

November 14, 2018, 2:10PM
Chancellor's Ballroom East, Carolina Inn

OPEN SESSION**FOR ACTION:**

1. Baccalaureate Degree Credit Length Approvals Attachment A
Bob Blouin, Executive Vice Chancellor and Provost

FOR INFORMATION ONLY

(No formal action is requested at this time)

1. Centers and Institutes Update Attachment B
Bob Blouin, Executive Vice Chancellor and Provost
2. Faculty Update Attachment C
Leslie Parise, Chair
3. Graduate & Professional Student Update
Manny Hernandez, President
4. Employee Forum Update
Shayna Hill, Chair

Some of the business to be conducted is authorized by the N.C. Open Meetings Law to be conducted in closed session.

COMMITTEE MEMBERS

Chuck Duckett, Chair
Jeff Brown, Vice Chair
Kelly Hopkins
Bill Keyes
Hari Nath
Savannah Putnam

Administrative Liaison:
Bob Blouin, Executive Vice Chancellor and Provost

Request for Approval of Exceptions to the UNC System Policy Regarding Credit Hour Requirements for Baccalaureate Degrees

The University of North Carolina at Chapel Hill requests the Board of Trustees' approval for specific exceptions to the UNC System's policy limiting undergraduate degree requirements to 120 semester credit hours.

Background

The UNC Board of Governors' 2018 amendment to the "Regulation Related to Fostering Undergraduate Student Success" (*UNC Policy Manual 400.1.5[R]*, see Attachment A) stipulates that:

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.

This amendment, which applies to both existing and new programs, will become effective for students who enter UNC-Chapel Hill in the fall semester of 2019 or beyond. Exceptions approved by the institution's board of trustees are reported to the UNC System each year beginning in December 2018.

UNC-Chapel Hill Degree Majors That Exceed the 120 Credit Hour Limit

Twelve of UNC-Chapel Hill's 77 undergraduate degrees (15.6%) currently require more than 120 credit hours. As shown in Table 1, all are Bachelor of Science degrees awarded by the College of Arts and Sciences (9), the School of Medicine's Department of Allied Health Sciences (2), and the School of Nursing (1). They range from 122 to 128 credit hours in length.

Table 1 Undergraduate Degrees Requiring More Than 120 Credit Hours	
	<i>Credit Hours</i>
College of Arts & Sciences	
BS Applied Sciences	128
BS Biology	123
BS Biology - Joint Degree with National University of Singapore	123
BS Biomedical & Health Science Engineering (Joint Degree with NCSU)	124
BS Geological Sciences	122
BS Mathematics	122
BS Physics	123
BS Psychology	122
BS Statistics & Analytics	123
School of Medicine -- Department of Allied Health Sciences	
BS Clinical Laboratory Science	126
BS Radiologic Science	125
School of Nursing	
BSN Nursing	125

Requests for Exceptions to the 120 Credit Hour Limit

College of Arts and Sciences

All nine of the undergraduate programs in the College of Arts and Sciences that currently require more than 120 credit hours are Bachelor of Science degrees in the Division of Natural Sciences and Mathematics.

B.S. in Applied Sciences

We are not seeking an exception for the B.S. in Applied Science (128 credit hours). We no longer enroll students this major and are currently developing a request to the UNC System to establish a redesigned 120-credit hour curriculum to be renamed “B.S. in Applied Sciences and Engineering.”

B.S. Degree Programs in Biology, Geological Sciences, Mathematics, Physics, Psychology, and Statistics and Analytics

We respectfully request exceptions to the UNC System’s 120-credit hour degree policy for these six B.S. programs, each of which require either 122 or 123 credit hours. Our primary rationale for this request is based on our commitment to provide the nearly 40% of new students who enter UNC-Chapel Hill each fall intending to major in STEM with a science curriculum of sufficient depth and breadth to enable them to fulfill their aspirations for careers in medicine, research, engineering, and related fields. Our analyses demonstrate that while UNC-Chapel Hill students in these majors do take more courses and credit hours to complete their degrees, there is no evidence that it takes them any longer than other students to graduate, which was the concern that led to the UNC System’s amendment to restrict all degrees to 120 credit hours.

Staff in the Office of Undergraduate Curricula within the Office of Undergraduate Education examined the type, structure, and cross-listing of course requirements across majors in the College of Arts and Sciences. The results confirmed the significant variability in major requirements by division (Fine Arts/Humanities, Social Sciences, Natural Sciences and Mathematics).

As shown in Table 2 below, Natural Science and Mathematics majors require higher numbers of courses and credit hours to complete. Many of these courses must be taken sequentially to enable students to move from foundational knowledge in a discipline to mastery and application of that knowledge in advanced studies. Students pursuing a single major in B.S. in Natural Science and Mathematics programs take over one and one-half times the number of courses required for the B.A. degree in the same discipline and over twice the number of required courses for a non-science B.A. degree.¹

However, even with a larger number of science course requirements to take, time-to-degree for students in the six B.S. in science programs requiring more than 120 credit hours is equivalent to the average for all students. For example, among students in the original 2011 and 2012 entering first-year

¹ While many STEM majors at UNC-Chapel Hill choose to double major (i.e., complete two science majors) to maximize their competitiveness for admission to graduate and professional schools, the UNC System policy only restricts degree credit hour requirements to 120 for a single major.

Table 2 Differences in B.S. and B.A. Degree Majors Course and Credit Hour Requirements			
Bachelor of Arts (B.A.) Degree Majors			
	<i>Mean</i>	<i>Median</i>	<i>Range</i>
All Majors (B.A.)			
Total Courses	10.7	10	8 – 21 courses
Minimum Credit Hours	32.3	30	24 – 54 hours
Maximum Credit Hours	32.7	30	24 – 60 hours
Division of Natural Science & Mathematics Majors (B.A.)			
Total Courses	13.6	13	10 – 16 courses
Minimum Credit Hours	43.3	41	31 – 54 hours
Maximum Credit Hours	44.4	42	33 – 60 hours
Bachelor of Science (B.S.) Degree Majors			
	<i>Mean</i>	<i>Median</i>	<i>Range</i>
Division of Natural Science & Mathematics Majors (B.S.)			
Total Courses	21.7	21	16 – 29 courses
Minimum Credit Hours	70.7	73	51 – 99 credit hours
Maximum Credit Hours	72.4	74	51 – 99 credit hours

cohorts who have graduated by now, 93% of those who majored in these six B.S. programs finished within four years, compared to 92% for the entire cohort.

In each of the Natural Science and Mathematics departments offering B.S. degrees that exceed 120 hours, course requirements for the B.S. major are driven by the current expectations within science disciplines and the faculty's intention to ensure that UNC-Chapel Hill prepares undergraduates to be nationally competitive for post-graduate opportunities. The program faculty in Natural Sciences and Mathematics design each major to cover key content necessary for entry into highly rated graduate and professional programs in these disciplines.

Student expectations and ambitions must also be considered in determining science program content and credit hour requirements. Over 81% of the graduating students from these B.S. in Natural Sciences and Mathematics programs who responded to UNC-Chapel Hill's 2017-18 Senior Exit Survey reported that they were either entering a graduate or professional program immediately or planned to apply in the future. Any reduction in the quantity or quality of the science curriculum we offer could diminish our students' high levels of success in achieving their dreams of contributing to scientific advancements or practicing medicine. Further, high-achieving high school students who have already set their future targets for doctoral study or medical school compare the depth, breadth, and length of the science curriculum and data on the success of graduates in getting admitted to graduate and professional school when choosing where to apply for their undergraduate studies. Cutting courses from UNC-Chapel Hill's degree requirements could potentially impact recruitment of the best and brightest prospective undergraduate students.

B.S. Degree Programs Offered Jointly With Other Institutions

Two of the programs for which we request exceptions to the 120-credit hour limit offer some of the most unique, prestigious, and sought-after opportunities available to undergraduate biological science students at UNC-Chapel Hill or at any other elite research institution. Our joint degree programs with North Carolina State University and the National University of Singapore, premier institutions in science and technology, are national models for engaging in inter-institutional partnerships to deliver cutting-edge science for highly qualified undergraduate students.

B.S. in Biomedical and Health Sciences Engineering Joint Degree Program with NC State University.

The Joint UNC-Chapel Hill/NC State Biomedical Engineering (BME) Department jointly administers the B.S. in Biomedical and Health Sciences Engineering program, which requires 124 hours for graduation. The BME charter, signed by the provosts at both universities, states: “A guiding principle in the administration of the joint program is that all students on either campus are permitted equal access to all facilities, systems, and services at both universities; all administrative processes, procedures, and policies should support that principle.” As a result, unity in the curriculum must be maintained for students on the two campuses. Requests for an exception to the 120-credit hour limit for the B.S. in Biomedical and Health Sciences Engineering program are being presented for approval by the board of trustees at both institutions in November 2018.

UNC-Chapel Hill and NC State University faculty have identified the following factors that argue against reducing the credit hours for the B.S. in Biomedical and Health Sciences Engineering degree to 120.

- Our students need to compete with students graduating from other engineering programs for jobs and graduate school placement.
- Engineering skill sets are constantly evolving; therefore, curricular flexibility is essential to ensure that students will be prepared with the most up-to-date skills and knowledge necessary to be successful in their engineering careers.
- Our students must be prepared to meet requirements for professional licensure. Eliminating fundamental engineering courses puts our high pass rate on the FE exam at risk of decline.
- Students currently persist in the major, graduation rates are high, and time-to-degree does not exceed that of programs requiring only 120 hours. Of the UNC-Chapel Hill based students who have graduated from the joint program thus far, 95% finished in four years.

Additional considerations unique to the Biomedical and Health Sciences Engineering program include:

- ABET, the national accrediting body for engineering programs, requires 32 credit hours of math and science met by calculus, chemistry, physics, statistics, and computer programming. In addition to these foundational courses required for all engineering degrees, biomedical engineering students must also be well-grounded in biology, physiology, and biochemistry. This adds additional basic science credit hours beyond those needed by other engineering majors.
- ABET requires 48 credit hours of engineering. Our curriculum requires 53 credit hours. This provides a necessary 5 credit hour buffer to allow for cases when it is difficult to validate the number of engineering topic hours in courses (e.g., study abroad courses, transfer courses, and substitutions for courses in special circumstances like double majors). Universities such as UNC-Chapel Hill that do not have a long history as a traditional engineering school are often under additional scrutiny during the ABET accreditation evaluation, which makes the 5 credit buffer necessary.

B.S. in Biology Joint Degree Program with the National University of Singapore. In addition to our traditional B.S. in Biology degree, we request an exception to the 120 credit hour limit for our recently established B.S. in Biology joint degree program with the National University of Singapore (NUS). The 123 credit hour curriculum, which is the same length as our traditional B.S. in Biology, was designed to enable students from NUS and UNC-Chapel Hill to take advantage of the rich academic resources and faculty expertise on both campuses. The first two students who have graduated from the program finished within four years.

The program requirements were documented in a written agreement that was formally executed by UNC-Chapel Hill and NUS and approved by SACSCOC. Any changes would need to be renegotiated with NUS leadership and incorporated into a new memorandum of understanding to be signed by both institutions and reported to SACSCOC. Since NUS biology faculty had originally expressed some concern that the degree includes too few science courses, efforts to reduce the credit hour requirements to 120 could be a significant problem and potentially jeopardize continuation of this successful program.

Potential Impact of the New General Education Curriculum on Credit Hour Requirements for Degrees

Given the rigorous science degree requirements and associated demands on our UNC-Chapel Hill students, we believe that the proposed IDEAs in Action general education curriculum will reduce the footprint of general education requirements for all students, possibly eliminating the need for degree programs to exceed 120 credit hours in the future. The intended effects of the new general education curriculum will be to allow all students to have more room for elective credit which may ease the constraints of science students as they move through their college career in their chosen major(s). Currently, a draft of the proposed general education curriculum has been reviewed by the UNC-Chapel Hill community and feedback is being incorporated. If the proposal is approved by the faculty in spring 2019, we could begin to formally implement the new curriculum in fall 2020 and will be in a position next year to reassess its impact on credit hours required for graduation in individual programs.

School of Medicine – Department of Allied Health Sciences

We request approval for exceptions to the 120-credit hour limit for both the B.S. in Clinical Laboratory Science (126 hours) and the B.S. in Radiologic Science (125 hours) programs.

Admission to these two programs is highly competitive. Curriculum requirements must incorporate many of the same science and mathematics prerequisites required for other STEM majors to ensure that prospective students are prepared to succeed in the rigorous upper-level professional courses and practicum experiences.

The Clinical Laboratory Science major requires 62-credit hours of upper-level courses. All are necessary to cover the content and educational experiences required for the program to meet national accreditation standards and for graduates to acquire the competencies needed for entry-level clinical practice. The program's job placement rates of 100% confirm employers' perceptions that graduates are exceptionally well-equipped with the knowledge, skills, and professional characteristics needed to be successful in this field. In recent accreditation site visits, employers reported to external reviewers that UNC-Chapel Hill's CLS graduates were preferred over other applicants for open positions in clinical

laboratories. Further, 100% of CLS degree recipients in recent years have graduated within four years, demonstrating that the current credit hour requirements do not extend time to degree.

The Radiologic Science major exceeds 120 credit hours due to the required clinical courses in the summer between the first and second year of the program in addition to the clinical requirements during the fall and spring semesters. During that summer, students complete 10 weeks of intensive clinical training for a total of 8 credit hours. These clinical experiences fulfill the nationally approved curriculum for this profession and programmatic accreditation requirements. In addition, these experiences provide students with clinical competency completion required for eligibility for the national certification examination needed for employment. In recent years, all students admitted to this program who had entered as first-year intended majors have graduated within four years, confirming that the current credit hours requirements do not extend time to degree. The program has 100% employment rates, attesting to the effectiveness of the curriculum in producing highly skilled professionals to meet the needs of this growing field. Respondents to post-graduate employer surveys report 100% satisfaction ratings on the competence, critical thinking skills, ethical, nondiscriminatory care, and effective oral and written communication skills of program graduates.

Faculty in both of these programs re-examine the curriculum requirements annually and make adjustments as needed to ensure compliance with internal and external standards. When plans for the new general education curriculum are finalized, the faculty will consider any implications for the current number of credit hours required for these degrees.

School of Nursing

The School of Nursing is implementing a new curriculum for the BSN program effective fall 2019, and the hours required for that degree have been reduced from 125 to 120. Since this change will bring the BSN program into compliance with the UNC System's 120 credit hour policy, we do not need to seek an exception from the Board of Trustees.

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 probation¹ 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.² 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.³ 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 practices⁴ 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.⁵ 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,⁶ and conform to all financial aid and Satisfactory Academic Progress rules *unless* withdrawal is permitted under conditions described below:

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

²For regular term instruction, the census date is the conclusion of the 10th 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]

³If 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.

⁴All campus business practices must conform to UNC FIT Student Account Standards.

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

⁶Summer 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.⁷
- 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

⁷The 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 readmittance to the campus.

F. **Grade Exclusion or Grade Replacement**

1. Constituent institutions must develop policies on grade exclusion and/or grade replacement.⁸ 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 retention⁹ and graduation¹⁰ 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.

⁸The 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.

⁹For 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/>)

¹⁰For 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.¹¹

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;

¹¹All 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.



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

120 Credit Hour Limit on Bachelor's Degrees

Robert Blouin
Executive Vice Chancellor and Provost

***Presented to the University Affairs
Committee of the Board of Trustees,
November 14, 2018***

UNC Board of Governors' 2013 *Student Success Policies*

(400.1.5[R])

Directs institutions to implement policies and practices that promote student progress toward degree completion, for example:

**Satisfactory
Academic
Progress &
Good
Standing**

**Course
Withdrawal**

**Course
Repeats**

**Promoting
15 Credit
Hour Course
Loads**

**Early
Warning
Systems**

**Setting
Goals for
Retention &
Graduation**

**Monitoring
Course
Availability
& Advising**

**Compliance
with
Articulation
Agreements**



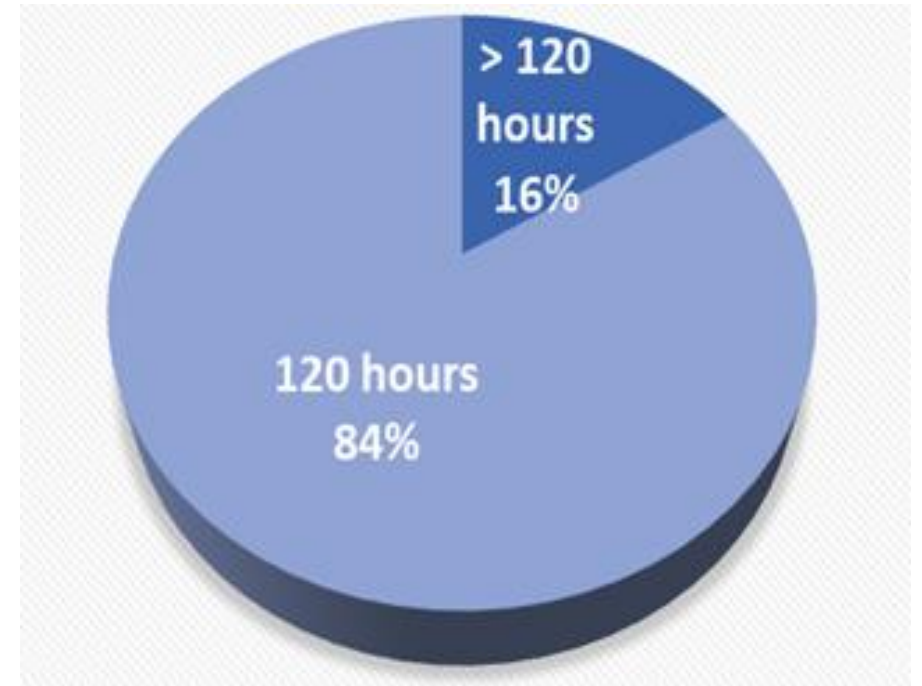
2018 Amendment:

“Baccalaureate degree programs shall require no more than 120 semester credit hours.”

- Previous limit was 128 credit hours
- Applies to existing programs and new program requests
- Effective as of beginning of the 2019 fall semester
- No impact on requirements for students enrolled before fall 2019, but they may opt to follow fall 2019 catalog requirements.
- Institution may petition its Board of Trustees to approve exceptions for compelling reasons, which include **but are not limited to:** programmatic accreditation standards; licensure requirements; state, federal, or professional regulations.

Implementation

- Twelve out of 77 bachelor's degrees currently require more than 120 credit hours; all are Bachelor of Science degrees.
- Two degree majors will drop to 120 hours as a result of planned curricula redesigns:
 - B.S. in Applied Science (now 128 hours)
 - BSN in Nursing (now 125 hours)
- Seeking Board of Trustees' approval for exceptions to 120 credit hour limit for Bachelor of Science (B.S.) degrees in the following areas:
 - Natural Sciences & Mathematics (6 majors)
 - Joint Degrees with Other Institutions (2 majors)
 - Allied Health Sciences (2 majors)





Justifications for Exceptions to the 120 Credit Hour Limit

B.S. Degrees in Biology, Geological Sciences, Mathematics, Physics, Psychology, and Statistics & Analytics

Credit Hours Required: 122-123



Justification for Exceeding 120 Credit Hour Limit:

- The curriculum must cover key content students need to be competitive for admission to top rated graduate and professional programs.
 - *Students are well-prepared: One-third of graduating seniors in science/math majors continue their education immediately after graduation; another 45% have plans to attend later.*
- B.S. degrees in science/math require more courses and credit hours in the major than other programs due to prerequisite courses needed for upper level studies.
 - *Even with extra course and credit hour requirements, time to degree is equivalent to that of non-science/math majors.*

B.S. Degrees Offered Jointly With Other Institutions

B.S. in Biomedical & Health Sciences Engineering Joint Program with **NC State University*** (124 credit hours)



Justification for Exceeding 120 Credit Hour Limit:

- Curriculum prepares students to be competitive with those from other engineering programs for graduate school and engineering positions.
 - *Graduates are highly successful in post-graduate education and employment.*
- Engineering accreditor (ABET) requires more courses for biomedical engineering than other engineering majors.
 - *Even with extra course and credit hour requirements, time to degree is equivalent to that of non-science/math majors.*
- Courses are designed to prepare students for professional licensure.
 - *Reducing courses would threaten the high pass rates on licensure exams.*
- Engineering fields are constantly evolving; curricular flexibility is essential.

** NCSU is also petitioning their board of trustees for an exception for this program and 21 other engineering programs that exceed 120 hours.*

B.S. Degrees Offered Jointly With Other Institutions, continued

B.S. in Biology Joint Degree Program with the National University of Singapore (123 credit hours)



Justification for Exceeding 120 Credit Hour Limit:

- Curriculum is mapped to UNC-Chapel Hill's traditional B.S. in Biology.
- Course and credit hour requirements were set forth in a written agreement executed by both institutions and approved by SACSCOC.
 - *Any changes must be renegotiated with NUS leadership and the agreement amended.*
- NUS faculty originally expressed concern that not enough science courses were required.
 - *Efforts to reduce credit hours would potentially jeopardize the continuation of this successful program.*

B.S. Degrees Offered by the School of Medicine Allied Health Sciences

Justification for Exceeding 120 Credit Hour Limit:

B.S. in Clinical Laboratory Science (126 credit hours)

- Major requires 62 credit hours to cover content and experiences required by national accreditation standards and to equip graduates with competencies needed for entry-level clinical practice.
 - *Employers and accreditors cited the program as one of the best; 100% of the students complete the program in 4 years and are immediately employed.*

B.S. in Radiologic Science (125 credit hours)

- An additional eight credit hours of clinical experiences are required in the summer to fulfill the nationally approved curriculum for this profession and programmatic accreditation requirements, and to qualify students to take the national certification exam for employment.
 - *100% of the students complete the program in 4 years and are immediately employed.*



Continuing Review of Credit Hour Requirements

- **General Education Curriculum Redesign**

- The proposal for redesigning the general education curriculum is currently under review. It is not yet known how those decisions will impact credit hour requirements for each degree program.
- The new curriculum may enable some of the programs for which we are requesting exceptions to be completed in 120 credit hours in the future.

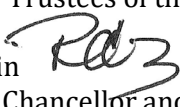
- **New Program Proposals**

- New programs are expected to observe the 120 credit hour limit. Those with compelling reasons for exceeding 120 hours will be presented to the Board of Trustees with a request for an exception to the policy.



MEMORANDUM

TO: Haywood D. Cochrane, Jr.
Chair, Board of Trustees of the University of North Carolina at Chapel Hill

FROM: Robert A. Blouin 
Executive Vice Chancellor and Provost

DATE: October 16, 2018

RE: Authorization to Plan the Carolina Institute for Law and Entrepreneurship

Creating a new center or institute within the UNC system requires a two-step process involving first a request for authorization to plan and then a request for authorization to establish the new unit. Authorization to plan is granted by the Chancellor and Provost, with notification to the Board of Trustees. Authorization to establish the new center or institute is given by the Chancellor, the Provost, and the Board of Trustees. Policies governing centers and institutes can be found here: <https://provost.unc.edu/policies-committees/#chapter-1>.

I write now to notify the Board of Trustees that Chancellor Folt and I have approved a request for authorization to plan a new interdisciplinary institute in the Law School, the Carolina Institute for Law and Entrepreneurship. The Centers and Institutes Review Committee reviewed the request and agreed unanimously to recommend that it be granted.

The request for authorization to plan was submitted by Dean Martin H. Brinkley, who described the mission of the Carolina Institute for Law and Entrepreneurship as one of providing both service and instruction. First, it will provide critical early-stage legal counsel to new for-profit and non-profit ventures, with an eye toward contributing to the economy of the state and strengthening communities. In addition, the proposed institute will provide opportunities for law students to develop practice skills that will equip them to serve start-up businesses. Such experiential learning is an essential component of contemporary legal education. The institute as currently proposed will be fully funded by the North Carolina General Assembly and the William Rand Kenan, Jr., Charitable Trust. Dean Brinkley's goal is to establish the institute by the summer of 2019; consequently, I expect to receive a full plan and request for authorization to plan later this academic year.

I will be happy to answer any questions you may have.

cc: Clayton Somers
Vice Chancellor for Public Affairs and Secretary of the University

Carol Tresolini
Vice Provost for Academic Initiatives and Chair, Centers and Institutes Review Committee



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

OFFICE OF FACULTY GOVERNANCE

201-204 CARR BUILDING
CAMPUS BOX 9170
CHAPEL HILL, NC 27599-9170

T 919.962.2146
F 919.962.5479
www.unc.edu/faculty/faccoun

November 10, 2018

Chancellor Carol Folt
Provost Robert Blouin

Dear Colleagues,

I write to give formal notice that the Faculty Council has adopted Resolution 2018-8, copy attached, asking that the Board of Trustees amend the *Trustee Policies and Procedures Governing Academic Tenure* to clarify the role of the Equal Opportunity and Compliance Office in certain matters and to extend an unusually short deadline for certain hearings.

This resolution was initiated by the Faculty Hearings Committee, vetted by the Office of University Counsel and approved by Faculty Council without dissent.

On behalf of the Council, I ask that you submit this request to the Board at its next regular meeting.

Yours truly,

A handwritten signature in purple ink, appearing to read "Vincas P. Steponaitis".

Vincas P. Steponaitis
Secretary of the Faculty

cc: Leslie Parise, Chair of the Faculty

att.

Resolution 2018-8. On Amending the Policies Governing Faculty Hearings.

The Faculty Council asks the Board of Trustees to amend the *Trustee Policies and Procedures Governing Academic Tenure in the University of North Carolina at Chapel Hill* as follows (with proposed additions underlined and deletions struck out).

Part 1. In regard to a request that the Faculty Hearings Committee review a decision to suspend, demote or discharge a faculty member, Section 3.b.4 should read:

If the faculty member makes a timely written request for a hearing, the Chancellor or his or her delegate shall insure a process is in place so that the hearing is accorded before a standing committee of the faculty composed of at least five faculty members who had permanent tenure when elected by the voting members of the general faculty. The hearing shall be on the written specification of reasons for the intended discharge, suspension, or demotion. If a faculty member alleges that the University's decision resulted from conduct prohibited by the University's Policy on Prohibited Discrimination, Harassment and Related Misconduct, the hearing committee will immediately forward the faculty member's allegation to the Equal Opportunity and Compliance Office for assessment and, as necessary, investigation. The hearing committee will suspend any further action on the faculty member's hearing request until the Equal Opportunity and Compliance Office has completed its review. The hearing committee shall accord the faculty member thirty calendar days from the time it receives his or her written request for a hearing to prepare his or her defense. The hearing committee may, upon the faculty member's written request and for good cause, extend this time by written notice to the faculty member. The hearing committee will ordinarily endeavor to complete the hearing within ninety calendar days from the receipt of the request or, as applicable, the report or other final documentation from the Equal Opportunity and Compliance Office, except under unusual circumstances such as when a hearing request is received during official university breaks and holidays and despite reasonable efforts the hearing committee cannot be assembled.

Part 2. In regard to a request that the Faculty Hearings Committee review a decision not to reappoint a tenure-track faculty member, the fourth paragraph of Section 4.c should read:

The hearing committee shall consider the request and shall grant a hearing if it determines after a preliminary review that the request contains a contention that the decision was impermissibly based or affected by material procedural irregularities and that the facts suggested, if established, might support the contention. If the faculty member alleges that the decision not to reappoint was based on conduct prohibited by the University's Policy on Prohibited Discrimination, Harassment and Related Misconduct, the hearing committee will immediately refer the faculty member's allegation to the Equal Opportunity and Compliance Office for assessment and, as necessary, investigation. During the Equal Opportunity and Compliance Office's review of the faculty member's allegation, the hearing committee will suspend any action on the faculty member's request for a hearing until the Equal Opportunity and Compliance Office has completed its review. If the request is not granted, the committee shall make a recommendation to the Chancellor to uphold the decision not to reappoint. If the request is granted, a hearing shall be held within ~~44~~ 28 calendar days after receipt of the request or, as applicable, the report or other final documentation from the Equal Opportunity and Compliance Office, provided that the faculty member shall be given at least 7 calendar days' notice of the hearing.

Submitted by the Faculty Hearings Committee; adopted by Faculty Council on Nov. 9, 2018.

Appendix 1

Recommendations for Action by Faculty Council

Recommendation 1: Request the Board of Trustees to amend the Tenure Policy in order to provide procedural guidelines for handling allegations that fall under the purview of the Equal Opportunity and Compliance (“EOC”) Office. Specifically, Sections 3 and 4 of the Tenure Policy should be revised to state that any assertion by a faculty member that the University’s decision to suspend, demote, discharge, or not to reappoint a faculty member is the result of discrimination, harassment, or related misconduct as defined by the University’s Policy on Prohibited Discrimination, Harassment and Related Misconduct (“Policy”) must first be referred to the EOC Office for assessment and, as necessary, investigation and that any action of the Faculty Hearings Committee will be stayed until the EOC Office has completed its review. The time-frames currently specified for holding and concluding a hearing (Sections 3.b.4 and 4.c) will in such cases begin from the Committee’s receipt of the EOC Office’s report.

Rationale: Section 3 of the Tenure Policy provides the grounds for which the University may suspend, demote, or discharge a tenured faculty member. Faculty members may, however, allege discrimination, harassment, or related misconduct as the basis for the University’s decision. Additionally, Section 4 of the Tenure Policy addresses requests for hearings on decisions not to reappoint a tenure-track faculty member. Among the grounds on which the Faculty Hearings Committee may grant a hearing are allegations that the decision was based on forms of discrimination, harassment, and related misconduct that come under the University’s Policy. That Policy requires that all allegations of prohibited discrimination, harassment, and related misconduct be investigated by the EOC Office. These sections of the Tenure Policy, however, which were last amended in 2009 and thus predate the Policy, make no provision for the coordination of the EOC Office with the work of the Faculty Hearings Committee hearing. The Committee accordingly lacks any clear procedural guidelines for handling such cases.

Recommendation 2: Request the Board of Trustees to reconsider the requirement in Section 4.c of the Tenure Policy mandating that hearings on decisions not to reappoint a tenure-track faculty member be held within 14 calendar days of the request of the hearing, and change “14 calendar days” to “28 calendar days.”

Rationale: According to the procedure established by the Tenure Policy, Section 4.c, the Faculty Hearings Committee must first conduct a preliminary review of each request for such a hearing and determine whether it “contains a contention that the decision was impermissibly based or affected by material procedural irregularities and that the facts suggested, if established, might support the contention.” Such a preliminary review, usually conducted by email, generally takes two to three days. Given that the Tenure Policy, Section 4.c, also requires that the faculty member be given at least 7 calendar days’ notice of the hearing, the Committee is often left with only four or five days on which the hearing can take place. Given the many commitments of the faculty members who serve on the Committee, as well as the parties and witnesses involved in a matter, that is simply too restrictive. Extending the time-frame for the hearing from 14 days to 28 would still provide members of the faculty with a timely response while making the procedure much more workable.

In accordance with these recommendations, the Faculty Hearings Committee requests that the Faculty Council approve the following resolution.

Resolution 2018-8. On Amending the Policies Governing Faculty Hearings.

The Faculty Council asks the Board of Trustees to amend the *Trustee Policies and Procedures Governing Academic Tenure in the University of North Carolina at Chapel Hill* as follows (with proposed additions underlined and deletions struck out).

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Submitted by the Faculty Hearings Committee.

Faculty News

Leslie Parise

Chair of the Faculty

November 14, 2018

THE STRATEGIC DIGITAL MEDIA ENTREPRENEUR

PENELOPE MUSE ABERNATHY
and JOANN SCIARRINO



WILEY Blackwell

Available November 19

**“Not ‘just’ a classic economics
textbook”...**

It can inform and inspire
current and aspiring
media entrepreneurs



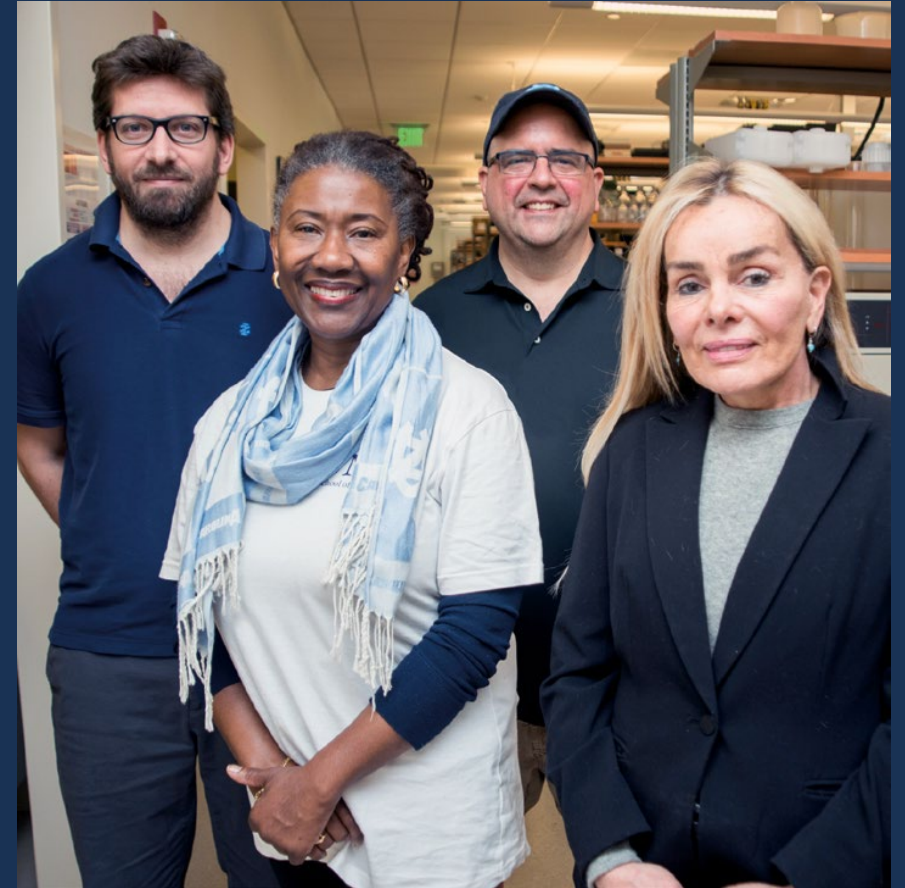
SCHOOL OF MEDIA
AND JOURNALISM



ZOE 2.0 (Zero Out Early)

- Over the last two years, Kimon Divaris and his team have traveled **160,000 miles** to enroll and examine 7,500 children in ZOE 2.0.
- ZOE = “Zero Out Early Childhood Caries,” and also means “life” in Greek.

*Pictured, the ZOE core team, from L to R:
Dr. Kimon Divaris, Ms. Diane Baker, Mr. Tom Pahel,
Jr., Dr. Jeannie Ginnis*





Stopping Arthritis Before it Starts

Brian Pietrosimone, in the MOTION Lab in the Department of Exercise and Sport Science, studies injury recovery and preventing arthritis



Championing NC Literature

Writer and teacher Michael McFee has received the 2018 North Carolina Award for Literature, the state's highest civilian honor



UNC
SCHOOL OF MEDICINE

Giselle Corbie-Smith Elected to National Academy of Medicine



Christina Shenvi led the First-in-State
ER Accreditation for Geriatrics
(Hillsborough)





Jason Surratt, PhD,
Professor, ESE,
UNC Gillings
School of Global
Public Health, PI

NC Policy Collaboratory
receives \$5M from NC General
Assembly to study Gen X, other
chemicals, in water across NC.