The University of North Carolina
Board of Governors

Long-Range Plan
2004-2009

Missions of the
Constituent Institutions
XI. Missions of the Constituent Institutions

The planning responsibility of the Board of Governors serves both a comprehensive and a specific purpose. The comprehensive purpose is found in the statutory responsibility to “plan and develop a coordinated system of higher education in North Carolina.” The specific purpose is found in the further statutory responsibility to “determine the functions, educational activities and academic programs” of each institution. This specific responsibility for each of the institutions is addressed in this section of the long-range plan.

For each of the constituent institutions, this section presents the general academic mission containing the following: a statement of the educational mission of the institution; a brief history of the institution; its location; and an organizational chart showing the administrative structure of the institution. This chapter also contains the Carnegie classification of the constitutions institution. The complete inventory of academic degree program for each constituent institution is provided in Appendix D. This inventory is classified in accord with Classification of Instructional Program (CIP) 2000, which UNC will begin using on July 1, 2004 to report its institutional data.

A. Institutional Classification

The University of North Carolina uses the descriptive classification system of institutions developed by the Carnegie Foundation for the Advancement of Teaching.¹ The Carnegie classification system includes all institutions listed in the National Center for Education Statistics’ Education Directory.

It is important to recognize that this classification system does not rank institutions. It is not a hierarchy of merit, a listing of institutions from superior to inferior, or from more worthy to less worthy. It is, instead, a grouping of colleges and universities according to their shared characteristics and functions. The criteria for the groupings include level and type of programs offered, enrollments, number of degrees awarded by level and discipline areas, and the related mission. The listing of authorized degree programs by level and by discipline division and specialty further defines the institution in terms of program array.

To encompass all colleges and universities in the United States, the Carnegie classification system uses ten categories. Six of these categories include all of the constituent institutions of the University of North Carolina. Winston-Salem State University has added master’s programs and will likely move from Baccalaureate Colleges–General to the Master’s level during this planning period. As of fall 2003, the constituent institutions are classified as follows:

**Doctoral/Research Universities–Extensive**
- North Carolina State University
- The University of North Carolina at Chapel Hill

**Doctoral/Research Universities–Intensive**
- East Carolina University
- The University of North Carolina at Charlotte²
- The University of North Carolina at Greensboro

² The University of North Carolina at Charlotte has been given Doctoral/Research Intensive status by the Board of Governors but is not recorded in that category by the Carnegie Foundation because of the use of 1995-96 through 1997-98 data.
Section XI. Missions of the Constituent Institutions

Master’s (Comprehensive) Colleges and Universities I

Appalachian State University
Fayetteville State University
North Carolina Agricultural and Technical State University
North Carolina Central University
The University of North Carolina at Pembroke
The University of North Carolina at Wilmington
Western Carolina University

Baccalaureate Colleges–Liberal Arts

The University of North Carolina at Asheville

Baccalaureate Colleges–General

Elizabeth City State University
Winston-Salem State University

Specialized Institutions: Schools of Art, Music, and Design

The North Carolina School of the Arts

B. Academic Program Development

A necessary element in the University's planning is defining the educational mission of each of
the constituent institutions, including the specification of degree programs that each of them is
authorized to offer. It is in academic program development that one gets to the heart of crucial
decisions in higher education, and in this area the Board of Governors has been most
responsible and responsive to the public interest.

The general principles and priorities defined and pursued by the board in academic program
development include the following:

• **Greater access to educational opportunity must be provided.** In fulfilling its stated purpose
to extend the benefits of education, the Board of Governors is committed to providing
needed educational opportunities for all citizens of North Carolina who have the aptitude,
motivation, and desire to pursue programs of higher education. The board’s objective is to
cultivate the truly educated citizenry that a changing society and economy demand.

• **Academic quality is the critical ingredient in all effective education.** As it has in the past, the
board will continue to support and emphasize standards of excellence in teaching,
research, and public service. Toward this end, constituent institutions are expected to
continue to strengthen and improve programs at all levels as the needs of society change.
New programs will be authorized by the board when funds, equipment, facilities and faculty
are adequate to provide an appropriate base of support to ensure academic quality. When
current programs are deemed sufficient to meet the state’s needs for qualified professionals,
the board does not authorize the initiation of new programs that might dilute existing
strengths. Recognizing the state’s need for qualified professionals, the board will continue
to emphasize academic quality and excellence.

• **The University has a primary obligation to provide undergraduate education of high quality.**
The majority of students enrolled in the University are undergraduates, and this imposes
on all institutions the responsibility to provide those students an educational experience of
high quality. This is a primary obligation of every campus, and institutions are urged, to
improve and strengthen foundational liberal arts and science programs and baccalaureate
courses of study.
• **UNC institutional diversity is an asset that must be maintained.** A key asset of the University of North Carolina is the diversity of institutions. UNC campuses are diverse in mission, scope and program offerings. Universities need not, and should not, all be alike. The demands of the labor market, the needs of society, and available resources do not permit the homogenization of institutions. In fulfilling its mission, UNC is committed to strengthening and improving each of the constituent institutions in carrying out its authorized mission.

• **With respect to the development of new graduate programs, it is essential to recognize an important distinction between the master’s level and doctoral programs.** Many master’s degrees tend to be professionally or occupationally oriented and are sought by students who are bound to a region or locality. Such programs are less demanding in terms of faculty, facilities and equipment, and can be established less expensively than doctoral programs. Doctoral and first professional programs are research intensive and therefore require rigorous review and evaluation prior to establishment and afterwards. Proposed new doctoral programs will be evaluated in terms of demonstrated need, the capacity to offer a high quality program, the availability of funding, and the economical use of the state’s resources.

• **Good management requires the application of priorities and the judicious allocation of resources.** Academic programs and course offerings must be current and must be responsive to legitimate needs, and programs that are no longer needed must be discontinued. Low quality, low productivity, and low priority programs must be eliminated in order to redirect resources to higher needs and priorities. Fiscal constraints are particularly important in initiating programs at the doctoral and first professional levels, where program costs and specialized facilities and other resources are required. These considerations also apply in certain areas of undergraduate education such as engineering, sciences, and health professions.

In keeping with these principles and priorities, the Board of Governors has approved the general academic mission for each of the UNC institutions. The Board is responsible for approving and discontinuing degree programs. Requests for new programs should be consistent with the authorized mission and strategic plans of the system and the campus.

Academic program development in UNC has always involved both academic program planning and academic program review. All new academic programs are thoroughly reviewed by campus faculty and staff and system-level academic affairs staff before they are submitted to the board. Requests for new doctoral and first professional programs are also reviewed by the UNC Graduate Council and disciplinary experts. The University also conducts system-wide reviews of programs by disciplines such as the review of foreign languages programs in 1999.

The 1993 Session of the General Assembly enacted legislation to implement a Government Performance Audit Committee’s recommendations for a review of academic degree programs in the University of North Carolina. In response to that legislation, the Board of Governors initiated a comprehensive, biennial review process for all degree programs that focused on programs that were considered low producing in terms of enrollments and degrees conferred. In 1995, the Committee on Educational Planning, Policies, and Programs developed criteria and guidelines that have been refined through each biennial process. Every two years, the Office of the President and the board review all academic programs that might be low producing and the performance of every new program that was established within the past four years. This comprehensive biennial review process is conducted in conjunction with the revision of the University’s long-range plan. The biennial review complements other types of program review within the University.

In preparing for the “2003 Review of Academic Degree Program Productivity,” Academic Affairs staff and UNC chief academic officers divided programs into those that would be reviewed at
the system level and those that would be monitored or reviewed at the campus level. Ninety-six programs were identified for system-level review. The goal of the system-level review process was to conduct meaningful reviews with recommendations to strengthen, consolidate or discontinue programs.

Campuses were asked to submit a report documenting the centrality of each program to the university’s mission, the quality of the program, faculty resources, facilities, and equipment. The components of this review included: 1) a careful assessment of the evidence of the need for graduates; 2) evidence of student demand; 3) evidence that the program is not already conveniently available at another UNC (or private) institution either within the region or via distance education; 4) evidence that the institution is capable, or can become capable, of offering a quality program; 5) a consideration of the number of low productivity programs currently being offered by the institution; 6) the institution's track record in accurately projecting enrollments in other recently authorized programs; and 7) the estimated cost of the proposed program when compared to the probable benefits.

As a result of the 2003 productivity review, fourteen academic degree programs were discontinued. An additional four degree programs were identified by the Office of the President for possible discontinuation. The status of these programs is under discussion with the campuses.

From its inception in July 1972 through November 2003, the UNC Board of Governors has authorized the establishment of 512 new academic degree programs and the discontinuation of 439 academic degree programs, the details of which follow the inventory in Appendix D.

C. Centers and Institutes

Another means by which the diverse missions of UNC institutions are carried out is through the establishment of centers and institutes (hereinafter “centers”).

Such units are usually multidisciplinary, have an important educational component, and are established when long-term funding is secured to pursue unique research or public service activities. They provide faculty and staff, as well as undergraduate, graduate, and postdoctoral students, with expanded research and outreach opportunities, facilities, and support. The units have a strong positive impact on the economic development of the state by providing job opportunities, supplying technical assistance and training, fostering community development and outreach programs, and enhancing the transfer of new technologies. Centers represent one of the most effective means for UNC institutions to address certain research and public service needs that extend beyond the range or capacity of traditional academic departments or programs.

The Board of Governors has established policies and procedures for the effective planning, establishment, and evaluation of centers. Centers routinely change, are discontinued, or are created over time as university objectives and societal needs demand. For example, 17 centers were established since the November 2001 review, while six others were terminated.

Board policy requires that each center submit a status report as a component of the biennial update of the UNC long-range plan. The scope of the 2003 review included the 179 centers formally established by the Board of Governors prior to July 2002. (Thirteen centers established since July 2002 were exempted from review.) Among the 179 centers reviewed, 128 focus their activities primarily on research, while 51 designate public service as their primary mission.

These centers spent an estimated $500 million during 2001-02. A total of $92.9 million, or just 19 percent of the funding, was provided by state funds. These organizations are highly
successful in attracting funding from non-state sources such as the federal government and the private sector.

See Appendix E for a listing of research and public service interinstitutional and institutional centers. More detailed information is available online at the following Website: http://www4.ga.unc.edu/CI/
Appalachian State University
Statement of Educational Mission

Appalachian State University is a public comprehensive university, offering a wide variety of degree programs at the baccalaureate, master’s, and intermediate levels as well as the Ed.D. in educational leadership. With a distinctively residential campus and a faculty and staff characterized by high quality and broad diversity of professional skills, Appalachian takes as its mission the practice and propagation of scholarship. This is accomplished particularly through instruction, but also through the research, creative, and service activities of the university community.

Appalachian is committed to excellence in its undergraduate and graduate educational programs, while continuing to serve as a center of cultural and professional activity within its state and region.

Brief Description
Appalachian State University offers 95 undergraduate majors and 81 graduate majors. As a comprehensive university serving the traditional undergraduate student, Appalachian’s primary mission is instruction. The university feels a special responsibility to the Appalachian region and seeks to contribute to the understanding, appreciation, and preservation of its unique culture. Appalachian State University is committed to equality of opportunity. To further diversity, the university actively seeks to recruit and enroll a greater number of minority students.

History
Founded in 1899. Known as Watauga Academy until 1903 when it became a state institution and was designated Appalachian Training School for Teachers. Name changed to Appalachian State Normal School in 1925 and again four years later to Appalachian State Teachers College. Designated Appalachian State University in 1967. Became a constituent institution of the University of North Carolina in 1972.

Location
Boone (population: 14,000) is in the heart of the Blue Ridge Mountains. The area offers skiing in the winter and cool temperatures in the summer.
**East Carolina University**

**Statement of Educational Mission**

East Carolina University, a constituent institution of the University of North Carolina, is a public doctoral/research-intensive university committed to meeting the educational needs of North Carolina. It offers baccalaureate, master’s, specialist, and doctoral degrees in the liberal arts, sciences and professional fields, including medicine.

The university is dedicated to educational excellence, exemplary teaching, responsible stewardship of the public trust, and academic freedom. The university values the contributions of a diverse community, supports shared governance, and guarantees equality of opportunity.

East Carolina University’s motto is “servire,” meaning “to serve,” and it seeks to meet that obligation through the following interrelated components of its mission: education, research and creative activity, and leadership and partnerships within its region.

**Brief Description**

A doctorate granting university offering degree programs at the baccalaureate, master’s, intermediate, first professional (medicine) and doctoral levels. Its instructional programs are organized in 11 colleges and professional schools (arts and sciences, business, education, fine arts and communication, health and human performance, human ecology, technology and computer science, medicine, allied health sciences, nursing, and graduate school). East Carolina University is dedicated to educational excellence, responsible stewardship of the public trust, and academic freedom. The university values the contributions of a diverse community and guarantees equality of opportunity.

**History**


**Location**

East Carolina University’s east campus is adjacent to downtown Greenville, the business, medical, and educational hub of eastern North Carolina. The medical campus is adjacent to Pitt County Memorial Hospital in west Greenville. Greenville (population: 63,000) is located ninety miles east of Raleigh. The small city is within easy driving distance of coastal and beach resorts and the Outer Banks, as well as Richmond, Virginia, and Washington, D.C.
Elizabeth City State University

Statement of Educational Mission

Elizabeth City State University, a constituent institution of the University of North Carolina, offers baccalaureate programs in the arts and sciences, professional and pre-professional areas, as well as master’s degrees in selected disciplines.

Originally an institution for African American students, the university’s rich heritage provides a strong background for its increasingly multicultural student body. By providing a challenging, student-centered learning environment, the university prepares its students for responsible participation and leadership in an ever-changing world.

Through teaching, research, and community outreach, the university is a valuable resource for developing the intellectual capital of the state and nation and for addressing the environmentally sensitive economic needs of northeastern North Carolina.

Brief Description

A comprehensive public university offering degree programs at the baccalaureate level in the basic arts and sciences, selected professional and pre-professional programs, and master’s degrees in selected areas. ECSU’s instructional programs are offered through four schools, 13 academic departments, a General Studies Division, and a Special Programs office. Through its Graduate Center, the university provides educational access to students who seek advanced professional study and master’s degree programs offered by other constituent institutions. ECSU promotes excellence in teaching as its primary responsibility to meet the needs of the students and citizens of the state. The university actively seeks to recruit and enroll a more diverse student body.

History

Established as the State Colored Normal School in 1891. Name changed to Elizabeth City State Teachers College in 1939; first bachelor’s degrees awarded in the same year. Renamed Elizabeth City State College in 1963. Designated a regional University in 1969. Became a constituent institution of the University of North Carolina in 1972.

Location

Elizabeth City (city-county population: 52,000) situated in the historic northeastern region of North Carolina, convenient to the Outer Banks, the Atlantic Ocean, and the populous Norfolk-Portsmouth metropolitan area in Virginia.
Fayetteville State University

Statement of Educational Mission

Fayetteville State University is a regional public comprehensive university, offering degrees at the baccalaureate and master’s levels and a doctorate in educational leadership. The primary mission of Fayetteville State University is to provide high-quality education to its students at the undergraduate level through a basic liberal arts foundation and major programs in the arts and sciences, teacher education, and business and economics, as well as specific graduate programs. Committed to excellence in teaching, research, and service to the community, the university seeks to prepare its students and graduates to lead meaningful and productive lives. In doing so, Fayetteville State University strives to produce creative thinkers and leaders who will reach beyond current intellectual and cultural boundaries to become the change agents for shaping the future of the nation and the world.

As part of its broader mission, the university extends its services as a regional institution by providing life-long learning experiences and opportunities to the university’s immediate and extended communities and serving as a resource for business, education, and culture in North Carolina.

Brief Description

Instructional programs are organized under the schools of Business and Economics, Education, the College of Humanities and Social Sciences, and the College of Basic and Applied Sciences. The university provides undergraduate instruction in the education center at nearby Fort Bragg/Pope AFB and at community colleges in its service area. Master’s degrees are offered in elementary education, middle grades education, special education, school administration, secondary education, business administration, English, history, biology, mathematics, psychology, social work, political science, and sociology, and a doctoral degree is offered in educational leadership. FSU is committed to equality of opportunity. The university actively seeks to recruit and enroll a student population that reflects the diversity of the region.

History


Location

Fayetteville (city-county population: 306,000), home of Fort Bragg/Pope AFB (48,000) and a trade and business center in the Sandhills area, designated as an “All American City.” Nearby are the resorts of Southern Pines and Pinehurst.
North Carolina Agricultural and Technical State University

Statement of Educational Mission

North Carolina Agricultural and Technical State University is a public, comprehensive, land-grant university committed to fulfilling its fundamental purposes through exemplary undergraduate and graduate instruction, scholarly and creative research, and effective public service. The university offers degree programs at the baccalaureate, master’s and doctoral levels with emphasis on engineering, science, technology, literature and other academic areas. As one of North Carolina’s three engineering colleges, the university offers Ph.D. programs in engineering. Basic and applied research is conducted by faculty in university centers of excellence, in interinstitutional relationships, and through significant involvement with several public and private agencies. The university also conducts major research through engineering, transportation, and its extension programs in agriculture.

Brief Description

North Carolina Agricultural and Technical State University is a learner-centered community that develops and preserves intellectual capital through interdisciplinary learning, discovery, engagement, and operational excellence. A comprehensive university and land-grant institution offering degrees at the baccalaureate, master’s, and doctoral levels. Its instructional programs are organized into a college of arts and sciences, college of engineering, and six professional schools (agricultural, business and economics, education, nursing, technology, and graduate studies). North Carolina Agricultural and Technical State University is committed to equality of opportunity. The university actively seeks to recruit and enroll a more diverse student body.

History


Location

Downtown Greensboro (city population: 228,000; Guilford County population: 429,000), a major city in the piedmont region, serving as a trade and business center.
Chart B

School of Agriculture and Environmental Sciences
- Agriculture, Applied Economics & Agribusiness Education
- Animal Sciences
- Human Environment & Family Science
- Natural Resources & Environmental Design
- Agricultural Communication
- Extension
- Agricultural Research
- University Farm
- International Trade Center
- Student Services

College of Arts and Sciences
- Curriculum & Student Affairs
- Graduate Programs & Research
- Biology
- Chemistry
- English
- Foreign Languages
- Gender & Sexualities
- Education Center
- History
- Mathematics
- Math & Science Learning Resource Center (MSLRC)
- Physics
- Political Science & Criminal Justice
- Psychology
- Sociology & Social Work
- Journalism & Mass Communication
- Talent 21 Program
- Tea & Art Gallery
- WNAA 90.1 FM Radio Station
- Visual & Performing Arts

School of Business and Economics
- Accounting
- Business Administration
- Business Education
- Economics & Transportation Logistics
- Small Business Technology Development Center
- Transportation Institute

School of Education
- Teacher Education
- Teacher Education Council
- Field Placement, Internships & Scholarships
- Teaching Fellows
- Middle College
- Data Science (Students)
- Technology
- Curriculum & Instruction
- Human Performance & Leisure Studies
- Human Development & Services

College of Engineering
- Student Development
- Development & College Relations
- Civil, Architectural, Agricultural & Environmental Engineering
- Computer Science
- Electrical & Computer Engineering
- Industrial & Systems Engineering
- Mechanical & Chemical Engineering
- Center for Advanced Materials
- & Smart Structures
- Center for Composite Materials Research
- Center for Energy Research & Training
- Center for Autonomous Control Engineering
- Institute for Human Machine Systems

School of Technology
- Undergraduate Programs
- Graduate & Research Programs
- Construction Management & Safety
- Electronics & Computer Technology
- Graphic Communication Systems & Technological Studies
- Manufacturing Systems

School of Graduate Studies
- Graduate & Research Programs

Library Services
- Public Service Sections
- Technology & Automation Services

School of Nursing
- Research Unit
- Joint Programs
North Carolina Central University

Statement of Educational Mission

North Carolina Central University is a comprehensive university offering programs at the undergraduate and graduate levels. It is the nation’s first public liberal arts institution founded for African Americans. The university maintains a strong liberal arts tradition and a commitment to academic excellence in a diverse educational and cultural environment. It seeks to encourage intellectual curiosity and to enhance the academic and professional skills of its students and faculty.

The mission of the university is to prepare students academically and professionally and to promote consciousness of social responsibility and dedication to the advancement of the general welfare of the people of North Carolina, the United States, and the world. The university will serve its traditional clientele of African American students; it will also expand its commitment to meet the educational needs of a student body that is diverse in race and other socioeconomic attributes.

Teaching is the primary focus of the university. As a part of that focus, the university encourages its faculty to pursue intellectual development and rewards effective teaching. The university recognizes, however, the mutually reinforcing impact of scholarship and service on effective teaching and learning. North Carolina Central University, therefore, encourages and expects faculty and students to engage in scholarly, creative, and service activities which benefit the community.

Brief Description

This comprehensive university offers undergraduate and graduate programs leading to the baccalaureate and master’s degrees in its College of Arts and Sciences, the Schools of Business, Education, and Library and Information Sciences, as well as the first professional degree in the School of Law. The Graduate School coordinates graduate admissions and enrollment, and the University College coordinates Summer School, Extension, Distance Education, and Degree and Non-degree Credit programs and courses. Continuing its commitment to equal opportunity, North Carolina Central University (NCCU) vigorously recruits, and strives to enroll a larger number of white and other minority students.

History

Founded by Dr. James E. Shepard in 1909 and chartered as the National Religious Training School and Chautauqua to train community leaders. It operated as a private, non-sectarian institution from 1910 until 1923 when it became the state-supported Durham Normal School. In 1925, it became the nation’s first state-supported liberal arts college for black people and was accredited as an “A” class institution in 1937. Renamed North Carolina Central University in 1969 and became a constituent institution of the University of North Carolina System in 1972.

Location

Durham is one of the three cities anchoring the internationally renowned Research Triangle Park. More than 187,000 residents live in the city, which has a highly diversified economy. Highlights of Durham economy include medical innovation and high technology.
Organization Chart of North Carolina Central University, 2003

Board of Governors
The University of North Carolina

President
The University of North Carolina

Board of Trustees
Chancellor

Institutional Advancement

Academic Affairs

School of Information and Library Sciences

School of Law

University College

Summer School
Distance Learning
Evening & Weekend Program
Extension Programs

Financial Affairs

School of Education

Curriculum, Instruction & Special Education
Counselor Education
Professional Studies/Technology
Communication Disorders
Educational Administration

Student Affairs

Graduate School

Business Administration
Accounting
Hospitality & Tourism

School of Business

College of Arts and Sciences

Arts
Art
Art Museum
Biology
Critical Foundations for Arts & Sciences
Chemistry
Criminal Justice
English and Mass Communications
WUM, VW
Environmental Sciences
Geography & Earth Sciences
Health Education
History
Human Sciences
Mathematics Science
Military Science
Modern Foreign Languages
Music
Nursing
Physical Education
Physics
Political Science
Psychology
Sociology
Public Administration
Social Work
Theatre

Academic Services

Health Careers
Academic Support
Academic Advising
University Testing

University Programs

Center for Teaching & Learning
Office of International Programs
Summer Ventures
Honors Program
MBRS Program
Center for Science, Mathematics & Technology
Senior Aides Program
Academic Community Service Learning Program
Institute for Minority Issues
Sponsored Research

Assessment and Administration

Research, Planning & Evaluation
Strategic Planning
North Carolina School of the Arts
Statement of Educational Mission

The North Carolina School of the Arts is a specialized institution, offering programs at the secondary and baccalaureate levels in dance, design and production, drama, filmmaking, and music, and at the master’s level in design and production and music. The School is the only state institution dedicated entirely to the professional training of students who possess exceptional talent in the performing arts. According to the Enabling Act, the mission is distinctive:

“...The primary purpose of the School shall be the professional training, as distinguished from liberal arts instruction, of talented students in the fields of music, drama, dance, and allied performing arts, at both the high school and college levels of instruction, with emphasis placed upon performance of the arts, and not upon academic studies of the arts.”

Its program in the performing arts includes general education programs offered by the Division of General Studies. The School will continue to strengthen and improve its existing programs, and will continue to place emphasis upon recruitment of North Carolina students. The School will also emphasize the further development of those community service activities that contribute to the cultural enrichment of North Carolina, principally through concerts and performances of its faculty and students. These activities form an important element in the professional training of its students.

Brief Description

The North Carolina School of the Arts trains talented students from high school to graduate school for professional careers in the performing, visual, and film and television arts. Students are admitted by audition or interview to the Schools of Dance, Design & Production, Drama, Filmmaking, and Music. Students study with resident master teachers who have had successful careers in the arts and who remain active in their professions. The association of gifted students and artist-teachers creates a diverse and challenging environment for study and performance. The arts and academic curricula culminate in a high school diploma with arts concentration in dance, drama, music, and visual arts; the arts diploma at the college level in dance, design & production, drama, filmmaking, and music; baccalaureate degrees in dance, design & production, drama, filmmaking, and music; master’s degrees in design & production and music; and the Professional Artists Certificate in music. The North Carolina School of the Arts is committed to equality of educational opportunity.

History

Established by the 1963 General Assembly as a residential public institution for training in the performing arts. Became a constituent institution of the University of North Carolina in 1972.

Location

Sixty-seven acres in southeastern Winston-Salem (population: 191,000), a city with a growing technology sector, nationally recognized for its support of the arts.
**North Carolina State University**

**Statement of Educational Mission**

The mission of North Carolina State University is to serve its students and the people of North Carolina as a doctoral/research-extensive, land-grant university. Through the active integration of teaching, research, extension, and engagement North Carolina State University creates an innovative learning environment that stresses mastery of fundamentals, intellectual discipline, creativity, problem solving, and responsibility. Enhancing its historic strengths in agriculture, science, and engineering with a commitment to excellence in a comprehensive range of academic disciplines, North Carolina State University provides leadership for intellectual, cultural, social, economic, and technological development within the state, the nation, and the world.

**Brief Description**

North Carolina State University, in its second century of service, is a national center for research, teaching, extension and engagement in the sciences and technologies, in the humanities and social sciences, and in a wide range of professional programs. This major research land-grant university offers degrees at the baccalaureate, master’s, intermediate, first professional and doctoral levels in 125 fields of study. Academic programs are organized into the Graduate school and 10 colleges (Agriculture & Life Sciences, Design, Education, Engineering, Humanities & Social Sciences, Management, Natural Resources, Physical & Mathematical Sciences, Textiles and Veterinary Medicine). Freshmen may also enroll in First Year College. North Carolina State University is committed to equality of opportunity and actively recruits students, faculty, and staff of color.

**History**


**Location**

West of downtown Raleigh, the capital of North Carolina. With a population exceeding 300,000, the city of Raleigh is the largest in a million-plus metropolitan area which includes the Research Triangle Park.
The University of North Carolina at Asheville

Statement of Educational Mission

The University of North Carolina at Asheville offers a superior liberal arts education for well-prepared students who are committed to learning and personal growth. Its education is liberating, promoting the free and rigorous pursuit of truth, respect for differing points of view and heritage, and an understanding that values play a role in thought and action. Through this education, the university aims to develop students of broad perspective who think critically and creatively, communicate effectively, and participate actively in their communities. UNCA is North Carolina's only designated public liberal arts university.

Small by choice, UNCA brings together faculty, students, and staff of diverse cultural backgrounds to interact closely in a supportive community. The university makes excellence in teaching the highest priority for its faculty. It fosters scholarship and creative activities by faculty and students alike.

UNCA provides undergraduate programs in the arts, the humanities, the natural and social sciences, and in selected pre-professional programs that are solidly grounded in the liberal arts. The university seeks to connect the traditional liberal arts fields through interdisciplinary studies and to integrate these areas of inquiry with programs that prepare students for rewarding careers. To enhance and extend the undergraduate programs, UNCA offers an interdisciplinary Master of Liberal Arts.

As a public university, UNCA serves the region and state in ways that complement its educational mission. It encourages students, faculty, and staff to interact with and serve the community, and it shares cultural and educational resources with citizens at all stages of life and learning. The university houses the Asheville Graduate Center, the North Carolina Center for Creative Retirement, and other programs which provide opportunities to citizens for continued learning and public service.

The ultimate aim of the university is to provide students the best possible opportunity to acquire the skills, knowledge, and understanding necessary to pursue their goals, to find meaning in their lives, and to take their places as contributing citizens of a changing society.

Brief Description

The designated undergraduate liberal arts university in the UNC system; offers 30 majors in the Arts, Humanities, Natural and Social Sciences, Professional and Preprofessional areas, leading to the baccalaureate degree, as well as a master of liberal arts program. Nationally recognized for its required four-course Humanities sequence and the Undergraduate Research Program, which promotes close faculty-student interaction and unique research experiences in all disciplines. The University of North Carolina at Asheville is committed to equality of educational opportunity, and seeks to recruit and enroll a diverse student body.

History


Location

The scenic 265-acre mountain campus is located one mile north of downtown Asheville, the population, cultural and business center of the Western North Carolina region. Situated in the heart of the Blue Ridge Mountains, UNCA is surrounded by more than a million acres of national parks and forests, including Pisgah National Forest, the Blue Ridge Parkway and the Great Smoky Mountains National Park. Recently named an All-America city, Asheville (metropolitan population 286,000) combines mountain culture and vibrant modern life.
The University of North Carolina at Chapel Hill

Statement of Educational Mission

The University of North Carolina at Chapel Hill has existed for two centuries as the nation’s first state university. Through its excellent undergraduate programs, it has provided higher education to ten generations of students, many of whom have become leaders of the state and the nation. Since the nineteenth century, it has offered distinguished graduate and professional programs. The university is a doctoral/research-extensive university. Fundamental to this designation is a faculty actively involved in research, scholarship, and creative work, whose teaching is transformed by discovery and whose service is informed by current knowledge. The mission of the university is to serve all the people of the state, and indeed the nation, as a center for scholarship and creative endeavor. The university exists to teach students at all levels in an environment of research, free inquiry, and personal responsibility; to expand the body of knowledge; to improve the condition of human life through service and publication; and to enrich the culture.

To fulfill this mission, the university must: (1) acquire, discover, preserve, synthesize, and transmit knowledge; (2) provide high quality undergraduate instruction to students within a community engaged in original inquiry and creative expression, while committed to intellectual freedom, to personal integrity and justice, and to those values that foster enlightened leadership for the state and nation; (3) provide graduate and professional programs of national distinction at the doctoral and other advanced levels; (4) extend knowledge-based services and other resources of the university to the citizens of North Carolina and their institutions to enhance the quality of life for all people in the state; and (5) address, as appropriate, regional, national, and international needs.

Brief Description

A major research university offering programs at the baccalaureate, master’s, intermediate, first professional, and doctoral levels. With the exception of engineering and agriculture, it is the state’s principal center of graduate education and research at the doctoral levels. Its instructional programs are offered through two divisions. The division of academic affairs consists of eight colleges and schools. The division of health affairs includes five schools. There are 80 centers, institutes, and multidisciplinary programs. The University of North Carolina at Chapel Hill is committed to equality of opportunity. To further diversity, the university actively seeks to recruit and enroll a greater number of students of color.

History

Chartered in 1789. First state university in North America to admit students (1795). Together with North Carolina College for Women at Greensboro, now the University of North Carolina at Greensboro, and North Carolina State College of Agriculture and Engineering at Raleigh, now North Carolina State University, became part of a multi-campus institution designated the University of North Carolina in 1931.

Location

Chapel Hill, (population: 51,000) a beautiful college town in the center of North Carolina near the Research Triangle Park. A three-hour drive to either the North Carolina coast or the mountains in the western part of the state.
Chart B

Academic Affairs Schools

School of Government
  Institute of Government

School of Journalism & Mass Communication

Summer School

School of Information and Library Science
  Cultural Studies Program
  European Studies
  Physics & Astronomy
  Academic Advising
  Geography
  European Studies
  Political Science
  Ecology
  Military Science
  Communication Studies
  Study Abroad Program
  Philosophy
  German Language
  Peace, War & Defense
  Computer Science
  Religious Studies
  Romance Languages
  Marine Sciences
  City & Regional Planning
  Institute for Arts & Humanities
  Applied & Material Science
  Urban & Regional Studies
  Kernan-Center for Carbon Dioxide
  Slavic, Eurasian & East European Studies
  Research Labs of Anthropology

College of Arts & Sciences

School of Education

School of Law

School of Social Work

Kenan-Flagler Business School

Jordan Institute for Families

Institute of Private Enterprise Executive Program
Chart C

Health Affairs Schools

School of Dentistry
- Clinical Services
- Endodontics
- Fixed Prosthodontics
- Operative Dentistry
- Oral Surgery
- Orthodontics
- Pedodontics
- Prosthodontics
- Dental Research
- Dental Ecology
- Diagnostic Science & General Dentistry
- Periodontology

School of Medicine
- Genetics
- Pharmacology
- Biochemistry & Biophysics
- Cell & Molecular Physiology
- Microbiology & Immunology
- Cell & Development Biology
- Biomedical Engineering
- Medicine
- Family Medicine
- Psychiatry
- Neurology
- Surgery
- Dermatology
- Social Medicine
- Radiation Oncology
- Otolaryngology
- Head & Neck Surgery
- Radiology
- Anesthesiology
- Allied Health Services
- Ophthalmology
- Pediatrics
- Orthopaedics
- Obstetrics & Gynecology
- Emergency Medicine
- Pathology & Laboratory Medicine
- Physical Medicine & Rehabilitation
- AHEC Programs
- Laboratory Animal Medicine
- TEACCH Division
- Medical Illustrations
- Program on Aging
- Birth Defects Center
- INTREH
- Toxicology
- Gene Therapy Center
- Neuroscience Center
- Genetics Curriculum
- Molecular Biology
- Thrombosis & Hemostasis Center
- Clinical Research
- Center for Genome Sciences
- Alcohol Studies Center
- Health Ethics & Policy Center
- Gastrointestinal Biology & Disease Center
- Development & Learning Center
- Comprehensive Cancer Center
- Thrombin Arthritis
- Research Center
- Cystic Fibrosis
- Pulmonary Research
- Environmental Medicine
- Asthma & Lung Biology
- Division Laboratory for Reproductive Biology
- Cardiovascular Sciences & Medical Center
- HIV STDs Infectious Disease Center
- Neurodevelopmental Disorders Research Center
- Nutrition
- Environmental Studies
- Community Medicine Education / Family Support Network
- Division of Teaching Laboratories

School of Nursing
- Nutrition
- Biostatistics
- Epidemiology
- Public Health Nursing
- Maternal & Child Health
- Health Policy & Administration
- NC Institute for Public Health
- Environmental Sciences & Engineering
- Institute for Environmental Studies
- Environmental Health & Sustainability Center
- Health Behavior & Health Education
- Public Health Leadership Program

School of Pharmacy

School of Public Health
**The University of North Carolina at Charlotte**

**Statement of Educational Mission**

UNC Charlotte is the only Doctoral/Research University-Intensive in the Charlotte region, fully engaged in the discovery, dissemination, synthesis, and application of knowledge. It provides for the educational, economic, social, and cultural advancement of the people of North Carolina through on and off-campus programs, continuing personal and professional education opportunities, research, and collaborative relationships with private, public, and nonprofit institutions. UNC Charlotte has a special responsibility to build the intellectual capital of this area. As such it serves the research and doctoral education needs of the greater Charlotte metropolitan region.

The primary commitment of UNC Charlotte is to extend educational opportunities and to ensure success for qualified students of diverse backgrounds through informed and effective teaching in the liberal arts and sciences and in selected professional programs offered through colleges of Architecture, Arts and Sciences, Business Administration, Education, Engineering, Information Technology, and Health and Human Services, and through programs and services designed to support students’ intellectual and personal development. The university offers an extensive array of baccalaureate and master’s programs and a number of doctoral programs.

With a broad institutional commitment to liberal education as the foundation for constructive citizenship, professional practice, and lifelong learning, UNC Charlotte is prepared to focus interdisciplinary resources to address seven broad areas of concern to the Charlotte region: 1) Liberal Education; 2) Business and Finance; 3) Urban and Regional Development; 4) Children, Families, and Schools; 5) Health Care and Health Policy; 6) International Understanding and Involvement; and 7) Applied Sciences and Technologies.

**Brief Description**

A doctoral/research-intensive university offering programs at the baccalaureate, master’s, and doctoral levels, UNC Charlotte has been recognized by Barron’s 300 and U.S. News & World Report as an excellent university. UNC Charlotte comprises seven colleges (architecture; arts & sciences; business administration; engineering; education; information technology; and health and human services). The university’s graduate school conducts a broad array of programs leading to master’s and doctoral degrees. UNC Charlotte is committed to equality of opportunity and a diverse student body.

**History**


**Location**

Eight miles from uptown Charlotte, the largest city in the Carolinas with a metropolitan population of more than 1.5 million.
The University of North Carolina at Greensboro

Statement of Educational Mission

The University of North Carolina at Greensboro is a diverse, student-centered research university, linking the Triad and North Carolina to the world through learning, discovery, and service. As a doctorate-granting institution, it is committed to teaching based in scholarship and advancing knowledge through research. The College of Arts and Sciences and six professional schools offer challenging graduate and undergraduate programs in which students are mentored by outstanding teachers, including nationally recognized researchers and artists.

Affirming the liberal arts as the foundation for lifelong learning, the university provides exemplary learning environments on campus and through distance education so that students can acquire knowledge, develop intellectual skills, and become more thoughtful and responsible members of a global society. Co-curricular, residential, and other programs contribute to students’ social, aesthetic, and ethical development.

The University of North Carolina at Greensboro is a community in which people of any racial or ethnic identity, age, or background can achieve an informed appreciation of their own and different cultures. It is a community of actively engaged students, faculty, staff, and alumni founded on open dialogue, shared responsibility, and respect for the distinct contributions of each member.

Brief Description

A doctorate-granting university offering programs at the baccalaureate, master’s, intermediate, and doctoral levels. Its instructional programs are organized in a College of Arts and Sciences and six professional schools (business and economics; education; health and human performance; human environmental sciences; music; and nursing). Graduate studies are offered throughout the campus through the Graduate School. The University of North Carolina at Greensboro is committed to equality of opportunity. To further promote ethnic diversity, the university actively seeks to recruit and enroll a greater number of minority students.

History


Location

Convenient to the business district of downtown Greensboro (population 228,000), a thriving business, manufacturing, cultural, and educational center in the piedmont region. Greensboro is the home of several major industries.
The University of North Carolina at Pembroke

Statement of Educational Mission

The University of North Carolina at Pembroke is a comprehensive university committed to academic excellence in a balanced program of teaching, research and service. It offers a broad range of degrees and nationally accredited professional programs at the bachelor’s level and selected programs at the master’s level. Combining the opportunities available at a larger university with the personal attention characteristic of a small college, the university provides an intellectually challenging environment created by a faculty dedicated to effective teaching, interaction with students, and scholarship. Graduates are academically and personally prepared for rewarding careers, post-graduate education, and community leadership.

Founded in 1887 to educate American Indians, the university now serves a student body reflective of the rich cultural diversity of American society. As it stimulates interaction within and among its cultural groups, the university enables its students to become informed, principled, and tolerant citizens with a global perspective.

The university encourages the pursuit of education as a lifelong experience so that its graduates will be equipped to meet the challenges of the 21st century. Drawing strength from its heritage, the University of North Carolina at Pembroke continues to expand its leadership role in enriching the intellectual, economic, social and cultural life of the region and beyond.

Brief Description

A comprehensive university offering degree programs at the baccalaureate and master’s levels. Its instructional programs are organized into a College of Arts and Sciences, a School of Business, a School of Education, and a School of Graduate Studies. The university offers Master’s Degree programs in several Education areas, Business Administration, Public Management, School Counseling, and Service Agency Counseling. UNC Pembroke is committed to equality of opportunity. To further racial integration, the university actively seeks to recruit and enroll a greater number of African American and Native American students.

History

Founded in 1887 by and for the Indians of Robeson County, UNC Pembroke was originally known as the Croatan Normal School. The first college degrees were awarded in 1940, and the name was changed to Pembroke State College for Indians. That name was shortened to Pembroke State College a few years later. In 1969, the institution was granted University status; and in 1972, it became one of the 16 constituent institutions of the University of North Carolina. Pembroke State University became the University of North Carolina at Pembroke in 1996.

Location

Pembroke (population: 2,700), in the southeastern region of North Carolina, 1-1/2 hours from the coast and 1 hour from Pinehurst. Pembroke is 30 minutes south of Fayetteville, a city of more than 120,000. The university is also near Interstate 95 and U.S. 74, major north-south and east-west arteries.
The University of North Carolina at Wilmington

Statement of Educational Mission
The University of North Carolina at Wilmington is a public comprehensive university dedicated to excellence in teaching, scholarship and artistic achievement, and service. Through the College of Arts and Sciences, the professional schools, and the graduate school, the university seeks to stimulate intellectual curiosity, imagination, rational thinking, and thoughtful expression in a broad range of disciplines and professional fields. Of prime importance is the university's commitment to undergraduate teaching. The humanities, the arts, the natural and mathematical sciences, and the behavioral and social sciences comprise the core of the undergraduate curriculum. Graduate programs at the master's level and a doctoral program in marine biology complement the undergraduate curriculum. The university considers scholarly practice, research, and creative activities essential for effective learning.

UNCW encourages public access to its educational programs and is committed to diversity, international perspectives, community and regional service, and the integration of technology through the university. It strives to create a safe and secure environment in which students, faculty, and staff can develop interests, skills, and talents to the fullest extent. UNCW seeks to make optimum use of available resources and to celebrate, study, and protect the rich heritage, the quality of life, and the environment of the coastal region in which it is located.

Brief Description
A comprehensive university offering programs at the baccalaureate, master's, and doctoral levels. Master's programs are offered in education, marine biology, business administration, accounting, history, English, creative writing, math, teaching, geology, biology, chemistry, nursing, instructional technology, liberal studies, marine sciences, and psychology. A doctoral program in marine biology is offered. Instructional programs are organized into a college of arts and sciences, and three professional schools (business administration, education, and nursing). UNCW is committed to equality of opportunity. The university actively seeks to recruit and enroll a more diverse student body.

History

Location
UNCW is located in Wilmington (population: 91,000), an historic port city in the southeastern region of the state. Equidistant between the Cape Fear River and the Atlantic Ocean, campus buildings of modified Georgian architecture are nestled among moss-laden oaks and towering pines.
Western Carolina University

Statement of Educational Mission

A member of the University of North Carolina, Western Carolina University offers courses in the arts, sciences, technologies, humanities, and professions. Students can elect degree programs at the bachelor’s or master’s-level, or doctoral-level study in educational leadership. As a regional comprehensive institution, it serves the people of North Carolina from its residential campus at Cullowhee and through off-campus instruction in Asheville and other locations. Teaching and learning constitute the central mission of Western Carolina University. The university seeks to create a community of scholarship in which the activities of its members are consistent with the highest standards of knowledge and practice in their disciplines. The commitment of the community to service, research, and creative activities complements the central mission and extends the benefits of its scholarship to society. As a major public resource for western North Carolina, the university assists individuals and agencies in the region through the expertise of its faculty, its staff, and its students. Western Carolina University seeks to provide an environment in which students, faculty, and staff jointly assume responsibility for learning, where free exchange of ideas, intellectual challenge, and high standards of scholarship prevail.

Brief Description

A comprehensive university offering programs at the baccalaureate, master’s, intermediate, and doctoral (education) levels. Its instructional programs are organized in four undergraduate colleges (applied sciences, arts and sciences, business, and education and allied professions) and a graduate school. Offers resident-credit undergraduate, and graduate-level courses and programs on the main campus in Cullowhee and in Cherokee and Asheville. In Asheville, some of the undergraduate programs are offered in cooperation with the University of North Carolina at Asheville. Western Carolina University is committed to equality of opportunity.

History


Location

Located in a beautiful valley near the Blue Ridge and Great Smoky Mountains, Cullowhee (population: 6,700) is 52 miles southwest of Asheville and 6 miles south of Sylva. Situated at the southern end of Cullowhee Valley along the Tuckasegee River, the campus is unusually attractive and easily accessible.
**Winston-Salem State University**

**Statement of Educational Mission**

Winston-Salem State University is a public university whose primary mission is to offer high quality educational programs at the baccalaureate level for a diverse student population. Master’s-level programs for professional study are also available from the university and through inter-institutional agreements. While the primary focus is on teaching and learning, the university encourages scholarship and creative activities by faculty and students and engages in mutually beneficial relationships with the community in ways that complement its educational mission.

The instructional program comprises three components—general education, specialized education and continuing education. General education provides for all students the academic foundations and cultural experiences essential to a liberal arts education. Specialized education provides students with the experiences necessary to master an academic discipline in preparation for employment and/or graduate and professional programs, including master’s degree programs offered at WSSU. The university is strategically positioned to provide unique opportunities for students through four centers of academic excellence in teacher education, information technology, health sciences, and financial services. Continuing education offers individuals opportunities for personal or vocational enrichment through constant, periodic or occasional study.

**Brief Description**

Winston-Salem State University is a comprehensive institution offering degree programs at the baccalaureate and master’s levels. Its instructional programs are in four academic divisions and continuing education. A graduate center provides master’s-level study in a cooperative, interinstitutional arrangement. The university offers master’s programs in physical therapy, education, nursing, business administration and computer science. Commitment to equality of opportunity and diversity is exhibited through the active recruitment and enrollment of a greater number of students from differing ethnic and racial backgrounds.

**History**

Founded in 1892, chartered by the state in 1897 as the Slater Industrial and State Normal School. Renamed Winston-Salem Teachers College in 1925 and became first black institution in the United States to grant degrees in elementary teacher education. Name changed to Winston-Salem State University in 1969. Became a constituent institution of the University of North Carolina in 1972.

**Location**

Winston-Salem (population: 191,000), a manufacturing, industrial, and financial services city, recognized nationally as a cultural center.
Organization Chart of Winston-Salem State University, 2003

Board of Governors
The University of North Carolina

President
The University of North Carolina

Board of Trustees
Chancellor
Board of Visitors

Executive Assistant to the Chancellor
Legal Affairs
Assistant to the Chancellor
Auxiliary
Internal Audit

Provost/Academic Affairs
Finance & Administration
Student Affairs
University Advancement

Undergraduate Studies
Information Resources
Institutional Planning, Assessment & Research
Enrollment Management
Administration & Planning
Lifelong Learning
College of Arts & Sciences
Center for Community Safety
School of Business & Economics
School of Education
School of Health Sciences
School of Graduate Studies & Research

Graduate Studies
Graduate Center
Sponsored Programs & Research

International Programs
O上帝 College
Toby Hall
Hanes College
Appalachian State University
HCOP
Upward Bound

University Library
Academic Common Center
Center for Women Students
Technology Learning & Evaluation
Network & Communications Services
Administrative Information Systems
Computing & Client Services
Video & Audio Services
Institutional Property
Student Information System
Admissions
Financial Aid
Registrar
First-Year College & Academic Support Services
Career Center for Student Success
Academic Advancement Center
Academic Resource Center
New Student Orientation
Student Support Services Program
Career Services
Community Service Program

Computer Science
English & Foreign Languages
Fine Arts
Liberal Studies
Media Communications
Mathematics
Physical Sciences
Social Sciences
Applied Sciences Program
Military Science

Accounting & Management Information Systems
Business Administration & Economics
Small Business & Technology Development Center

Education
Human Performance & Sport Sciences
Student Services & Certification
Nursing
Physical Therapy
Occupational Therapy
Clinical Laboratory Science