



# TRANSMITTAL LETTER

The University of North Carolina  
*General Administration*

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Transmittal Number 94  
August 5, 2014

## THIS LETTER TRANSMITS CHANGES TO THE *UNC POLICY MANUAL*

[400.1.5\[G\]](#) *Guidelines Related to Fostering Undergraduate Student Success*

These Guidelines were adopted and approved by President Ross on August 1, 2014. Please contact UNC General Administration, Academic Affairs Division at 919-962-4614, if you have any questions.

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

These Regulations were amended and approved by President Ross on August 1, 2014. Please contact UNC General Administration, Academic Affairs Division at 919-962-4614, if you have any questions.

[1300.6](#) *Policy on Efficiency and Effectiveness*

This Policy was adopted by the Board of Governors at its meeting on August 1, 2014. Please contact UNC General Administration, Finance Division at 919-962-4605, if you have any questions.

\*A redline version of the regulation is attached.

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

These guidelines provide additional information related to interpreting UNC Policy 400.1.5 and its associated regulations. Specifically, these guidelines more fully describe how campuses can implement programs and system to help foster undergraduate student success.

### **I. Determining Good Academic Standing and Satisfactory Academic Progress**

A. Good Academic Standing is determined by cumulative grade point average and ratio of attempted to completed semester hours. No specific criteria related to term GPA have been included in the Policy or regulations, and thus each campus can determine how to incorporate semester or summer term GPA into Academic Standing determinations. An appropriate use of semester or summer term GPA would be in the early warning process. For example, if a student's semester or summer term GPA is below 2.0, then the campus early warning system (EWS) may identify the student for intervention and follow up.

B. Satisfactory Academic Progress (SAP) is commonly used in financial aid eligibility determinations but is also used to determine a student's ability to continue enrollment. This same measure should be applied to all students in order to measure progress toward degree. The minimum SAP should be in accord with Federal Title IV regulations.

### **II. Allowing Course Withdrawals**

#### **A. Withdrawal With Serious Extenuating Circumstances**

1. Consistent with the requirements set out in Section II.C.1., of UNC Policy 400.1.5[R], each campus must develop a policy whereby undergraduate students can request course withdrawals due to serious extenuating circumstances. Each campus must widely distribute this policy.

2. Campuses will need to code the course withdrawals in their ERP systems as separate grade codes in order to distinguish between withdrawals with extenuating circumstances and those without extenuating circumstances.

3. Campuses should not communicate on the transcript that a course withdrawal was for extenuating circumstances. Campuses should develop a mechanism whereby withdrawals due to extenuating circumstances are designated on the transcript in a manner that respects and protects the privacy of the student.

#### **B. Withdrawals Without Extenuating Circumstances**

1. Effective beginning with the 2014-2015 academic year, campuses must adopt policies that allow for students to withdraw from either a maximum of up to four courses **or** up to 16 credit hours over the course of the student's degree or degrees. Campuses should have one policy in place for all undergraduate students.

2. Students will sometimes voluntarily withdraw from all of their courses without indicating any extenuating circumstances. Campuses have the option to designate extenuating circumstance withdrawals to these students provided the process for requesting course withdrawals with extenuating circumstances is followed.

3. Course withdrawals that result in a student exceeding the designated campus limit will not be allowed. Students will receive a grade for all courses they enroll in after they reach the limit, unless course withdrawal with extenuating circumstances is allowed.

Developing Effective Early Warning Systems

III. Developing Effective Early Warning Systems

- A. Consistent with Section III.E., of UNC Policy 400.1.5[R], as of the Fall 2014 semester each campus must implement EWS, which identifies students experiencing or at-risk for academic difficulties. The EWS should at a minimum monitor all first time and transfer students, sophomores, student athletes, students on academic warning or probation, students whose semester or term GPA is less than 2.0, students returning from academic suspension or academic dismissal, and other at-risk populations as determined by the campus.
- B. At least one alert to the relevant campus personnel should be sent each semester with the first one being no later than the end of the third week of a regular term and no later than 25 percent through an irregular term.
- C. Chief academic officers, deans, and chairpersons are responsible for ensuring that faculty and other relevant campus personnel comply with EWS.

## Regulations Related to Fostering Undergraduate Student Success

### I. Limiting Hours for Baccalaureate Degree Programs

Baccalaureate degree programs shall be limited to no more than 128 semester credit hours. Any requirement beyond 128 hours must be approved by the Board of Governors. 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 shall observe these standards in all proposals for new degree programs.
- B. Campuses must publicize the required number of semester credit hours and projected length of full-time enrollment required to obtain the baccalaureate degree in both printed and online catalogs, as applicable. During new student orientation sessions and in publications for students and parents, campuses must provide a description of factors that may extend the length of time to complete a degree.

### II. Student Success Policies

Campuses 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:

- Cumulative Grade Point Average, and
- Ratio of attempted to completed semester credit hours.

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 may choose to utilize term GPA in determining Good Academic Standing.
3. All campuses 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 campus.
5. Campuses 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.

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

6. Campus 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 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. Campuses 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 may allow faculty to add students into those seats in a timely fashion under guidelines set by the campus.

2. Campus 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 campus 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:

1. Course withdrawal with extenuating circumstances.

a. Campuses 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

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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.

<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].

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, campuses 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:

- Include on the student transcript all attempts to complete a course,
- Count all attempts to complete a course in calculations of satisfactory academic progress,
- 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
- 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.

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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.

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

Campuses 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.

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

- 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
- 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. Campuses 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. Campuses shall develop appropriate policies for a maximum load in summer terms.

III. Student Success Review and Reporting

Campuses 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

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 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.

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

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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/>).

B. Additional Student Success Measures

Campuses 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

Campuses 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:

- If general education requirements (e.g., themes, designators, etc.) allow appropriate student progress,
- If excessive or unnecessary specification or augmentation of general education courses for certain majors places an undue burden on students changing majors, and
- 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

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

- Assist students in making effective academic and career decisions,
- Increase the potential for students selecting appropriate courses and schedules,
- Provide students with assistance in selecting a major in a timely fashion,
- Prevent excessive changes of major,
- Increase students' awareness of an appropriate course load and academic assistance available to them, and
- 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

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.

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.

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

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>

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

A. 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.

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.

Campuses 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. 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:

- Monitoring student degree completion each term (fall, spring, summer), and
- 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

Campuses will be fully compliant with the Comprehensive Articulation Agreement with the NCCCS.

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.

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

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

## VI. Information Distribution

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

- Recommended course loads, required numbers of earned hours, and the projected length of full-time enrollment needed to obtain the baccalaureate degrees,
- Factors that may extend the length of time to complete a degree,
- Requirements for Good Academic Standing and Satisfactory Academic Progress, and
- The course adjustment period,
- Tuition surcharge, and
- Other policies on course withdrawal, course repeat, and grade replacement or exclusion and their potential financial consequences.

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

### **Policy on Efficiency and Effectiveness**

The Board of Governors, consistent with its responsibility for the general direction and control of the University of North Carolina, is committed to ensuring continuous improvement in the consistency, efficiency and effectiveness of the operations of the University of North Carolina system, including the constituent institutions. It shall be the policy of the Board of Governors, the University's General Administration and the constituent institutions to identify and implement efficiencies that strengthen processes and productivity, that compete favorably with our peers and that generate cost or resource savings that may be reinvested to support key initiatives, approved by the Board of Governors, within the University's core mission of teaching, research, and public service.

The Board of Governors delegates to the president authority and responsibility to lead the University in the identification, implementation, and realization of academic and non-academic efficiencies in any area including, but not limited to, expanded shared services, strategic sourcing, non-instructional or instructional positioning, credit hour production, information technology infrastructure, utilization of facilities, energy consumption and such other areas as recommended by the Board of Governors. The Board of Governors shall, on recommendation of the president or on its own initiative, adopt metrics to track operational performance and shall use its best efforts to ensure that the University has the resources and expertise necessary to identify and implement efficiencies. The president shall report to the Board of Governors at least annually starting with calendar year 2014 on the progress of these initiatives and identified metrics. This policy shall be implemented and applied in accordance with such regulations and guidelines as may be adopted by the president consistent with this policy.

## Regulations Related to Fostering Undergraduate Student Success

### I. Limiting Hours for Baccalaureate Degree Programs

Baccalaureate degree programs shall be limited to no more than 128 semester credit hours. Any requirement beyond 128 hours must be approved by the Board of Governors. 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 shall observe these ~~guidelines~~standards in all proposals for new degree programs.

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

### II. Student Success Policies

Campuses 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:

- ~~Term Grade Point Average~~
- Cumulative Grade Point Average, and
- Ratio of attempted to completed semester credit hours.

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 ~~and making Satisfactory Academic Progress.~~ Campuses may choose to utilize term GPA in determining Good Academic Standing.
3. All campuses 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 campus.

5. Campuses 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. Campus 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 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. Campuses 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 may allow faculty to add students into those seats in a timely fashion under guidelines set by the campus.

2. Campus 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 campus 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,

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<sup>1</sup>Campuses 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.

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 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.

e.a. After the initial Course Adjustment Period, campuses 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.

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

- ~~i.~~
  - (1) A W be recorded on the transcript.
  - ~~ii.~~
  - (2) The course(s) count as attempted hours.
  - ~~iii.~~
  - (3) The course(s) count in surcharge calculations, and
  - ~~iv.~~
  - (4) The course(s) are subject to all financial aid and SAP rules and calculations.

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

~~e.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>

~~Students who must withdraw from a course or courses due to military service should consult the UNC Policy on Military Student Success.~~

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:

- Include on the student transcript all attempts to complete a course,
- Count all attempts to complete a course in calculations of satisfactory academic progress,
- 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
- 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

Campuses 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.

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

- 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
- 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

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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.

<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.

consider an average semester load of 15 credit hours, when possible, to stay on track for a timely graduation. Campuses 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. Campuses shall develop appropriate policies for a maximum load in summer terms.

### III. Student Success Review and Reporting

Campuses 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

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 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.

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

Campuses shall work with ~~the~~ 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

Campuses 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:

- If general education requirements (e.g., themes, designators, etc.) allow appropriate student progress,
- If excessive or unnecessary specification or augmentation of general education courses for certain majors places an undue burden on students changing majors, and
- 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.

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<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

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

- Assist students in making effective academic and career decisions.
- Increase the potential for students selecting appropriate courses and schedules.
- Provide students with assistance in selecting a major in a timely fashion.
- Prevent excessive changes of major.
- Increase students' awareness of an appropriate course load and academic assistance available to them, ~~and~~
- 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

Effective ~~in~~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's poor academic performance~~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.

The ~~plan~~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.

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

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>

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

- A. 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.

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

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

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

Campuses 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. 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:

- Monitoring student degree completion each term (fall, spring, summer), and
- 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

Campuses will be fully compliant with the Comprehensive Articulation Agreement with the NCCCS.

~~Campuses shall develop policies that provide a~~Any student ~~at any UNC campus who has successfully completed~~<sup>12</sup>completing the ~~lower institution wide division's general education requirements Associates in Arts (AA) or Associates in Science (AS) degrees according to the CAA will~~ be considered ~~if applying as a transfer student~~ to have completed ~~the~~ general education requirements at ~~another~~all UNC ~~campus~~institutions in which they matriculate.

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

VI. Information Distribution

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

- Recommended course loads, required numbers of earned hours, and the projected length of full-time enrollment needed to obtain the baccalaureate degrees<sup>13</sup>;
- Factors that may extend the length of time to complete a degree<sup>13</sup>;
- Requirements for Good Academic Standing and Satisfactory Academic Progress<sup>13</sup>; and
- The course adjustment period,
- Tuition surcharge, and

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<sup>12</sup>To be eligible for inclusion in this policy, a student must have an overall GPA of at least 2.0 on a 4.0 scale at the time of transfer and a grade of "C" or better in all core courses.

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

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