



# TRANSMITTAL LETTER

The University of North Carolina  
*General Administration*

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Transmittal Number 118  
February 2, 2018

THIS LETTER TRANSMITS CHANGES TO THE  
*UNC POLICY MANUAL*

[400.1.5](#) *Fostering Undergraduate Student Success\**

This policy was amended and approved by the Board of Governors at its meeting on January 26, 2018.

[400.1.5\[R\]](#) *Regulation Related to Fostering Undergraduate Student Success\**

These regulations were amended and approved by the President on January 31, 2018.

[1400.2](#) *Information Security*

This policy was adopted by the Board of Governors at its meeting on January 26, 2018

\*A redline version reflecting the changes that were made to the policy is attached herein.

A copy of each above policy is attached below or accessible on the website at:  
<http://www.northcarolina.edu/apps/policy/index.php>

## Fostering Undergraduate Student Success

### I. Purpose

The University of North Carolina's policies on student success adopted by the Board of Governors direct constituent institutions to:

- A. Set academic progress and degree attainment as primary outcomes;
- B. Promote academic quality, rigor, and integrity; and
- C. Make possible "seamless" educational opportunities across the UNC constituent institutions, with the North Carolina Community College System (NCCCS), and early college high schools.

Improving retention, graduation rates, and time to degree are important aspects of such policies. However, the Board of Governors also recognizes that students come into the system from a number of different life circumstances and their paths to success vary accordingly. Policies, therefore, set parameters within which a constituent institution can best meet the needs of these diverse student populations.

### II. University-Wide Policies

A. The Board of Governors has adopted the following policies for all institutions comprising the University of North Carolina except the North Carolina School of Science and Mathematics.<sup>1</sup>

1. Constituent institutions will require no more than 120 semester credit hours for a four-year baccalaureate degree program unless an exception is granted by a board of trustees as described in Section 400.1.5[R] of the UNC Policy Manual.
2. Constituent institutions will follow the credit hour limits for five-year baccalaureate degree programs as described in Section 400.1.5[R] of the UNC Policy Manual.
3. Constituent institutions will develop academic policies within the regulations established by the UNC General Administration on:
  - a. Satisfactory Academic Progress (SAP)
  - b. Course Adjustment Periods ("Drop/Add")
  - c. Course Withdrawal
  - d. Grade Exclusion or Replacement
  - e. Minimum, Maximum, and Average Course Load
4. Constituent institutions will establish a student success and support structure to review and to issue regular reports on:
  - a. Retention, academic progression, graduation, and time to degree;

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<sup>1</sup>The North Carolina School of Science and Mathematics shall track data on student attrition, completion rates of its high school curriculum, and high school graduation. See G.S. 116-235.

- b. Course scheduling as it relates to whether courses required for graduation are offered on a timely basis and with an adequate number of sections and seats;
  - c. Course offerings and grade requirements to assess if any undue additions to general education requirements exist or if such requirements unintentionally lengthen time to graduation; and
  - d. The academic advisement system to ensure students receive appropriate assistance in proceeding toward graduation in a timely manner.
- 5. Constituent institutions will be compliant with Title IV regulations that define student eligibility for and receipt of federal financial aid.
  - 6. Constituent institutions will be compliant with the Comprehensive Articulation Agreement with the NCCCS and are encouraged to develop policies that promote seamless transfer among schools in the University of North Carolina System.
- B. These policies are designed to ensure that campus and system-wide policies and practices facilitate behaviors that support retention and timely graduation.

III. Other Matters

- A. **Effective Date.** The requirements of this policy shall be effective on the date of adoption of this policy by the Board of Governors.
- B. **Relation to State Laws.** The foregoing policy as adopted by the Board of Governors is meant to supplement, and does not purport to supplant or modify, those statutory enactments which may govern or relate to the subject matter of this policy.
- C. **Regulations and Guidelines.** This policy shall be implemented and applied in accordance with such regulations and guidelines as may be adopted from time to time by the president.

400.1.5\*

Adopted 01/08/93

Amended 09/08/06

Amended 07/01/07

Amended 01/11/13

Amended / /18

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Improving retention, graduation rates, and time to degree are important aspects of such policies. However, the Board of Governors also recognizes that students come into the system from a number of different life circumstances and their paths to success vary accordingly. Policies, therefore, set parameters within which a ~~campus~~constituent institution can best meet the needs of ~~this~~these diverse student populations.

### II. University-Wide Policies:

A. The Board of Governors has adopted the following policies for all institutions comprising the University of North Carolina except the North Carolina School of Science and Mathematics.<sup>1</sup>

1. Campuses~~Constituent institutions~~ will ~~follow the require no more than 120 semester credit hours limits for a four-year baccalaureate degree program unless an exception is granted by a board of trustees as described in Section 400.1.5[R] of the UNC Policy Manual.~~

1.2. Constituent institutions will follow the credit hour limits determined by the Board of Governors for four-year for and five-year baccalaureate degree programs as described in ~~UNC Policy Section 400.1.5[R] of the UNC Policy Manual.~~

2.3. Constituent institutions~~Campuses~~ will develop academic policies within the regulations established by the UNC General Administration on:

- a. Satisfactory Academic Progress (SAP)
- b. Course Adjustment Periods ("Drop/Add")
- c. Course Withdrawal
- d. Grade Exclusion or Replacement
- e. Minimum, Maximum, and Average Course Load

<sup>1</sup>The North Carolina School of Science and Mathematics shall track data on student attrition, completion rates of its high school curriculum, and high school graduation. See G.S. 116-235.

~~\*[Supersedes and Replaces Policy 400.1.5 originally entitled, "Improving Retention and Graduation Rates" and this version was approved by the Board of Governors on January 11, 2013.]~~

~~3.4. Campuses- Constituent institutions~~ will establish a student success and support structure to review and to issue regular reports on:

- a. ~~r~~Retention, academic progression, graduation, and time to degree;
- b. ~~e~~Course scheduling as it relates to whether courses required for graduation are offered on a timely basis and with an adequate number of sections and seats;
- c. ~~C~~ourse offerings and grade requirements to assess if any undue additions to general education requirements exist or if such requirements unintentionally lengthen time to graduation; ~~and~~
- d. ~~T~~he academic advisement system to ensure students receive appropriate assistance in proceeding toward graduation in a timely manner.

~~4.5. Campuses- Constituent institutions~~ will be compliant with Title IV regulations that define student eligibility for and receipt of federal financial aid.

~~5.6. Constituent institutionsCampuses~~ will be compliant with the Comprehensive Articulation Agreement with the NCCCS and are encouraged to develop policies that promote seamless transfer among schools in the University of North Carolina ~~S~~system.

B. These policies are designed to ensure that campus and system-wide policies and practices facilitate behaviors that support retention and timely graduation.

~~III. The President shall establish regulations to implement the requirements of this policy.~~  
~~Other Matters~~

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

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

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

## **Regulation Related to Fostering Undergraduate Student Success**

### **I. Required Semester Credit Hours for Baccalaureate Degree Programs**

Baccalaureate degree programs shall require no more than 120 semester credit hours. An institution with compelling reasons as to why a program's requirements must exceed 120 semester credit hours may petition to have an exception approved by its board of trustees. Compelling reasons include, but are not limited to: programmatic accreditation standards; licensure requirements; and other state, federal, or professional regulations.

An institution must report any exceptions granted by its board of trustees, and the reasons for those exceptions, to the Board of Governors and the president by the end of calendar year 2018 and annually thereafter.

Any program authorized by the Board of Governors to require 135 semester credit hours or more shall be officially designated as a five-year baccalaureate program.

A. Constituent institutions shall observe these regulations in all proposals for new degree programs.

B. This section applies to individual baccalaureate degree programs, not to credit hour requirements for students who earn more than one major.

C. Constituent institutions must publicize the required number of semester credit hours and projected length of full-time enrollment required to obtain each baccalaureate degree in both printed and online catalogs. During new student orientation sessions and in publications for students and parents, constituent institutions must provide a description of factors that may prolong the length of time to complete a degree.

D. General Administration will maintain a catalog of all active baccalaureate degree programs and their required hours, and the Board of Governors will periodically review compliance with this 120-credit limitation, including approved exceptions to that limitation.

This section is effective as of the beginning of the fall 2019 semester, and shall not affect the credit hour requirements in place at the time of registration for students who registered at a constituent institution prior to the fall 2019 semester. Students who registered at a constituent institution prior to the fall 2019 semester will have the option to elect into the fall 2019 catalog.

### **II. Student Success Policies**

Constituent institutions must have policies addressing student success, including Satisfactory Academic Progress and Good Academic Standing.

A. Satisfactory Academic Progress and Good Academic Standing. Satisfactory Academic Progress and Good Academic Standing are determined by:

1. Cumulative Grade Point Average; and
2. Ratio of attempted to completed semester credit hours.

B. The implementation of these criteria shall include the following:

1. Upon initial admission to a UNC campus, a student is in Good Academic Standing.
2. All undergraduates in the University of North Carolina system must earn and maintain a minimum cumulative GPA of 2.0 to be considered in Good Academic Standing. Constituent institutions may choose to utilize term GPA in determining Good Academic Standing.

3. All constituent institutions must develop an academic progress policy that defines the ratio of attempted to earned semester credit hours required for continued enrollment. Federal Title IV regulations for Satisfactory Academic Progress shall be the minimum allowable standard.

4. If a student meets the criteria in each of the these standards above, then the student is considered to be making Satisfactory Academic Progress, remains in Good Academic Standing, and is eligible to continue enrollment at that UNC constituent institution.

5. Constituent institutions may develop policies that allow students falling below one or more of the standards to be placed on academic warning and/or academic probation<sup>1</sup> as opposed to being academically dismissed or academically suspended. These policies must, at a minimum, be in accord with federal Title IV regulations and should include the use of academic success contracts where appropriate.

6. Constituent institution policies related to this section must be published in all campus academic and financial aid materials, both printed and online. Students should be informed of these policies at new student orientation.

B. The Course Adjustment Period (i.e., “Drop/Add”). The Course Adjustment Period will be established as the time during which students may drop or add courses without academic penalty (i.e., no impact on the Grade Point Average (GPA), attempted hours, or tuition surcharge). Constituent institutions may choose to make the period for adding courses and the period for dropping courses the same or different; however, both the drop and add periods must be concluded by the census date.<sup>2</sup> The implementation of this section shall include the following:

1. Constituent institutions may set policies that allow faculty to drop students administratively if they do not attend the course by the end of the Course Adjustment Period.<sup>3</sup> These policies must be publicized to students. Faculty using this option must have a limited window to take such action in order to complete the drop without causing the student to incur financial penalties other than those normally applied during the course adjustment period. Constituent institutions may allow faculty to add students into those seats in a timely fashion under guidelines set by the constituent institution.

2. Constituent institution business practices<sup>4</sup> determine if adjustments made during Course Adjustment Period result in any refund or additional charges to the student. Any financial repercussions to students must be publicized in the constituent institution’s academic and financial aid policies describing the Course Adjustment Period.

3. Federal Title IV regulations shall be the minimum standard for all policies related to student refunds during the course adjustment period.

C. Course Withdrawal.<sup>5</sup> Students are expected to complete all the courses for which they are registered at the close of the Course Adjustment Period. These courses must be recorded on a student’s official transcript and receive a grade that is used in the calculation of a GPA, count as attempted hours, count toward the tuition surcharge calculation,<sup>6</sup> and conform to all financial aid and Satisfactory Academic Progress rules *unless* withdrawal is permitted under conditions described below:

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<sup>1</sup>Constituent institutions are not obligated to enact policies for either academic probation or academic warning below the allowable standards.

<sup>2</sup>For regular term instruction, the census date is the conclusion of the 10<sup>th</sup> class day of the fall and spring semesters. For summer sessions, degree credit extension courses, and any other degree-credit courses taught on an irregular calendar, the census date is the end of the class day representing the passage of 10 percent of the instructional period. UNC Policy Manual, Section 400.1.8[R]

<sup>3</sup>If the course is offered online, the instructor may administratively drop the student from the course if the student has not signed in by the end of the course adjustment period.

<sup>4</sup>All campus business practices must conform to UNC FIT Student Account Standards.

<sup>5</sup>All campus policies on withdrawal must include policies about refunds and conform to UNC FIT Financial Aid and Student Account Standards.

<sup>6</sup>Summer courses are excluded from the tuition surcharge as per UNC Policy Manual, Section 1000.1.5[G].

1. Course withdrawal with extenuating circumstances.
  - a. Constituent institutions will develop policies that permit a student to withdraw from a course or courses at any time and without academic penalty for serious extenuating circumstances, including military deployment. These policies must describe a clear process that defines the documentation required, the nature of the review by a designated campus body or official, and an opportunity for one level of appeal at the campus level. Students who must withdraw from a course or courses due to military service should also consult the UNC Policy Manual on Military Student Success, Section 700.7.1.
  - b. Any campus policy developed for course withdrawal for extenuating circumstances must require that:
    - (1) A W be recorded on the transcript;
    - (2) The course(s) count as attempted hours;
    - (3) The course(s) not count in tuition surcharge calculations (see UNC Policy Manual, Section 1000.1.5[G]);
    - (4) The course(s) not count in GPA calculation; and
    - (5) The course(s) are subject to all financial aid and SAP rules and calculations.
  
2. Course withdrawals without extenuating circumstances.
  - a. After the initial Course Adjustment Period, constituent institutions may develop policies that allow students to withdraw from one or more courses without meeting the standards for withdrawals for extenuating circumstances. These policies must specify up to four courses or up to 16 semester credit hours as the maximum number of such withdrawals permitted over the course of a student's degree or degrees.
  - b. Any policy developed for course withdrawal without extenuating circumstances must require that:
    - (1) A W be recorded on the transcript;
    - (2) The course(s) count as attempted hours;
    - (3) The course(s) count in surcharge calculations; and
    - (4) The course(s) are subject to all financial aid and SAP rules and calculations.
  - c. Campus policies must include a deadline for such withdrawal at a date no later than the completion of 60 percent of the term.<sup>7</sup>
  
- D. Course Repeats. Campus policies on course repeats must conform, at the minimum, to federal Title IV Financial Aid standards with regard to course repeats. Students receiving federal financial aid cannot be treated differently from students not on such aid. In addition, all campus policies on course repeats must, at the minimum:
  1. Include on the student transcript all attempts to complete a course;
  2. Count all attempts to complete a course in calculations of satisfactory academic progress;
  3. Count all attempts to complete a course in the tuition surcharge calculation in accordance with the UNC Policy Manual, Section 1000.1.5[G]; and

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<sup>7</sup>The calculation of this date should begin with the first day of classes and conclude on the last day of regular class meetings. It should exclude the reading day and exam period.



4. Use all grades earned in a course in the calculation of the GPA, unless the grade can be excluded through a campus-based grade exclusion or replacement policy.

E. **Forgiveness Policies.** Campuses may establish policies that permit a student who is academically dismissed or academically suspended to be readmitted after a specified period of time, have a modified or new GPA calculation, and to be under other specific steps for re-admittance to the campus.

F. **Grade Exclusion or Grade Replacement**

1. Constituent institutions must develop policies on grade exclusion and/or grade replacement.<sup>8</sup> These policies must specify up to four courses or up to 16 semester hours as a maximum number of allowable exclusions/replacements.

2. Campus policies that permit either grade exclusion and/or grade replacement must provide for:

a. The inclusion on the transcript of both the initial grade earned for the course and a notation of its exclusion from or replacement in the calculation of the GPA; and

b. The inclusion of the course(s) in both the calculations of satisfactory academic progress and the tuition surcharge.

G. **Minimum, Maximum, and Average Semester Course Load.** A minimum “full-time” undergraduate course load is defined as 12 credit hours per semester. In advising and other communications, campuses shall encourage full-time students to consider an average semester load of 15 credit hours, when possible, to stay on track for a timely graduation. Constituent institutions may allow students in good academic standing to enroll in up to 18 semester hours in a fall or spring semester without any special permission. No student shall exceed 18 semester hours in a fall or spring semester without special permission as designated by campus policy. Constituent institutions shall develop appropriate policies for a maximum load in summer terms.

III. **Student Success Review and Reporting**

Constituent institutions will establish a student success support structure of one or more committees comprised of the appropriate officials from areas such as admissions, registrar’s office, financial aid, advising, the counseling center, the cashier’s office, faculty governance, and student government to review and issue regular reports on:

A. **Retention and Graduation**

1. Each campus shall, in consultation with General Administration, establish goals for retention<sup>9</sup> and graduation<sup>10</sup> for first-time, full-time students. Constituent institutions shall also work with General Administration to develop a tracking model for the retention and graduation rates of full-time students, transfer students, and part-time students.

2. General Administration will report annually to the Board of Governors on the success of these various categories at both the campus and system level.

B. **Additional Student Success Measures.** Constituent institutions shall work with General Administration to develop common output measures of student success and achievement as a means to assess the academic progress goals set by each campus.

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<sup>8</sup>The development of a policy does not imply that a campus must allow grade replacement and/or exclusion. A policy may simply state that the campus does not allow such.

<sup>9</sup>For purposes of reporting on first-time, full-time students, retention rate shall be defined as “the percentage of first-time degree-seeking undergraduates from the previous fall who are again enrolled in the current fall.”

(<http://nces.ed.gov/ipeds/glossary/>)

<sup>10</sup>For purposes of reporting, graduation rate data shall be collected as defined by “the number of students entering the institution as full-time, first-time undergraduate students in a particular year (cohort), completing their program within 150 percent of normal time to completion. It shall be calculated by race/ethnicity and gender.”

(<http://nces.ed.gov/ipeds/glossary/>).

C. Review of Course Scheduling and Offerings. Constituent institutions shall develop mechanisms to monitor whether all courses necessary for graduation are offered on a timely basis and with an adequate number of sections for a student to graduate in four years. As a part of this review, campuses shall determine:

1. If general education requirements (e.g., themes, designators, etc.) allow appropriate student progress;
2. If excessive or unnecessary specification or augmentation of general education courses for certain majors places an undue burden on students changing majors; and
3. If excessive GPA or course grade requirements for admission to or completion of a major are delaying student progress toward graduation.

These evaluations will be prepared on a three-year cycle beginning in fall 2014 and will examine data from the previous three academic years. General Administration will consult with campuses to develop the reporting format and required data.

D. Advising. Constituent institutions shall develop policies to monitor the availability of appropriate and timely academic advising, particularly for first-time undergraduates and first-semester transfer students to:

1. Assist students in making effective academic and career decisions;
2. Increase the potential for students selecting appropriate courses and schedules;
3. Provide students with assistance in selecting a major in a timely fashion;
4. Prevent excessive changes of major;
5. Increase students' awareness of an appropriate course load and academic assistance available to them; and
6. Provide information as appropriate on course selection and the impact on tuition surcharge.

This review should take place on a three-year cycle beginning in fall 2014 and examine data from the previous three academic years. General Administration will consult with campuses to develop the reporting format and required data.

E. Early Warning System Plan

1. Effective with the start of the fall 2014 semester, each campus will have an early warning system (EWS) to alert relevant campus personnel to signs of poor academic performance by a student or of behavior likely to lead to a student not making Satisfactory Academic Progress. Each campus will submit a comprehensive intervention plan to General Administration that describes how students are identified by the EWS, what campus staff or faculty are notified when a student is identified by the EWS, and how the staff or faculty member is to respond. Interventions may include written communication with students, phone calls or text messages, face-to-face meetings with campus personnel, and/or formal programs involving extended student participation.
2. The EWS should specify what interventions will be used, who will be responsible for them, how warnings will be communicated to responsible personnel, and how interventions will be tracked and reported.
3. Each campus will identify strategies to assess the effectiveness of its EWS and use the results for ongoing improvement.

IV. Regulations on Student Financial Aid and Title IV

- A. All campuses will develop financial aid disclosure practices that will, at the minimum, include entrance and exit counseling for students receiving financial aid.<sup>11</sup>
- B. All campus policies will be compliant with federal Title IV regulations, including, but not limited to, the following:
1. Common definition of the federal Title IV regulation that defines a student as eligible for federal financial aid for up to 150 percent of normal time to graduation.
  2. Four-year-degree requirements in the University of North Carolina system range from 120-128 semester credit hours. The system will use 120 hours as the common definition for defining federal financial aid eligibility, making 180 hours the limit for 150 percent of normal time to graduation.
  3. Constituent institutions will define procedures whereby a student completing 180 or more attempted hours will undergo an automatic review to determine continued federal financial aid eligibility. If the student is enrolled in a program requiring more than 120 hours, the appropriate allowance will be calculated on campus based on the exact number of credits required for that degree.

These policies must be widely distributed in all campus academic and financial aid materials.

C. Guidelines to monitor first undergraduate degree completion. Federal Title IV regulations require that campuses monitor first undergraduate degree completion and offer no additional federal grant aid (e.g., Pell, SEOG) after a student earns the initial undergraduate degree. Under federal rules, a student can take out federal loans for a second degree, if eligible. To ensure compliance, campuses must develop protocols for:

1. Monitoring student degree completion each term (fall, spring, summer); and
2. For advising students of their status and eligibility for federal financial aid.

These policies must be widely distributed in all campus academic and financial aid materials.

V. Compliance with the Comprehensive Articulation Agreement (CAA) with the North Carolina Community College System (NCCCS) and Transfer within the UNC System

- A. Constituent institutions will be fully compliant with the Comprehensive Articulation Agreement with the NCCCS.
- B. Any student completing the Associates in Arts (AA) or Associates in Science (AS) degrees according to the CAA will be considered to have completed general education requirements at all UNC institutions in which they matriculate.
- C. Any change by a campus in its General Education requirements must be consistent with the CAA.

VI. Information Distribution

- A. To ensure that students receive policy information that is both comprehensive and timely, campuses must develop broad-based communications plans that inform students about:
1. Recommended course loads, required numbers of earned hours, and the projected length of full-time enrollment needed to obtain the baccalaureate degrees;
  2. Factors that may extend the length of time to complete a degree;
  3. Requirements for Good Academic Standing and Satisfactory Academic Progress;
  4. The course adjustment period;

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<sup>11</sup>All campus policies on disclosure practices must conform to UNC FIT Financial Aid and Student Account standards.

5. Tuition surcharge; and
6. Other policies on course withdrawal, course repeat, and grade replacement or exclusion and their potential financial consequences.

B. All policies and procedures listed in this regulation will be effective no later than the fall 2014 semester.

VII. Relation to Federal and State Laws and Policies

The foregoing regulation is meant to supplement, and does not purport to supplant or modify, those statutory enactments, regulations, and policies which may govern or relate to the subject matter of this regulation.

## Regulation Related to Fostering Undergraduate Student Success

### I. Limiting Required Semester Credit Hours for Baccalaureate Degree Programs

Baccalaureate degree programs shall ~~be limited to require~~ no more than ~~128~~120 semester credit hours. ~~Any requirement beyond 128~~An institution with compelling reasons as to why a program's requirements must exceed 120 semester credit hours must be may petition to have an exception approved by its board of trustees. Compelling reasons include, but are not limited to: programmatic accreditation standards; licensure requirements; and other state, federal, or professional regulations.

An institution must report any exceptions granted by its board of trustees, and the reasons for those exceptions, to the Board of Governors-- and the president by fall the end of calendar year 2018 and annually thereafter.;

Any program authorized by the Board of Governors to require 135 semester credit hours or more shall be officially designated as a five-year baccalaureate program.

A. ~~Campuses--Constituent institutions~~ shall observe these ~~standards~~regulations in all proposals for new degree programs.

B. This section applies to individual baccalaureate degree programs, not to credit hour requirements for students who earn more than one major.

~~B.C. Campuses--Constituent institutions~~ must publicize the required number of semester credit hours and projected length of full-time enrollment required to obtain ~~the each~~ baccalaureate degree in both printed and online catalogs, ~~as applicable~~. During new student orientation sessions and in publications for students and parents, ~~campuses--constituent institutions~~ must provide a description of factors that may ~~extend~~prolong the length of time to complete a degree.

D. General Administration will maintain a catalog of all active baccalaureate degree programs and their required hours, and the Board of Governors will periodically review compliance with this 120-credit limitation, including approved exceptions to that limitation.

This section is effective as of the beginning of the fall 2019 semester, and shall not affect the credit hour requirements in place at the time of registration for students who registered at a constituent institution prior to the fall 2019 semester. Students who registered at a constituent institution prior to the fall 2019 semester will have the option to elect into the fall 2019 catalog.

### II. Student Success Policies

~~Campuses--Constituent institutions~~ must have policies addressing student success, including Satisfactory Academic Progress and Good Academic Standing.

A. Satisfactory Academic Progress and Good Academic Standing

Satisfactory Academic Progress and Good Academic Standing are determined by:

1. Cumulative Grade Point Average; and
2. Ratio of attempted to completed semester credit hours.

B. The implementation of these criteria shall include the following:

1. Upon initial admission to a UNC campus, a student is in Good Academic Standing.
2. All undergraduates in the University of North Carolina system must earn and maintain a minimum cumulative GPA of 2.0 to be considered in Good Academic Standing. ~~Campuses~~ Constituent institutions may choose to utilize term GPA in determining Good Academic Standing.
3. All ~~campuses~~ constituent institutions must develop an academic progress policy that defines the ratio of attempted to earned semester credit hours required for continued enrollment. Federal Title IV regulations for Satisfactory Academic Progress shall be the minimum allowable standard.
4. If a student meets the criteria in each of the these standards above, then the student is considered to be making Satisfactory Academic Progress, remains in Good Academic Standing, and is eligible to continue enrollment at that UNC constituent institution~~campus~~.
5. ~~Campuses~~ Constituent institutions may develop policies that allow students falling below one or more of the standards to be placed on academic warning and/or academic probation<sup>1</sup> as opposed to being academically dismissed or academically suspended. These policies must, at a minimum, be in accord with ~~Federal~~ federal Title IV regulations and should include the use of academic success contracts where appropriate.
6. ~~Campus~~ Constituent institution policies related to this section must be published in all campus academic and financial aid materials, both printed and online. Students should be informed of these policies at new student orientation.

~~B.~~ \_\_\_\_\_ The Course Adjustment Period (i.e., “Drop/Add”)

\_\_\_\_\_). The Course Adjustment Period will be established as the time during which students may drop or add courses without academic penalty (i.e., no impact on the Grade Point Average (GPA), attempted hours, or tuition surcharge). ~~Campuses~~ Constituent institutions may choose to make the period for adding courses and the period for dropping courses the same or different; however, both the drop and add periods must be concluded by the census date.<sup>2</sup>

~~B.~~ \_\_\_\_\_ The implementation of this section shall include the following:

1. ~~Campuses~~ Constituent institutions may set policies that allow faculty to drop students administratively if they do not attend the course by the end of the Course Adjustment Period.<sup>3</sup> These policies must be publicized to students. Faculty using this option must have a limited window to take such action in order to complete the drop without causing the student to incur financial penalties other than those normally applied during the course adjustment period. ~~Campuses~~ Constituent institutions may allow faculty to add students into those seats in a timely fashion under guidelines set by the ~~campus~~ constituent institution.
2. ~~Campus~~ Constituent institution business practices<sup>4</sup> determine if adjustments made during Course Adjustment Period result in any refund or additional charges to the student. Any financial repercussions to students must be publicized in the campus

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<sup>2</sup>For regular term instruction, the census date is the conclusion of the 10<sup>th</sup> class day of the fall and spring semesters. For summer sessions, degree credit extension courses, and any other degree-credit courses taught on an irregular calendar, the census date is the end of the class day representing the passage of 10 percent of the instructional period. UNC Policy Manual, Section 400.1.8[R]

<sup>3</sup>If the course is offered online, the instructor may administratively drop the student from the course if the student has not signed in by the end of the course adjustment period.

<sup>4</sup>All campus business practices must conform to UNC FIT Student Account Standards.

constituent institution's academic and financial aid policies describing the Course Adjustment Period.

3. Federal Title IV regulations shall be the minimum standard for all policies related to student refunds during the course adjustment period.

~~C.~~ Course Withdrawal.<sup>5</sup>

C. Students are expected to complete all the courses for which they are registered at the close of the Course Adjustment Period. These courses must be recorded on a student's official transcript and receive a grade that is used in the calculation of a GPA, count as attempted hours, count toward the tuition surcharge calculation,<sup>6</sup> and conform to all financial aid and Satisfactory Academic Progress rules *unless* withdrawal is permitted under conditions described below:

1. Course withdrawal with extenuating circumstances.

a. ~~Campuses—Constituent institutions~~ will develop policies that permit a student to withdraw from a course or courses at any time and without academic penalty for serious extenuating circumstances, including military deployment. These policies must describe a clear process that defines the documentation required, the nature of the review by a designated campus body or official, and an opportunity for one level of appeal at the campus level. Students who must withdraw from a course or courses due to military service should also consult the UNC Policy Manual on Military Student Success, Section 700.7.1.

b. Any campus policy developed for course withdrawal for extenuating circumstances must require that:

(1) A W be recorded on the transcript;~~i~~

(2) The course(s) count as attempted hours;~~i~~

(3) The course(s) not count in tuition surcharge calculations (see UNC Policy Manual, Section 1000.1.5[G]~~);~~~~1~~);

~~(4)~~ The course(s) not count in GPA calculation;~~i~~ and

(5) The course(s) are subject to all financial aid and SAP rules and calculations.

2. Course withdrawals without extenuating circumstances.

a. After the initial Course Adjustment Period, ~~campuses—constituent institutions~~ may develop policies that allow students to withdraw from one or more courses without meeting the standards for withdrawals for extenuating circumstances. These policies must specify up to four courses or up to 16 semester credit hours as the maximum number of such withdrawals permitted over the course of a student's degree or degrees.

b. Any policy developed for course withdrawal without extenuating circumstances must require that:

(1) A W be recorded on the transcript;~~i~~

(2) The course(s) count as attempted hours;~~i~~

(4)

<sup>5</sup>All campus policies on withdrawal must include policies about refunds and conform to UNC FIT Financial Aid and Student Account Standards.

<sup>6</sup>Summer courses are excluded from the tuition surcharge as per UNC Policy Manual, Section 1000.1.5[G].

- (3) The course(s) count in surcharge calculations;~~;~~ and
- (4) The course(s) are subject to all financial aid and SAP rules and calculations.

c. Campus policies must include a deadline for such withdrawal at a date no later than the completion of 60 percent of the term.<sup>7</sup>

~~D.~~ Course Repeats

. Campus policies on course repeats must conform, at the minimum, to ~~Federal-federal~~ Title IV Financial Aid standards with regard to course repeats. Students receiving federal financial aid cannot be treated differently from students not on such aid.

~~D.~~ In addition, all campus policies on course repeats must, at the minimum:

- ~~3.1.~~ Include on the student transcript all attempts to complete a course;~~;~~
- ~~4.2.~~ Count all attempts to complete a course in calculations of satisfactory academic progress;~~;~~
- ~~3.~~ Count all attempts to complete a course in the tuition surcharge calculation in accordance with the UNC Policy Manual, Section 1000.1.5[G~~7~~];~~;~~ and
- ~~5.~~
- ~~6.4.~~ Use all grades earned in a course in the calculation of the GPA, unless the grade can be excluded through a campus-based grade exclusion or replacement policy.

~~E.~~ Forgiveness Policies

~~E.~~ Campuses may establish policies that permit a student who is academically dismissed or academically suspended to be readmitted after a specified period of time, have a modified or new GPA calculation, and to be under other specific steps for re-admittance to the campus.

F. Grade Exclusion or Grade Replacement

- ~~1.~~ ~~Campuses~~Constituent institutions must develop policies on grade exclusion and/or grade replacement.<sup>8</sup> These policies must specify up to four courses or up to 16 semester hours as a maximum number of allowable exclusions/replacements.
- ~~2.~~ Campus policies that permit either grade exclusion and/or grade replacement must provide for:
  - ~~7.~~ ~~a.~~ The inclusion on the transcript of both the initial grade earned for the course and a notation of its exclusion from ~~or~~ replacement in the calculation of ~~the~~ GPA;~~;~~ and
  - ~~8.~~ ~~b.~~ The inclusion of the course(s) in both the calculations of satisfactory academic progress and the tuition surcharge.

~~G.~~ Minimum, Maximum, and Average Semester Course Load

~~G.~~ A minimum “full-time” undergraduate course load is defined as 12 credit hours per semester. In advising and other communications, campuses shall encourage full-time students to consider an average semester load of 15 credit hours, when possible, to stay on track for a timely graduation. ~~Campuses~~Constituent institutions may allow students in good academic standing to

<sup>7</sup>The calculation of this date should begin with the first day of classes and conclude on the last day of regular class meetings. It should exclude the reading day and exam period.

<sup>8</sup>The development of a policy does not imply that a campus must allow grade replacement and/or exclusion. A policy may simply state that the campus does not allow such.



enroll in up to 18 semester hours in a fall or spring semester without any special permission. No student shall exceed 18 semester hours in a fall or spring semester without special permission as designated by campus policy. Campuses/Constituent institutions shall develop appropriate policies for a maximum load in summer terms.

### III. Student Success Review and Reporting

Campuses/Constituent institutions will establish a student success support structure of one or more committees comprised of the appropriate officials from areas such as admissions, registrar's office, financial aid, advising, the counseling center, the cashier's office, faculty governance, and student government to review and issue regular reports on:

#### A. Retention and Graduation

1. Each campus shall, in consultation with General Administration, establish goals for retention<sup>9</sup> and graduation<sup>10</sup> for first-time, full-time students. Campuses/Constituent institutions shall also work with General Administration to develop a tracking model for the retention and graduation rates of full-time students, transfer students, and part-time students.

2. General Administration will report annually to the Board of Governors on the success of these various categories at both the campus and system level.

#### ~~B.~~ Additional Student Success Measures

~~B.~~ Campuses/Constituent institutions shall work with General Administration to develop common output measures of student success and achievement as a means to assess the academic progress goals set by each campus.

#### ~~C.~~ Review of Course Scheduling and Offerings

~~C.~~ Campuses/Constituent institutions shall develop mechanisms to monitor whether all courses necessary for graduation are offered on a timely basis and with an adequate number of sections for a student to graduate in four years. As a part of this review, campuses shall determine:

~~1.~~ As a part of this review, campuses shall determine:

~~9.~~ If general education requirements (e.g., themes, designators, etc.) allow appropriate student progress;~~;~~

~~10.~~ 2. If excessive or unnecessary specification or augmentation of general education courses for certain majors places an undue burden on students changing majors;~~;~~ and

~~11.~~ 3. If excessive GPA or course grade requirements for admission to or completion of a major are delaying student progress toward graduation.

\_\_\_\_\_ These evaluations will be prepared on a three-year cycle beginning in fall 2014 and will examine data from the previous three academic years. General Administration will consult with campuses to develop the reporting format and required data.

<sup>9</sup>For purposes of reporting on first-time, full-time students, retention rate shall be defined as "the percentage of first-time degree-seeking undergraduates from the previous fall who are again enrolled in the current fall."

(<http://nces.ed.gov/ipeds/glossary/>)

<sup>10</sup>For purposes of reporting, graduation rate data shall be collected as defined by "the number of students entering the institution as full-time, first-time undergraduate students in a particular year (cohort), completing their program within 150 percent of normal time to completion. -It shall be calculated by race/ethnicity and gender."

(<http://nces.ed.gov/ipeds/glossary/>).

~~D.~~ Advising

~~D.~~ Campuses~~Constituent institutions~~ shall develop policies to monitor the availability of appropriate and timely academic advising, particularly for first-time undergraduates and first-semester transfer students to:

~~12.1.~~ Assist students in making effective academic and career decisions~~;~~

~~13.2.~~ Increase the potential for students selecting appropriate courses and schedules~~;~~

~~14.3.~~ Provide students with assistance in selecting a major in a timely fashion~~;~~

~~15.4.~~ Prevent excessive changes of major~~;~~

~~16.5.~~ Increase students' awareness of an appropriate course load and academic assistance available to them~~;~~ and

~~17.6.~~ Provide information as appropriate on course selection and the impact on tuition surcharge.

This review should take place on a three-year cycle beginning in fall 2014 and examine data from the previous three academic years. General Administration will consult with campuses to develop the reporting format and required data.

E. Early Warning System Plan

~~1.~~ Effective with the start of the ~~Fall~~ 2014 semester, each campus will have an early warning system (EWS) to alert relevant campus personnel to signs of poor academic performance by a student or of behavior likely to lead to a student not making Satisfactory Academic Progress. Each campus will submit a comprehensive intervention plan to General Administration that describes how students are identified by the EWS, what campus staff or faculty are notified when a student is identified by the EWS, and how the staff or faculty member is to respond. Interventions may include written communication with students, phone calls or text messages, face-to-face meetings with campus personnel, and/or formal programs involving extended student participation.

~~2.~~ The EWS should specify what interventions will be used, who will be responsible for them, how warnings will be communicated to responsible personnel, and how interventions will be tracked and reported.

~~3.~~ Each campus will identify strategies to assess the effectiveness of its EWS and use the results for ongoing improvement.

IV. Regulations on Student Financial Aid and Title IV

~~A.~~ All campuses will develop financial aid disclosure practices that will, at the minimum, include entrance and exit counseling for students receiving financial aid.<sup>11</sup>

~~B.~~ All campus policies will be compliant with ~~Federal~~ Title IV ~~Regulations~~, including, but not limited to, the following:

~~A.~~ ~~1.~~ Common definition of the ~~Federal~~ Title IV regulation that defines a student as eligible for federal financial aid for up to 150 percent of normal time to graduation.

~~2.~~ Four-year--degree requirements in the University of North Carolina system range from 120-128 semester credit hours. The system will use 120 hours as the common

<sup>11</sup>All campus policies on disclosure practices must conform to UNC FIT Financial Aid and Student Account standards.

definition for defining federal financial aid eligibility, making 180 hours the limit for 150 percent of normal time to graduation.

~~3.~~ Campuses/Constituent institutions will define procedures whereby a student completing 180 or more attempted hours will undergo an automatic review to determine continued federal financial aid eligibility. If the student is enrolled in a program requiring more than 120 hours, the appropriate allowance will be calculated on campus based on the exact number of credits required for that degree.

These policies must be widely distributed in all campus academic and financial aid materials.

~~B.~~ C. Guidelines to monitor first undergraduate degree completion.

Federal Title IV regulations require that campuses monitor first undergraduate degree completion and offer no additional federal grant aid (e.g., Pell, SEOG) after a student earns the initial undergraduate degree. Under federal rules, a student can take out federal loans for a second degree, if eligible. To ensure compliance, campuses must develop protocols for:

~~18.~~ 1. Monitoring student degree completion each term (fall, spring, summer);  
and

2. For advising students of their status and eligibility for federal financial aid.

~~19.~~

These policies must be widely distributed in all campus academic and financial aid materials.

V. Compliance with the Comprehensive Articulation Agreement (CAA) with the North Carolina Community College System (NCCCS) and Transfer within the UNC System

A. Campuses/Constituent institutions will be fully compliant with the Comprehensive Articulation Agreement with the NCCCS.

B. Any student completing the Associates in Arts (AA) or Associates in Science (AS) degrees according to the CAA will be considered to have completed general education requirements at all UNC institutions in which they matriculate.

C. Any change by a campus in its General Education requirements must be consistent with the CAA.

VI. Information Distribution

A. To ensure that students receive policy information that is both comprehensive and timely, campuses must develop broad-based communications plans that inform students about:

~~20.~~ 1. Recommended course loads, required numbers of earned hours, and the projected length of full-time enrollment needed to obtain the baccalaureate degrees;  
;

~~21.~~ 2. Factors that may extend the length of time to complete a degree;  
;

~~22.~~ 3. Requirements for Good Academic Standing and Satisfactory Academic Progress;  
and;

~~23.~~ 4. The course adjustment period;  
;

~~24.~~ 5. Tuition surcharge;  
; and

~~25.~~ 6. Other policies on course withdrawal, course repeat, and grade replacement or exclusion and their potential financial consequences.

B. All policies and procedures listed in this regulation will be effective no later than the ~~Fall~~fall 2014 semester.

VII. Relation to Federal and State Laws and Policies

The foregoing regulation is meant to supplement, and does not purport to supplant or modify, those statutory enactments, regulations, and policies which may govern or relate to the subject matter of this regulation.

## Information Security

### I. Purpose

This policy directs UNC General Administration and the constituent institutions of the University of North Carolina to establish an information security program and designate a senior officer, accountable to the president or chancellor, who is responsible for information security. This policy also requires the Board of Governors and constituent institution boards of trustees to oversee information security.

### II. Definitions

A. “Information security program” means policies, assessments, protocols, and trainings designed to govern the storage, accessibility, and security of information resources.

B. “Information resources” means information owned or possessed by the University, or related to business of the University, regardless of form or location, and the hardware and software resources used to electronically store, process, or transmit that information.

### III. Establishment of Information Security Program

UNC General Administration and each constituent institution shall develop and maintain an information security program to preserve the security, confidentiality, accessibility, and integrity of information resources of UNC General Administration or the constituent institution. The programs developed by UNC General Administration and the constituent institutions must comply with the prevailing information security standard adopted by the Board of Governors standing committee assigned with audit responsibility. At a minimum, this program must include policies on the storage, use, and accessibility of information resources, regular risk assessments of existing information resources, a strategy statement setting forth priorities for managing identified information security risks, and incident response planning and notification procedures.

### IV. Designation of Senior Officer with Information Security Responsibility

UNC General Administration as well as each constituent institution shall identify a senior officer accountable for overseeing implementation and periodic evaluation of the information security program. The identified senior officer shall be responsible for identifying and deploying all reasonable measures to maintain the security, confidentiality, accessibility, and integrity of information resources of UNC General Administration or the constituent institution. The senior officer, as an essential component of the officer’s designation, shall possess all necessary authority to implement and evaluate all aspects of the information security plan. The senior officer shall be accountable to the president or chancellor and responsible for reporting to the Board of Governors or the constituent institution’s board of trustees on matters related to information security upon request.

### V. Oversight of Information Security

The Board of Governors and the board of trustees of each constituent institution shall assign responsibility for oversight of the institution’s information security program to a standing committee of the appropriate board with audit responsibility.

A. Audit Planning and Risk Assessment. Each institution’s internal auditor shall address information security in annual audit planning and risk assessment. The assigned committee shall ensure that information security is addressed in the annual audit planning and risk assessments that are conducted by the institution’s internal auditor.

B. Agenda Item at Regular Meetings. The assigned committee shall periodically include an agenda item for emerging information security matters at its regularly scheduled meetings.

C. Annual Report. The designated senior officer with information security responsibility shall present a report to the assigned committee, at least annually, on the institution's information security program and information technology security controls.

VI. Other Matters

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

B. Relation to State Laws. The foregoing policies as adopted by the Board of Governors are meant to supplement, and do not purport to supplant or modify, those statutory enactments which may govern the activities of public officials.

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