Carolina System (UNC System). The TAC is charged with maintaining the CAA, and adopting technical corrections as needed to remain current and accurate.
- Background:** This report summarizes ongoing efforts to implement and fulfill the CAA. The TAC is committed to providing students and institutions with information and strategies to support both associate degree and baccalaureate degree completion. Information is provided on NCCCS transfer student enrollment and academic performance, efforts to improve transfer efficiency and effectiveness, status of compliance visits, and recommendations for future actions.
- Assessment:** Technical changes to the CAA are indicated in the attached document. There are four categories of technical changes included this year. First, a number of formatting and editorial changes were made to clarify meaning and update language to reflect branding preferences for both systems. Second, the lists of members of the TAC and representatives of the UNC System Office and NCCCS Office were removed from the policy document as those lists can be maintained elsewhere. Third, TAC recommends adding clarifying language in the discussion of transfer of advanced placement course credit to include “local credit by exam or placement exam.” Finally, TAC proposes the removal of two sections of the CAA: IV.A.9., “Transfer Courses Not Originated At North Carolina Community Colleges” and IV.D. “Students Enrolled Prior to Fall Semester 2014”.
- Action:** This item requires a vote by the committee, with a vote by the full Board of Governors through the consent agenda.

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

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

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

(This document, complete with appendices, is available at <https://www.ncccommunitycolleges.edu/academic-programs/college-transferarticulation-agreements/comprehensive-articulation-agreement-caa>)

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

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H. Uniform Articulation Agreements

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

I. Legislative Overview

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

In 2013, S.L. 2013-72 (HB 903) further emphasized the importance of the Comprehensive Articulation Agreement (CAA) by mandating compliance with its terms and requiring biannual joint reviews to assure full institutional adherence to the agreement. The bill requires that a report, summarizing the results of these reviews, including any instances of non-compliance or revision to the agreement be submitted to the Joint Legislative Oversight Committee on November 1 of each year.

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

Since the Comprehensive Articulation Agreement was established in 1997, there have been nearly two decades of student and faculty experience with the CAA, and considerable changes in lower-level general education requirements and major program requirements of our University of North Carolina System institutions. Additionally, executive and legislative agencies with the state have endorsed greater participation in college level work by qualified secondary students.

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

The focus of the current review of the CAA includes the following:

1. Supporting current general education requirements at senior institutions.
2. Establishing a process for maintaining currency.
3. Ensuring current information is universally accessible to students and advisors at both senior institutions and community colleges.

The revised Comprehensive Articulation Agreement serves as a current and adaptive agreement that supports more students completing both the associate and baccalaureate degrees.

III. Assumptions and Intent

The Comprehensive Articulation Agreement between The University of North Carolina (UNC) System and the North Carolina Community College System (NCCCS) rests upon several assumptions common to successful statewide comprehensive articulation agreements. The primary assumption is that institutions recognize the professional integrity of other public post-secondary institutions that are regionally accredited for college transfer programs. All courses designated as approved for college transfer under this agreement will be taught by faculty who meet Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) credential requirements. Another assumption is that substantial commonality exists in the lower-division general education requirements and courses currently offered at all universities and community colleges for the purpose of transfer.

The general education courses and pre-major courses offered at the institutions that comprise The UNC System and the NCCCS are similar in intended outcomes and competencies, and so, transferable between institutions. The general education requirements of the receiving institutions remain in effect for all students not participating in this comprehensive articulation agreement; any upper-division general education requirements and graduation requirements remain unaffected by this agreement. Institution-wide, lower-division general education requirements serve as the starting point for determining specific general education courses in each baccalaureate major. The specific lower-level courses required for each major are the subject of the pre-majors developed by joint discipline committees. The purpose and history are provided in Appendix B.

IV. Policies

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

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

A. Transfer Advisory Committee (TAC)

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

- **NCCCS Members:**

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

- **UNC System Members**

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

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

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

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

B. Transfer Assured Admissions Policy (TAAP)

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

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

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

and contacts in the respective UNC System institutions admissions offices. It is the student's responsibility to contact each institution's admissions office to get specific information about admissions and available majors.

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

C. Transfer Credit Appeal

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

V. Regulations

A. Transfer of Credits

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

1. Eligibility

To be eligible for the transfer of credits under the CAA, the student must graduate from the community college with an Associate in Arts (AA) or Associate in Science (AS) degree and have an overall Grade Point Average (GPA) of at least 2.0 on a 4.0 scale and a grade of "C" or better in all CAA courses. Students who do not complete the degree are eligible to transfer credits on a course-by-course basis.

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

The Associate in Arts (AA) and Associate in Science (AS) degree programs in the North Carolina Community College System require a total of sixty or sixty-one semester hours credit for graduation (see Appendix F) and are transferable to any UNC institution. The overall total is comprised of both lower-division general education and pre-major courses. This curriculum reflects the distribution of discipline areas commonly included in institution-wide, lower-division general education requirements for the baccalaureate degree.

The AA and AS degree programs include general education requirements that represent the fundamental foundation for success and include study in the areas of English composition, communications, humanities and fine arts, natural sciences and mathematics, and social and behavioral sciences. Within these discipline areas, community colleges must include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and basic computer use. Students must meet the receiving university's foreign language and/or health and physical education requirements, if applicable, prior to or after transfer to a UNC System institution.

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

–**Universal General Education Transfer Component** courses comprise a minimum of 30 semester hours of credit, and

–**Additional general education, pre-major, and elective courses** that prepare students for successful transfer into selected majors at UNC System institutions will bring the total number of hours in the degree programs to 60-61 semester hours.

To ensure maximum transferability of credits, students should select a transfer major and follow preferred transfer university options known as Baccalaureate Degree Plans (BDPs, see section V.A.7.) before completing 30 semester hours of credit. Additional general education, pre-major, and elective courses should be selected based on a student’s intended major and transfer institution options. Students will receive instruction, guidance, and assistance in making these selections when enrolled in the NCCCS course ACA 122 – College Transfer Success. **NCCCS institutions are encouraged to require ACA 122 of all AA and AS program enrollees during their first semester of enrollment to promote effective and efficient transfer.**

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

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

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

- a. The CAA enables North Carolina community college graduates of two-year Associate in Arts (AA) and Associate in Science (AS) degree programs who are admitted to constituent institutions of The University of North Carolina System to transfer with junior status.
- b. Requirements for admission to some major programs may necessitate additional courses not available at the community college. Time to earn a baccalaureate degree may be impacted for students entering such programs, and students should plan accordingly.
- c. Universities cannot place requirements on students transferring under the CAA that are not required of their students that begin their higher education journeys at that university.
- d. A student who completes the AA or AS degree prior to transfer to a UNC System institution will have fulfilled the UNC System institution’s lower-division general education requirements.
- e. Each UNC System campus will establish and publish a campus policy/guideline outlining the campus decision whether a student who receives an AA or AS degree through reverse transfer will have fulfilled the UNC System institution’s lower-division general education requirements.
- f. Additional courses at the UNC System institution may be required beyond the general education courses and pre-major courses taken at the community college.

- g. Community college graduates of the AA or AS degree programs who have earned 60 semester hours in approved transfer courses with a grade of “C” or better and an overall GPA of at least 2.0 on a 4.0 scale will receive at least 60 semester hours of academic credit upon admission to a UNC System institution.
- h. All courses approved for transfer in the CAA are designated as fulfilling general education or pre-major/elective requirements (see Appendix G). While general education and pre-major courses may also be used as electives, elective courses may not be used to fulfill general education requirements.
- i. CAA courses taken beyond the 60-61 credit hours of credit in which the student received less than a “C” will not negate the provisions of the CAA.

4. UNC Minimum Admissibility Requirements (MAR) and Minimum Course Requirements (MCR)

- a. Students who complete the Associate in Arts or the Associate in Science degree will satisfy UNC System’s minimum admissibility requirements (MAR) and minimum course requirements (MCR).
- b. Transfer students who are at least 21 years old are exempt from both MAR and MCR.
- c. Transfer students will also be considered to have satisfied MAR and MCR if they have:
 - 1. received the baccalaureate, or any higher degree, or
 - 2. earned at least twenty-four (24) transferrable undergraduate credits from a regionally accredited postsecondary institution. Transferrable undergraduate credit counted as part of these 24 hours shall also include:
 - a. credit earned at foreign institutions deemed to have the equivalence of regional accreditation; equivalence of regional accreditation generally refers to recognition by the foreign country’s Ministry of Education and/or recognition by a credible organization offering credential evaluation services; and
 - b. credit awarded for prior learning as part of military service, with the military branch designated as the transfer institution.

Undergraduate credits awarded for AP (Advanced Placement), IB (International Baccalaureate), or other credit by exam shall not be included as part of these 24 hours.

5. Students Not Completing the Associate in Arts or Associate in Science degrees

A North Carolina Community College System (NCCCS) student who satisfactorily completes, with a grade of “C” or better, courses identified in the Universal General Education Transfer Component (UGETC) will receive credit applied toward the university’s lower-division general education course requirements, subject to the following distribution limit: maximum of 6 hours in English Composition, 9 hours in Humanities/Fine Arts/Communications, 9 hours in Social/Behavioral Sciences, 8 hours in Mathematics, and 8 hours in the Natural Sciences.

An NCCCS student who satisfactorily completes a transfer course that is not designated as a UGETC course will receive transfer credit for the course. The receiving institution will determine how the course counts.

6. Certification of Universal General Education Transfer Component Courses, Associate in Arts Degree, or Associate in Science Degree Completion

Certification of completion of the Associate in Arts or the Associate in Science degree is the responsibility of the community college at which the courses are successfully completed. Transcript identification of Universal General Education Transfer Component (UGETC) courses is also the responsibility of the NCCCS institution at which the courses are completed. The transcripts of students who transfer before completing the degree will be evaluated on a course-by-course basis by the receiving university. The transferring student who has not completed the degree must meet the UNC System institution's general education requirements.

7. Baccalaureate Degree Plan (BDP) Four-Year Degree Plan for Community College Transfer Students

Pre-major course tracks prepare students to succeed in their chosen field and provide students with clear pathways to completion. Each UNC System institution will develop, publish, and maintain Baccalaureate Degree Plans (BDPs) identifying NCCCS courses that provide pathways leading to associate degree completion, admission into the major, and baccalaureate completion. Students who complete the Associate in Arts AA or the AS degree, who follow the BDP published by a UNC System institution, who are accepted into that institution, and who are accepted into that major within four years of initial enrollment at the community college, will continue into that major at the UNC System institution with all courses fulfilling lower-division general education and other degree requirements as indicated in that BDP.

8. Other Associate Degree Programs

Students completing Universal General Education Transfer Component (UGETC) courses will receive equivalent general education course credit for those courses at the receiving UNC System institution. For courses not designated as UGETC, the receiving UNC System institution will determine whether the course will count as general education or pre-major/elective credit.

Associate in Applied Science (AAS) degree programs may be handled on a bilateral articulation agreement basis rather than on a state-wide basis. Under bilateral agreements, individual universities and one or more community colleges may join in a collaborative effort to facilitate the transfer of students from AAS degree programs to baccalaureate degree programs.

The TAC encourages the development of new bilateral articulation agreements among institutions; however, TAC will not maintain a current inventory of bilateral articulation agreements for AAS degree programs.

See Appendix H for a current list of Universal Articulation Agreements.

9. Transfer of Courses Not Originated at North Carolina Community Colleges

Transfer courses that do not originate at a North Carolina Community College System institution or at a UNC System institution are allowed to be used to complete the AA or AS degree at an NCCCS institution and would fall under the protections of the CAA. Students transferring without the completed degree would have their individual courses from outside of NCCCS institutions subject to the receiving institution's regular transfer articulation procedures.

10. Transfer of Advanced Placement (AP) Course Credit

Advanced Placement (AP) course credits, awarded for a score of three or higher, are acceptable as part

of a student's successfully completed Associate in Arts (AA) or Associate in Science (AS) degree under the CAA. Students who receive AP course credit at a community college but do not complete the AA or AS degree will have AP credit awarded on the basis of the receiving institution's AP policy. TAC recommends that the same guiding principle prescribed for AP course credit be exercised in the treatment of other NCCCS course credit awarded as part of the AA or AS degree under the CAA through other exams (e.g., IB, CLEP, DANTES, Cambridge, and local credit by exam or placement exam).

B. Impact of the CAA on Other Articulation Agreements

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

C. Compliance Procedures

The Transfer Advisory Committee (TAC) is charged with ensuring compliance of institutional policies and practices regarding the CAA. To that end, a TAC Review Team, composed of at least one UNC System representative and at least one NCCCS representative, will survey and review the institutional transfer credit policies and procedures of two UNC System institutions per quarter. The TAC will report the findings to The UNC System and the NCCCS Offices.

Appendices
Appendix A
Legislation

HB 739, SB 1161, HB 903

GENERAL ASSEMBLY OF NORTH CAROLINA
1995 SESSION
RATIFIED BILL

CHAPTER 287
HOUSE BILL 739

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

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

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

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

Sec. 4. This act is effective upon ratification.

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

Dennis A. Wicker
President of the Senate

Harold J. Brubaker
Speaker of the House of Representatives

GENERAL ASSEMBLY OF NORTH CAROLINA
1995 SESSION
RATIFIED BILL

CHAPTER 625
SENATE BILL 1161

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

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

Whereas, the Board of Governors of The University of North Carolina and the State Board of Community Colleges have developed a plan for the transfer of credits between the North Carolina institutions of higher education; and

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

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

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

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

Sec. 4. This act is effective upon ratification.

In the General Assembly read three times and ratified this the 21st day of June, 1996.

Dennis A. Wicker
President of the Senate

Harold J. Brubaker
Speaker of the House of Representatives

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2013

SESSION LAW 2013-72
HOUSE BILL 903

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

The General Assembly of North Carolina enacts:

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

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

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

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

Daniel J. Forest
President of the Senate
Representatives

Thom Tillis
Speaker of the House of

Pat McCrory
Governor

Appendix B

Purpose and History (1997-2014)

I. Purpose

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

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

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

II. History

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

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

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

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

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

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

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

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

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

Appendix C

Transfer Advisory Committee Procedures

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

Additions to the Universal General Education Transfer Component

(See Form CAA-02 on page 21)

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

1. The Chief Academic Officer (CAO) of any subscribing institution submits a written request for a change in course status to the CAO of the respective system. The request should include the rationale for the revised status.
2. The system CAO then submits the request to the Director of Community College Partnerships & Adult Learner Initiatives at the UNC System.
3. The Director of Community College Partnerships & Adult Learner Initiatives will send the request to the CAOs of the universities. If all the universities approve of the addition, the recommendation will be sent to the TAC and to the CAOs of the two systems.
4. If all universities do not approve the request, the Director of Community College Partnerships & Adult Learner Initiatives may assemble a discipline team composed of university and community college faculty to see if the course can be revised in a manner that will be acceptable for inclusion in the UGETC course list. If so, the revised course will be sent to the university CAOs for consideration.
5. If all the universities approve of the addition of the revised course, the recommendation will be sent to the TAC and the CAOs of the two systems. If the addition request is not approved by the universities, this will be submitted to the TAC and the CAOs of the two systems for information.
6. After the TAC has acted on the request, the NCCCS Office will distribute notification of action taken to the requesting college or to the entire NCCCS, if applicable. The UNC System will distribute notice of actions as appropriate to its campuses.

Addition of Courses to the Transfer List

(See Form CAA-01 on page 19)

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

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

Deletion of a Course from the Transfer List

(See Form CAA-01 on page 19)

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

Change in the CAA Designation of a Course

(See Form CAA-03 on page 23)

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

The Faculty Review Process

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

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

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

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

Comprehensive Articulation Agreement (CAA) Transfer Course List

Course Addition/Deletion

Form CAA-01

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

Course Information:

Three-Letter Prefix: _____ Three-Letter Number: _____

Course Title: _____

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

Prerequisites: _____ Corequisites: _____

Course Description:

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

Name of the Community College: _____

Name of UNC System Institution: _____

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

____ Pre-Major/Elective

____ General Education or ____ UGETC for the following discipline:

____ Communications ____ Humanities/Fine Arts ____ Math

____ Social/Behavioral Science ____ Science

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

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

Signature of Chief Academic Officer NCCCS College

Date

Signature of Chief Academic Officer UNC System Institution

Date

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

Senior Vice President and
Chief Academic Officer
North Carolina Community College System
5016 Mail Service Center
Raleigh, NC 27699-5016

Senior Vice President for
Academic Affairs and Chief Academic officer
The University of North Carolina System
P.O. Box 2688
Chapel Hill, NC 27514

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

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

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

**Comprehensive Articulation Agreement Transfer Course List
Change of Course Status to Universal General Education Transfer Component (UGETC)
Form CAA02**

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

Course Information:

Three-Letter Prefix: _____ Three-Letter Number: _____

Course Title: _____

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

Prerequisites: _____ Corequisites: _____

Course Description:

Name of the Community College: _____
and

Name of UNC System Institution: _____

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

_____pre-major/elective

_____General Education under the following discipline:

_____ Communications

_____ Humanities/Fine Arts

_____ Social/Behavioral Science

_____ Mathematics

_____ Natural Science

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

Signature of Chief Academic Officer NCCCS College

Date

and

Signature of Chief Academic Officer UNC System Institution

Date

The completed and signed form should be sent to:
Vice President for Academic Programs, Faculty, and Research
The University of North Carolina System
P.O. Box 2688
Chapel Hill, NC 27514

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

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

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

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

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

Course Information:

Three-Letter Prefix: _____ Three-Letter Number: _____

Course Title: _____

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

Prerequisites: _____ Corequisites: _____

Course Description:

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

_____ Pre-major/Elective

_____ General Education or _____ UGETC under the following discipline:

_____ Communications _____ Humanities/Fine Arts

_____ Social/Behavioral Science _____ Mathematics _____ Natural Science

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

_____ Pre-major/Elective

_____ General Education under the following discipline:

_____ Communications _____ Humanities/Fine Arts

_____ Social/Behavioral Science _____ Math _____ Natural Science

Please note that a UGETC form (CAA02) is required for a UGETC designation request.

Name of the:

NCCCS institution making request: _____

or

UNC System Institution making request: _____

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

Signature of Chief Academic Officer NCCCS College

Date

or

Signature of Chief Academic Officer UNC System Institution

Date

Change in the CAA Designation of a Course

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

Senior Vice President and
Chief Academic Officer
North Carolina Community College System
5016 Mail Service Center
Raleigh, NC 27699-5016

Senior Vice President for
Academic Affairs and Chief Academic officer
The University of North Carolina System
Post Office Box 2688
Chapel Hill, NC 27514

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

Appendix D
Transfer Advisory Committee 2020-2021

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

Appendix E

Comprehensive Articulation Agreement Transfer Credit Appeal Procedure

University of North Carolina System/North Carolina Community College System

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

Steps in Filing an Appeal

Step #1:

- **By the last day of classes of the first semester for which admission is offered**, the student must submit a CAA Transfer Credit Appeal Form along with any supporting documentation to the director of admission at the UNC System campus to which the student has been admitted. Students first enrolling at the senior institution in a summer session must submit their appeal by the end of the subsequent fall semester.
- **The student must specify on the appeal form the specific CAA language that is in contention. Appeals that lack this information will not be considered.**
- The Director of Admission will review the appeal and respond in writing (email or letter) to the student within 15 business days.

Step #2:

- If the student is not satisfied with the decision of the Director of Admission, he/she may appeal on the same form to the **Chief Academic Officer (Provost)** of the University within 15 days of written notice of the director's decision.
- The Provost will review the appeal and respond in writing (email or letter) to the student within 15 business days of receiving the student's appeal.

Step #3

- If the student is not satisfied with the decision of the Provost, he/she may appeal to the Transfer Advisory Committee (TAC) subcommittee, composed of the Co-chairs, a representative from the UNC System Office, and a representative from the NCCCS. The student must submit the appeal to the subcommittee within 15 days of the receipt of the Provost's decision. The appeal to the TAC subcommittee should be sent to:

UNC System Transfer Advisory Committee Member CAA Appeal

PO Box 2688

Chapel Hill, NC 27515

If a consensus is reached by the subcommittee, the student will be notified within 15 business days; if a consensus resolution is not reached, the appeal will be forwarded by the subcommittee to the full TAC within 10 business days. The TAC will review the appeal and notify the student of the final decision within 10 business days of receiving the appeal.

Comprehensive Articulation Agreement

Transfer Credit Appeal Procedure

University of North Carolina System/North Carolina Community College System

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

- The completed form and any supporting documentation **must be submitted to the UNC System institution's Director of Admission by the last day of classes of the first semester for which admission is offered.**
- You must specify the nature of the appeal and cite the specific CAA language that is in contention. Appeals that do not include this information cannot be considered.

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

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

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

Last NC Community College Attended: _____

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

Section 2: Basis for your appeal

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

Student Signature: _____ Date: _____

Appendix F

Associate in Arts and Associate in Science Curriculum Standards

Associate in Arts (A10100)

Effective Term:

Curriculum Standard

Summer 2016

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

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

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

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

UNIVERSAL GENERAL EDUCATION TRANSFER COMPONENT

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

English Composition (6 SHC)

The following two English composition courses are required.

ENG 111 Writing & Inquiry (3 SHC)

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

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

Communications

COM 120 Introduction to Interpersonal Communication (3 SHC) or

COM 231 Public Speaking (3 SHC)

Humanities/Fine Arts

ART 111 Art Appreciation (3 SHC)

ART 114 Art History Survey I (3 SHC)

ART 115 Art History Survey II (3 SHC)

DRA 111 Theatre Appreciation (3 SHC)

ENG 231 American Literature I (3 SHC)

ENG 232 American Literature II (3 SHC)

ENG 241 British Literature I (3 SHC)

ENG 242 British Literature II (3 SHC)

MUS 110 Music Appreciation (3 SHC)

MUS 112 Introduction to Jazz (3 SHC)

PHI 215 Philosophical Issues (3 SHC)

PHI 240 Introduction to Ethics (3 SHC)

Social/Behavioral Sciences

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

ECO 251 Principles of Microeconomics (3 SHC)

ECO 252 Principles of Macroeconomics (3 SHC)

HIS 111 World Civilizations I (3 SHC)

HIS 112 World Civilizations II (3 SHC)

HIS 131 American History I (3 SHC)

HIS 132 American History II (3 SHC)

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

Math (3-4 SHC)

Select one course from the following:

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

Natural Sciences (4 SHC)

Select 4 SHC from the following course(s):

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

ADDITIONAL GENERAL EDUCATION HOURS (13-14 SHC)

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

Total General Education Hours Required: 45

OTHER REQUIRED HOURS (15 SHC)

Academic Transition (1 SHC)

The following course is required:

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

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

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

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

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

Associate in Science (A10400)
Curriculum Standard

Effective Term:
 Summer 2016

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

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

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

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

UNIVERSAL GENERAL EDUCATION TRANSFER COMPONENT

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

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

ENG 111	Writing & Inquiry	(3 SHC)
ENG 112	Writing/Research in the Disciplines	(3 SHC)

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

Communications

COM 120	Introduction to Interpersonal Communication	(3 SHC) or
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COM 231	Public Speaking	(3 SHC)
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Humanities/Fine Arts

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

Social/Behavioral Sciences (6 SHC)

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

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

SOC 210	Introduction to Sociology	(3 SHC)
Math (8 SHC)		
<i>Select two courses from the following:</i>		
MAT 171	Precalculus Algebra	(4 SHC)
MAT 172	Pre-calculus Trigonometry	(4 SHC)
MAT 263	Brief Calculus	(4 SHC)
MAT 271	Calculus I	(4 SHC)
MAT 272	Calculus II	(4 SHC)
Natural Sciences (8 SHC)		
<i>Select 8 SHC from the following course(s):</i>		
AST 151 General Astronomy I (3 SHC)	and	AST 151A General Astronomy Lab I (1SHC)
BIO 110 Principles of Biology		(4 SHC)
BIO 111 General Biology I (4 SHC)	and	BIO 112 General Biology II (4 SHC)
CHM 151 General Chemistry I (4 SHC)	and	CHM 152 General Chemistry II (4 SHC)
GEL 111 Introductory Geology		(4 SHC)
PHY 110 Conceptual Physics (3 SHC)	and	PHY 110A Conceptual Physics Lab (1 SHC)
PHY 151 College Physics I (4 SHC)	and	PHY 152 College Physics II (4 SHC)
PHY 251 General Physics I (4 SHC)	and	PHY 252 General Physics II (4 SHC)
ADDITIONAL GENERAL EDUCATION HOURS (11 SHC)		
An additional 11 SHC of courses should be selected from courses classified as general education within the Comprehensive Articulation Agreement. Students should select these courses based on their intended major and transfer university.		
Total General Education Hours Required: 45		
OTHER REQUIRED HOURS (15 SHC)		
Academic Transition (1 SHC)		
<i>The following course is required:</i>		
ACA 122 College Transfer Success		(1 SHC)
An additional 14 SHC of courses should be selected from courses classified as pre-major, elective or general education courses within the Comprehensive Articulation Agreement. Students should select these courses based on their intended major and transfer university.		
<i>*One semester hour of credit may be included in a 61 SHC associate in science program of study. The transfer of this hour is not guaranteed.</i>		
Total Semester Hours Credit (SHC) in Program: 60-61*		

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

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

Appendix G

Transfer Course List

The most current Transfer Course List may be found at:

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

Appendix H

Uniform Articulation Agreements

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

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

Information about these uniform articulation agreements is located at:

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