

The University of North Carolina Board of Governors



Long-Range Plan 2004 - 2009



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL



NORTH CAROLINA
SCHOOL OF THE ARTS



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The University of North Carolina Board of Governors



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THE UNIVERSITY OF NORTH CAROLINA

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January 29, 2004

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Lieutenant Governor, State of North Carolina
President Pro Tempore, North Carolina Senate
Speakers, North Carolina House of Representatives
Members, Advisory Budget Commission

Ladies and Gentlemen:

On behalf of the Board of Governors of the University of North Carolina, I am pleased to transmit to you, and, through you, to the members of the General Assembly and other appropriate state officials, a revised and updated long-range plan (Long-Range Plan 2004-2009) for the University of North Carolina.

The revised plan reflects the work of many persons at every level within the University to delineate missions, establish major directions and strategies, and set strategic priorities for the University and its constituent institutions.

[Section II](#) provides a brief survey of the current context for higher education in North Carolina. [Section III](#) reviews the current and future environment for higher education, identifying major drivers of change and exploring their implications for higher education and for UNC planning efforts.

[Section IV](#) sets forth the overall mission for the University and notes the constitutional and statutory mandates that help to shape that mission. [Section V](#) contains the six interrelated strategic directions that the Board of Governors will pursue in the fulfillment of the University's mission.

[Section VI](#) summarizes the UNC enrollment plan adopted by the Board to ensure continued access to higher education during the next decade.

This planning process has added four new sections to further detail the extent of planning in UNC. [Section VII](#) describes the increasing requirements for admission to UNC, [Section VIII](#) addresses the implementation of the \$2.5 billion bond program, [Section IX](#) explores the developments in information technology and their impact on the University, and [Section X](#) addresses the increasingly important role of the University in economic development in North Carolina.

[Section XI](#) includes specific institutional mission statements, as well as the general principles and priorities that have guided and will continue to guide decisions on program development. The appendices contain a wealth of information about our University and our campuses.

The strategic directions and specific strategies outlined in this plan are clearly responsive to the higher educational needs of the state and its citizens and reflect the Board's commitment to be a good steward of the resources that have been so generously and consistently provided to the University.

Respectfully yours,

J. Bradley Wilson, Chair
Board of Governors

UNC Board of Governors Resolution
Approving the Long-Range Plan 2004-2009

Be it resolved by the Board of Governors of the University of North Carolina:

That the document entitled *Long-Range Plan 2004–2009* is approved; and

That the President be authorized to make such editorial improvements in the document as she finds necessary in the interest of accuracy and completeness and to have the *Long-Range Plan 2004–2009* printed and distributed.

ADOPTED: January 9, 2004

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I. Introduction

The University of North Carolina Board of Governors has been involved in continuous and flexible planning and responsible and accountable evaluation since the Board was created in 1972. The Board adopted its first long-range plan in 1976, under the administration of President William Friday. Early in 1990, President C.D. Spangler, Jr. and the Board of Governors called for a comprehensive review and reassessment of the currently assigned mission of each of the institutions within the University of North Carolina. Each institution reviewed its current academic program offerings, its research and service functions, its administrative structure, and its enrollment patterns and trends to identify areas where changes were needed.

Before making his recommendations to the Board of Governors, President Spangler asked four consultants to review the materials and give him their recommendations. The Board's Committee on Educational Planning, Policies, and Programs considered the consultants' report and the President's recommendations and, in turn, submitted its report to the full Board in February 1992. The Board approved the report at its March meeting and instructed the President to prepare a revised long-range plan for the University of North Carolina for the period 1992-93 through 1996-97. *Long-Range Planning 1992-97* was adopted by the Board of Governors in November 1992.

Long-Range Planning, 1994-99, a revision of the 1992 document, was adopted in 1994. The schedule for future planning called for a revised plan to be adopted in 1995 in order to return to the normal cycle of revising the University's plan in odd-numbered years, a cycle that was interrupted owing to the length of time required to prepare the 1992-97 plan. However, the large number of special studies mandated by the 1995 session of the General Assembly preempted preparation of a 1995 revision. Instead, *Supplement to Long-Range Planning, 1994-99*, was adopted to address changes that could not be postponed until the preparation of the next scheduled plan, 1998-2003. *Long-Range Planning 2000-2005* revised and updated the 1998-2003 plan and was adopted in January 2000. *Long-Range Plan 2002-2007* revised and updated the 2000-2005 Plan and was adopted in January 2002. The most notable change was the addition of a sixth strategic direction—internationalization. *Long-Range Plan 2004-2009* continues this tradition of revising and updating the plan and, in addition, expands the plan with four new sections: admissions standards for UNC; facilities and the implementation of the Bond Program; information technology for student learning, research, and administrative efficiency; and the role of UNC in economic development. In this plan the Board confirms that access remains the highest priority of the University of North Carolina.

President Molly C. Broad sent guidelines for participation by the constituent institutions in the preparation of the 2004-2009 plan to the chancellors in February 2003. The campuses reported the results of their own reviews of their plans and their responses to the guidelines in May 2003. The Office of the President began a review of the campus reports and materials and prepared a number of reports for the Committee on Educational Planning, Policies, and Programs. The Committee began its consideration of the various components of the plan in August 2003, when it received a report on the demographics, economic, and educational environment for the next long-range plan. In the months that followed, the committee considered and acted upon sections of this plan, which was formally adopted in total by the Board of Governors in January 2004. The Strategic Directions were reviewed at both the October and November meetings of the Educational Planning Committee and were approved by the Committee and the Board in November 2003. A workshop on the Long-Range Plan for the entire Board was held in conjunction with the November 2003 Board meeting.

Planning is not done in isolation. Guiding the long-range plan of the University of North Carolina are the strategic directions, but even those must be viewed within the context of the UNC mission and the missions of the sixteen constituent institutions. Furthermore, any

worthwhile plan must be participatory. For that reason, this past year the campuses have been asked to provide information about the achievement of goals set by the last plan (reported in [Appendix B](#)), to report on progress made in achieving diversity goals (reported in [Appendix C](#)), and to respond to the plans to refine and expand the strategic directions. Several groups have reviewed the strategic directions; chancellors, vice chancellors, Board members, and other groups have provided important feedback throughout the process.

The six strategic directions of the University of North Carolina are a direct response to the realities of the state. North Carolina continues to have a fast-growing population, largely due to domestic in-migration, and this population is increasingly diverse in its racial and ethnic composition. North Carolina had the highest rate of growth in its Hispanic population of any state in the nation during the last decade. During the coming decade, the traditional college-age group will be one of the fastest growing segments of North Carolina's population, increasing pressure on higher education to have available space for these students on campuses or the technology to teach them at a distance. The economy of North Carolina has shifted dramatically from textiles, manufacturing, and agriculture to a knowledge-based economy that requires a well-educated and technologically literate workforce.

Research has become increasingly important to the state and to the region, and UNC institutions are prepared to contribute both basic and applied research to support the economy, to respond to health care needs, and to propel North Carolina to leadership positions in such areas as biomanufacturing, bioinformatics, photonics, genomics, marine science, and optoelectronics.

Among its many responsibilities, the University of North Carolina must be prepared to assist the public schools in raising the academic performance of students, and it must assume a major leadership role in preparing teachers through strong traditional teacher education programs, lateral entry programs, and creative partnerships with the community colleges.

This document provides a summary of the past two years of success within the University of North Carolina, years marked by the construction program funded by the \$2.5 billion Bond Program that will, when completed and combined with campus building projects, result in \$3.8 billion of new or renovated facilities on UNC campuses. The amount of external research funding coming to UNC institutions has grown by 121 percent during the decade, and in 2002-2003 UNC brought \$941 million to the state, creating jobs and opportunity as well as intellectual capital. The enrollment of ethnic minority students has increased at UNC institutions by 48 percent in the last decade, contributing to closing the achievement gap that has persisted for so long in this state. The creation of Pathways and its merger with the College Foundation of North Carolina (CFNC) brings the possibility of college to all North Carolina students, and the \$7.38 million GEAR UP grant received by the Office of the President in addition to GEAR UP grants received by several campuses is increasing the likelihood of full participation of the state's youth in higher education. UNC leads a partnership that has received a joint award from the National Science Foundation and the U.S. Department of Education of \$21 million dollars to assist seventeen school districts in eastern North Carolina to improve teaching and learning in math and science and reduce the achievement gap.

Work remains to be done, and the strategic directions keep UNC focused on the goals that will continue UNC's prominence in higher education. To accomplish such goals, UNC will continue to seek competitive compensation for faculty and staff, will aggressively compete for research grants and partnerships to enhance research and to build a technology infrastructure, and will work with the General Assembly and the Governor to serve the state, its economy, and its citizens responsibly.

In response to dramatic changes in the United States and its global relationships and to the newest strategic direction—internationalization—UNC will continue to respond to the world's political, social, scientific, and economic problems. Technology is linked to economics and

globalization; it is the linchpin for our future, ensuring that through its expansion and development, the rest of UNC's goals become easier to attain. The UNC Board of Governors has established an ambitious set of expectations for the University of North Carolina, and the members of the university community are committed to these mandates.

Without doubt the strategic directions and the programmatic thrusts contained in this plan constitute an ambitious agenda. Nevertheless, they reflect a deep commitment to respond to genuine needs and to contribute to the development and well being of the state and its citizens. If the University is to fulfill its mission and commitment to the citizens of North Carolina, the Board of Governors, the chancellors, and the President must plan for the future with the confidence and hope that the citizens of North Carolina will continue the strong support for higher education demonstrated by the overwhelming support of the bond issue in November 2000.

II. Higher Education in North Carolina

Higher education has long played a vital role in the economic, political, and social life of North Carolina. One of the first actions of the State of North Carolina after it declared independence in 1776 was to adopt a Constitution that directed, in part, that “all useful Learning shall be duly encouraged and promoted in one or more Universities.” [Constitution of North Carolina, Sec. 41 (1776)] The General Assembly of 1789 responded to that mandate by chartering the University of North Carolina and endowing it with the escheats to which the State as sovereign was entitled.

In 1868, the new State Constitution gave more explicit recognition to the University, as did an 1873 constitutional amendment. Throughout that period, the University at Chapel Hill was the only state-supported institution of higher education in North Carolina.

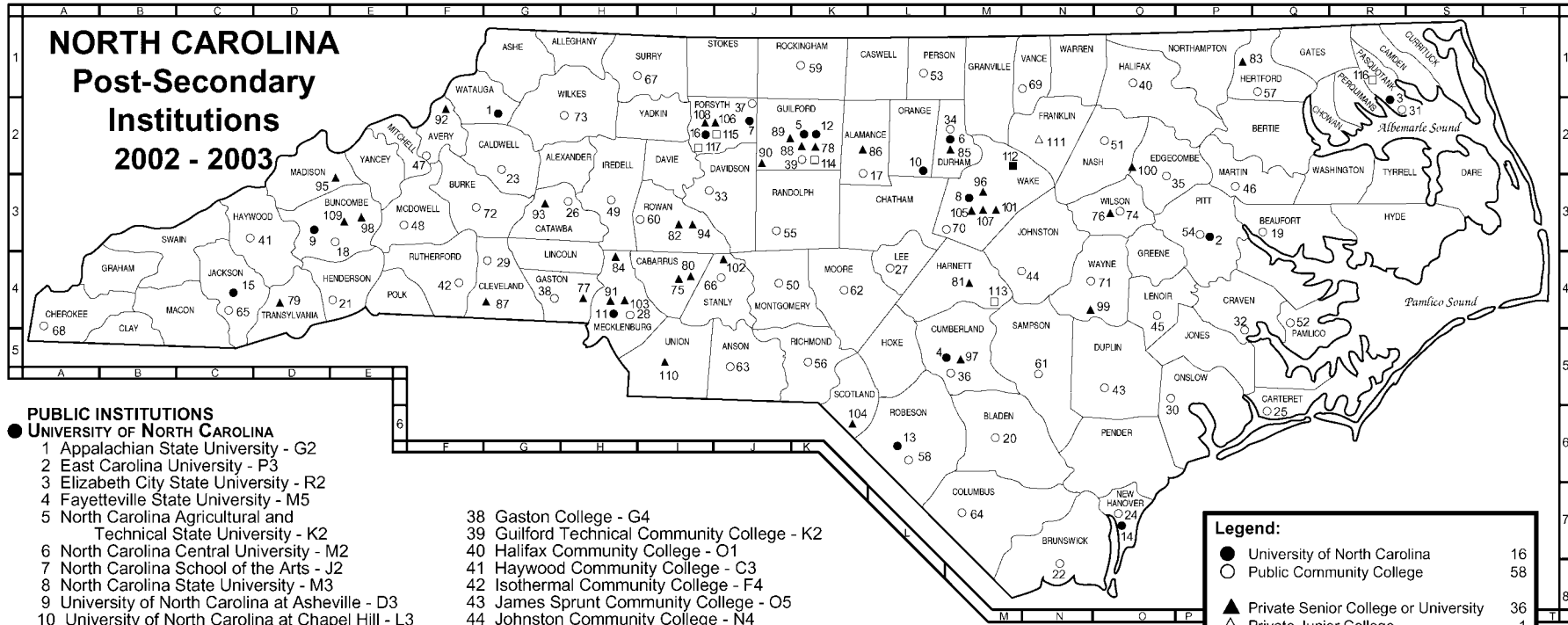
Between 1877 and 1969, the General Assembly created or acquired for the state the other institutions that are today part of the University of North Carolina. Those institutions, identified by their current titles and the dates when they became state institutions, are Fayetteville State University (1877), North Carolina State University at Raleigh (1887), the University of North Carolina at Pembroke (1887), the University of North Carolina at Greensboro (1891), North Carolina Agricultural and Technical State University (1891), Elizabeth City State University (1891), Western Carolina University (1893), Winston-Salem State University (1897), Appalachian State University (1903), East Carolina University (1907), North Carolina Central University (1923), North Carolina School of the Arts (1963), the University of North Carolina at Charlotte (1963), the University of North Carolina at Asheville (1963), and the University of North Carolina at Wilmington (1963).

The Higher Education Reorganization Act of 1971 “redefined” the University of North Carolina and “redesignated” the constitutional Board of Trustees of the University of North Carolina as the “Board of Governors of the University of North Carolina.” Thus, the University of North Carolina is today the same legal entity that was created in 1789, despite changes in the name of its governing board, the number of its campuses, its size and scope, and almost every other particular aspect of the institution.

In 1963, three community colleges and 20 closely related industrial education centers and technical institutes were combined to form the North Carolina Community College System. Between 1964 and 1968, all of the industrial education centers became technical institutes or comprehensive community colleges. Today, the North Carolina Community College System includes 58 community colleges or technical colleges and institutes, plus a Center for Applied Textile Technology. The State Board of Community Colleges governs that system.

Along with the public colleges and universities, a significant private sector of higher education has long contributed much to the life of the state. That sector developed, for the most part, in the century and a half since 1830. There are currently 37 private colleges and universities in North Carolina. One of the 37, Salem College, was founded as an academy in 1772, and Louisburg College evolved from Franklin Academy, which was chartered in 1787 and reopened its doors in 1805, and five of them trace their origins to the decade of the 1830s: Wake Forest University (1834), Davidson College and Guilford College (both in 1837), and Duke University and Greensboro College (both in 1838). Of the remainder, 21 were founded in the 19th century, and nine in the 20th century (five of them since 1950).

Institutions in all three sectors have experienced considerable growth in enrollments and degrees conferred, as [Table II.1](#) shows. Fall enrollments increased by over 24 percent during the period 1982-1992 and by almost 28 percent during the period 1992-2002. It is likely that even greater growth in enrollments will occur during the current decade as the annual number of high school graduates increases and as more working adults seek additional education.



NORTH CAROLINA Post-Secondary Institutions 2002 - 2003

- PUBLIC INSTITUTIONS**
- **UNIVERSITY OF NORTH CAROLINA**
 - 1 Appalachian State University - G2
 - 2 East Carolina University - P3
 - 3 Elizabeth City State University - R2
 - 4 Fayetteville State University - M5
 - 5 North Carolina Agricultural and Technical State University - K2
 - 6 North Carolina Central University - M2
 - 7 North Carolina School of the Arts - J2
 - 8 North Carolina State University - M3
 - 9 University of North Carolina at Asheville - D3
 - 10 University of North Carolina at Chapel Hill - L3
 - 11 University of North Carolina at Charlotte - H4
 - 12 University of North Carolina at Greensboro - K2
 - 13 University of North Carolina at Pembroke - L6
 - 14 University of North Carolina at Wilmington - O7
 - 15 Western Carolina University - C4
 - 16 Winston-Salem State University - I2
 - **COMMUNITY AND TECHNICAL COLLEGES**
 - 17 Alamance Community College - K3
 - 18 Asheville-Buncombe Technical Community College - E3
 - 19 Beaufort County Community College - Q3
 - 20 Bladen Community College - M6
 - 21 Blue Ridge Community College - E4
 - 22 Brunswick Community College - N8
 - 23 Caldwell Community College and Technical Institute - G3
 - 24 Cape Fear Community College - O7
 - 25 Carteret Community College - Q6
 - 26 Catawba Valley Community College - H3
 - 27 Central Carolina Community College - L4
 - 28 Central Piedmont Community College - H4
 - 29 Cleveland Community College - G4
 - 30 Coastal Carolina Community College - O6
 - 31 College of the Albemarle - R2
 - 32 Craven Community College - P5
 - 33 Davidson County Community College - I3
 - 34 Durham Technical Community College - M2
 - 35 Edgecombe Community College - O3
 - 36 Fayetteville Technical Community College - M5
 - 37 Forsyth Technical Community College - J2

- 38 Gaston College - G4
- 39 Guilford Technical Community College - K2
- 40 Halifax Community College - O1
- 41 Haywood Community College - C3
- 42 Isothermal Community College - F4
- 43 James Sprunt Community College - O5
- 44 Johnston Community College - N4
- 45 Lenoir Community College - O4
- 46 Martin Community College - P3
- 47 Mayland Community College - F2
- 48 McDowell Technical Community College - F3
- 49 Mitchell Community College - H3
- 50 Montgomery Community College - J4
- 51 Nash Community College - O2
- 52 Pamlico Community College - Q5
- 53 Piedmont Community College - L1
- 54 Pitt Community College - P3
- 55 Randolph Community College - J3
- 56 Richmond Community College - K5
- 57 Roanoke-Chowan Community College - Q2
- 58 Robeson Community College - L6
- 59 Rockingham Community College - K1
- 60 Rowan-Cabarrus Community College - I3
- 61 Sampson Community College - N5
- 62 Sandhills Community College - K4
- 63 South Piedmont Community College - J5
- 64 Southeastern Community College - M7
- 65 Southwestern Community College - C4
- 66 Stanly Community College - J4
- 67 Surry Community College - I1
- 68 Tri-County Community College - A5
- 69 Vance-Granville Community College - N1
- 70 Wake Technical Community College - M3
- 71 Wayne Community College - N4
- 72 Western Piedmont Community College - F3
- 73 Wilkes Community College - H2
- 74 Wilson Technical Community College - O3

- PRIVATE INSTITUTIONS**
- ▲ **SENIOR COLLEGES AND UNIVERSITIES**
- 75 Barber-Scotia College - I4
 - 76 Barton College - O3
 - 77 Belmont Abbey College - H4
 - 78 Bennett College - K2
 - 79 Brevard College - D4
 - 80 Cabarrus College of Hlth. Sciences - I4
 - 81 Campbell University, Inc. - M4
 - 82 Catawba College - I3
 - 83 Chowan College - P1
 - 84 Davidson College - H4
 - 85 Duke University - M2
 - 86 Elon College - K2
 - 87 Gardner-Webb University - G4
 - 88 Greensboro College - K2
 - 89 Guilford College - J2
 - 90 High Point University - J2
 - 91 Johnson C. Smith University - H4
 - 92 Lees-McRae College - F2
 - 93 Lenoir-Rhyne College - G3
 - 94 Livingstone College - I3
 - 95 Mars Hill College - E3
 - 96 Meredith College - M3
 - 97 Methodist College - M5
 - 98 Montreat College - E3
 - 99 Mount Olive College - N4
 - 100 North Carolina Wesleyan College - O3
 - 101 Peace College - M3
 - 102 Pfeiffer University - J4

Legend:		
●	University of North Carolina	16
○	Public Community College	58
▲	Private Senior College or University	36
△	Private Junior College	1
■	Theological Seminary	1
□	Bible Colleges	5
Total		117

- 103 Queens College - H4
 - 104 St. Andrews Presbyterian College - K6
 - 105 St. Augustine's College - M3
 - 106 Salem College - J2
 - 107 Shaw University - M3
 - 108 Wake Forest University - I2
 - 109 Warren Wilson College - E3
 - 110 Wingate University - I5
- △ **JUNIOR COLLEGES**
- 111 Louisburg College - N2
- **THEOLOGICAL SEMINARY**
- 112 Southeastern Baptist Theological Seminary - M2

- **BIBLE COLLEGES**
- 113 Heritage Bible College - M4
 - 114 John Wesley College - K2
 - 115 Piedmont Baptist College - J2
 - 116 Roanoke Bible College - R1
 - 117 Winston-Salem Bible College - I2

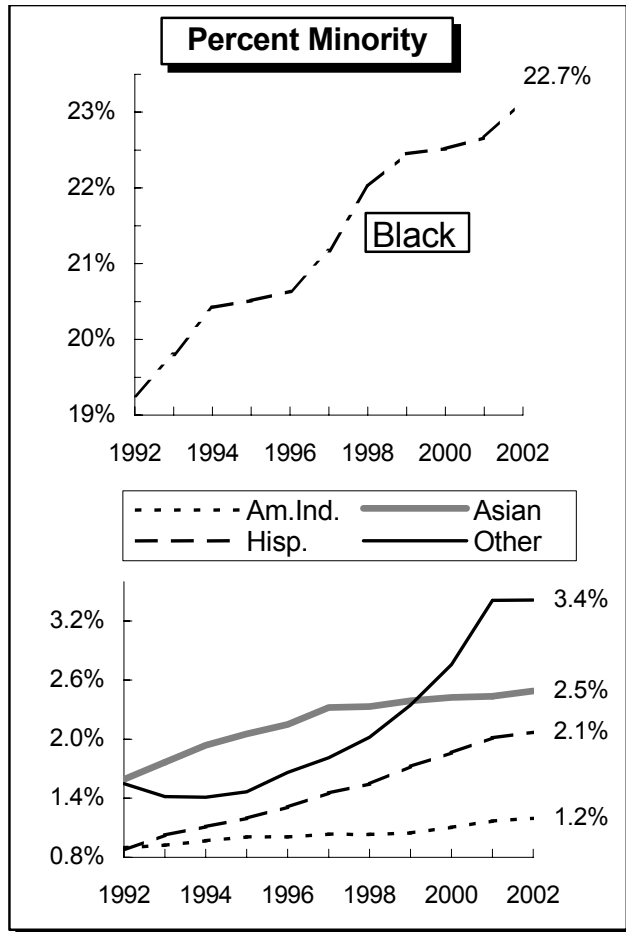
Table II.1. Higher Education in North Carolina

Measure	1982	1992	2002
Number of postsecondary institutions:			
Community colleges			
Total	58	58	58
College transfer	23	42	58
Private 4-yr. col.&univ.	30	33	36
Private 2-yr. Colleges	8	4	1
Public 4-yr. universities (UNC)	16	16	16
Total no. of institutions	112	111	111
Fall headcount enrollments:			
Community colleges			
Total curriculum	116,627	150,105	186,820
College transfer	12,632	30,907	43,552
Private 4-yr. col.&univ.	48,049	59,420	74,925
Private 2-yr. Colleges	4,760	2,184	384
Public 4-yr. universities (UNC)	120,788	150,818	176,967
Total	290,224	362,527	439,096
Degrees conferred:			
	1981-82	1991-92	2001-02
Sub-baccalaureate cert.	5,499	7,499	12,539
Associate degrees	10,355	11,789	14,585
Baccalaureate degrees	24,130	30,843	36,268
Master's degrees	5,593	6,813	9,547
Doctoral degrees	743	921	1,134
First professional degrees	1,519	1,641	1,987
<i>Law</i>	715	810	858
<i>Dentistry</i>	70	60	71
<i>Pharmacy</i>	-	76	236
<i>Medicine</i>	407	408	403
<i>Veterinary medicine</i>	-	62	75
<i>Theology</i>	327	225	344
Total degrees conferred	47,839	59,506	76,060

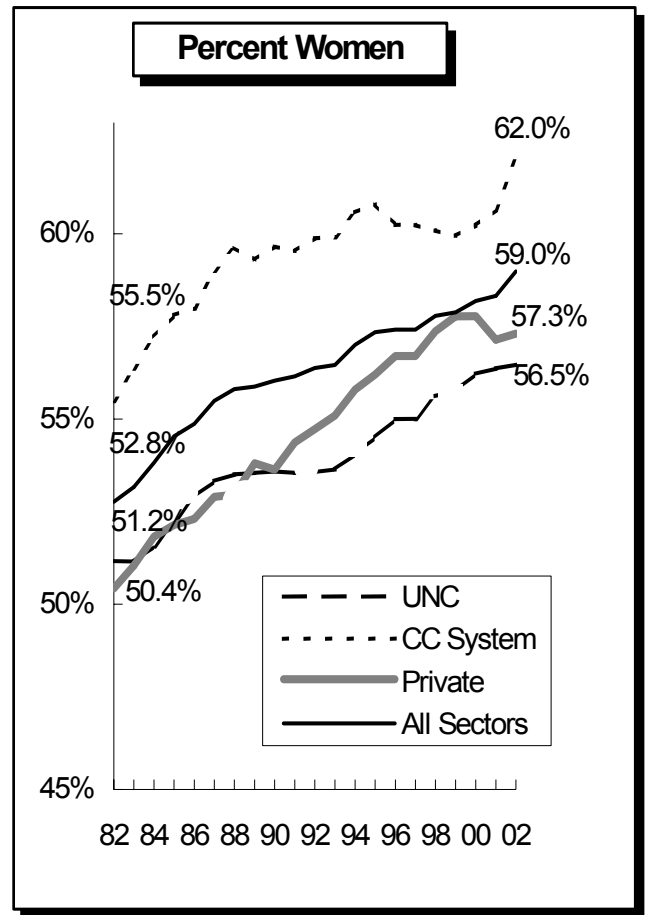
UNC-GA ProgAssess/LRP.A1001A.U/ 10-22-03

Increased Participation in Higher Education by Minorities and Women

Much of the increase in enrollments and degrees conferred in the last two decades is due to the higher rates of college attendance by minorities, women, non-traditional students, and college students returning for post-baccalaureate studies. [Figure II.1](#) and [Figure II.2](#) show minority and female enrollment trends for all higher education sectors in NC (UNC, NC Community College System, private institutions) through fall 2002. Although community college and private institution enrollment analyses were not available for fall 2003 at the time of this printing, UNC figures for fall 2003 were available. In fall 2003, African American enrollment at historically white UNC institutions reached the highest percentage ever, 10.62 percent, up from 10.51 percent in 2002. Overall minority student enrollment at the historically white institutions was 20.1 percent in fall 2003, and non-African American enrollment at historically black institutions was 18.2 percent. Overall fall 2003 female enrollment at UNC constituent institutions was 56.5 percent of the total.

Figure II.1. Fall Enrollment Trends (Minority)

UNC-GA ProgAssess/LRP.AG002A.U/10-23-03

Figure II.2. Fall Enrollment Trends (Women)

UNC-GA ProgAssess/LRP.AG001A.U/10-24-03

Higher Education Enrollment Trends

Increases over the last two decades in non-traditional students attending college have resulted in greater participation by older students (Figure II.3) and students who are enrolled part-time (Figure II.4), although the part-time percentage for UNC institutions has remained relatively stable over the last two decades.

Although independent colleges and universities continue to attract a large percentage of their students from outside North Carolina, out-of-state enrollments in UNC institutions have leveled off after an increase in the mid-1980s (Figure II.5). As the demand for advanced education has grown, the percentage of students enrolled in graduate and professional programs has increased somewhat in the last two decades (Figure II.6).

Figure II.3. Fall Enrollment Trends (Students Ages 25 and Older)

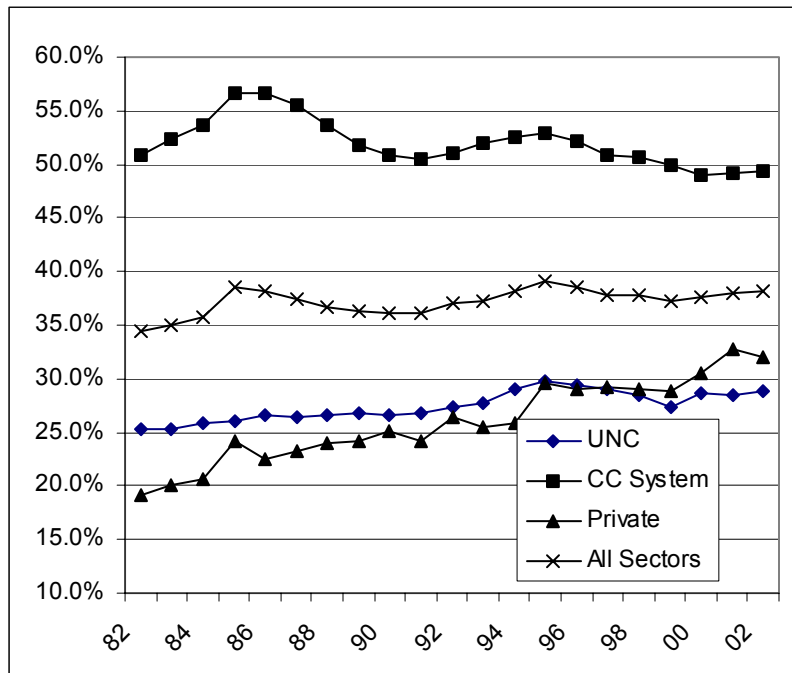


Figure II.4. Fall Enrollment Trends (Part-Time Students)

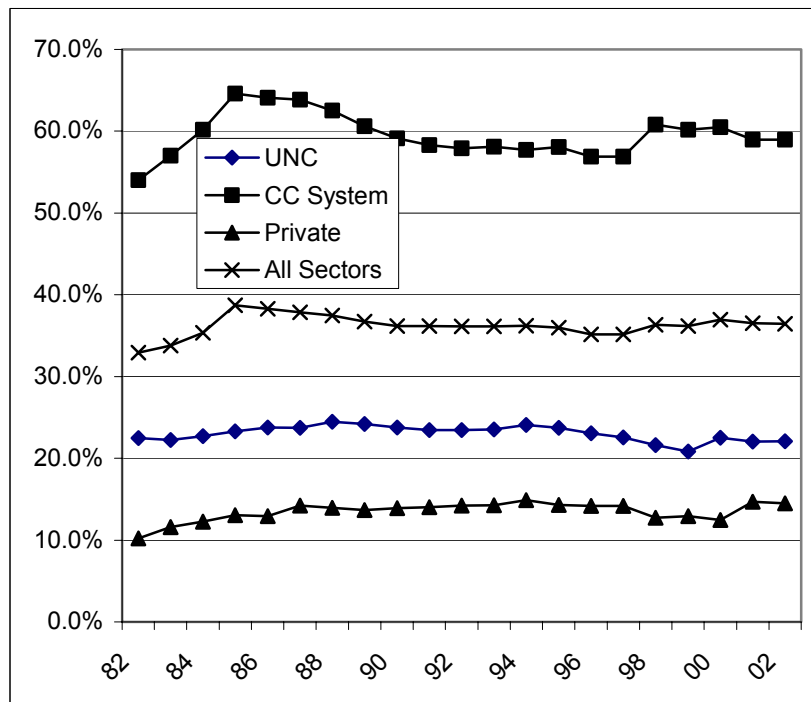


Figure II.5. Fall Enrollment Trends (Percent Out-of-State Students)

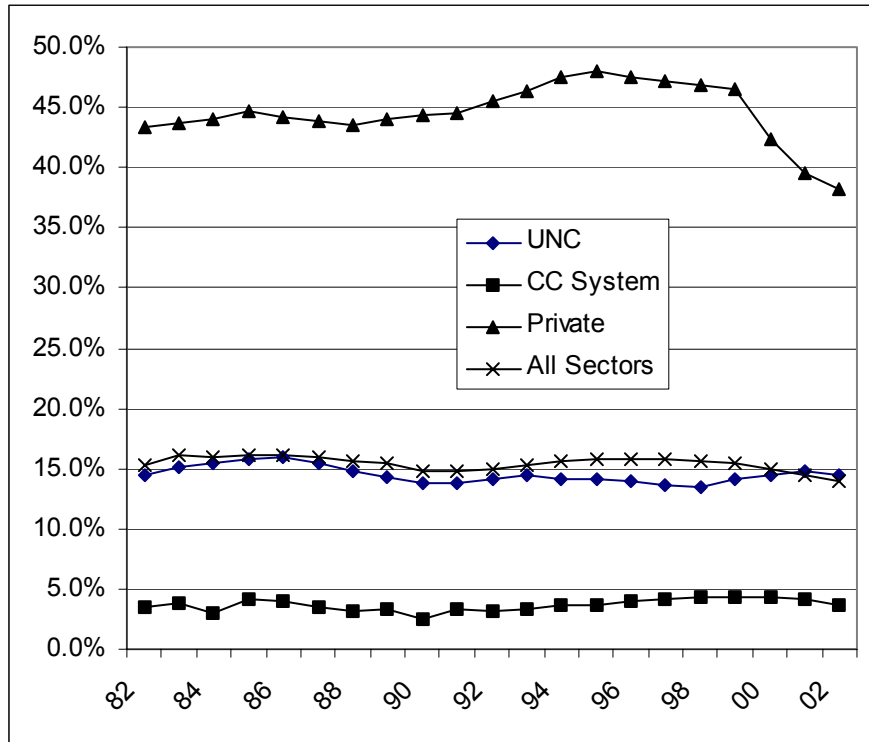
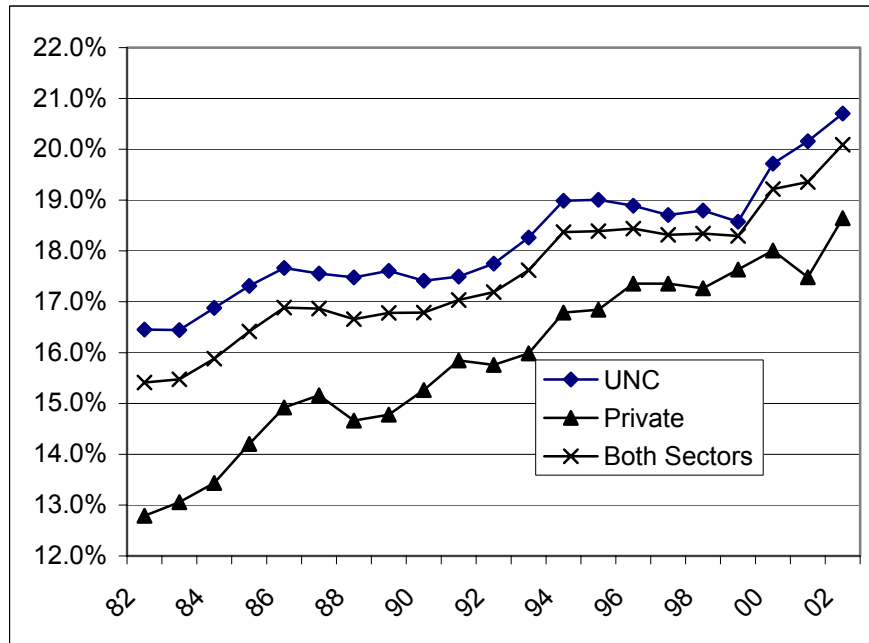


Figure II.6. Fall Enrollment Trends (Graduate/First Professional)



III. Trends Affecting North Carolina Higher Education

This section describes trends in the state and national environment that will have an impact on how the University accomplishes its mission for the remainder of this decade. These trends and the challenges and opportunities that they represent inform the strategic directions adopted by the Board of Governors for the period 2004-2009 ([Section V](#)).

A. Demographic Trends

National demographic trends from the 2000 Census: The U.S. population, while continuing to grow through births and immigration, is becoming proportionately smaller compared to the rest of the world's population, and it is becoming older and more diverse ethnically and racially. In Census 2000, 281.4 million people were counted in the United States, a 13.2 percent increase over 1990 and the largest numerical increase in US history. Population growth varied by region, with higher rates in the West (19.7 percent) and South (17.3 percent) compared to 7.9 percent for the Midwest and 5.5 percent for the Northeast.

Among age groups in the United States, the strongest growth during this decade will occur in the 35-65 age group, whose members will subsequently inflate the number of persons aged 65 and older. By 2020, about 18 percent of the U.S. population will be over 65, compared to 14 percent today.

Overall, the U.S. population will become increasingly diverse due to changed patterns of immigration and differential birth rates among various racial and ethnic groups. The majority of immigrants to the US in the first half of the 20th century came from European countries, whereas the majority of immigrants in recent years have come from Asia and Latin America. According to the most recent U.S. Census Bureau projections, by 2020, Hispanics will constitute 16 percent of the U.S. population and African Americans 13 percent.

Population trends in North Carolina: North Carolina's population will continue to exceed the national average in growth rate and will become more diverse. The state is outpacing growth and level of diversity projected by the Census Bureau in 1995. Although North Carolina ranks eleventh in the nation in total population, it was sixth in population increase in Census 2000—a 21.4 percent increase over its 1990 population. Only California, Texas, Florida, Georgia, and Arizona had greater growth. From 1995 to 2000, North Carolina had the fifth highest population increase. Nearly a quarter of North Carolina's population is 18 years old or younger (24.4 percent), and 12 percent of its population is 65 or older.

North Carolina has a larger percentage of African American (21.6 percent) and American Indian (1.2 percent) residents than the national average (12.3 percent and 0.9 percent). It has a lower proportion of white (72.1 percent compared to 75.1 percent), Asian (1.4 percent compared to 3.6 percent), and Hispanic (4.7 percent compared to 12.5 percent) residents than the national average. The implication of this is that North Carolina is one of the more diverse states in the nation, and is becoming increasingly more diverse.

North Carolina's population was projected by the Census Bureau to grow from 7,777,000 in 2000 to 8,840,000 by 2015—a 13.7 percent increase. This compares with a projected 12.9 percent increase for the total U.S. population. [Figure III.1](#) shows that North Carolina's Census 2000 population (8,049,000) exceeded its previously projected population for that year (7,777,000) by 272,000. As new population projections are developed based on Census 2000 data, it is probable that those projections will exceed those for North Carolina shown in [Figure III.1](#).

Figure III.1. Projected Growth in North Carolina’s Population (in 1,000s): 1995-2025

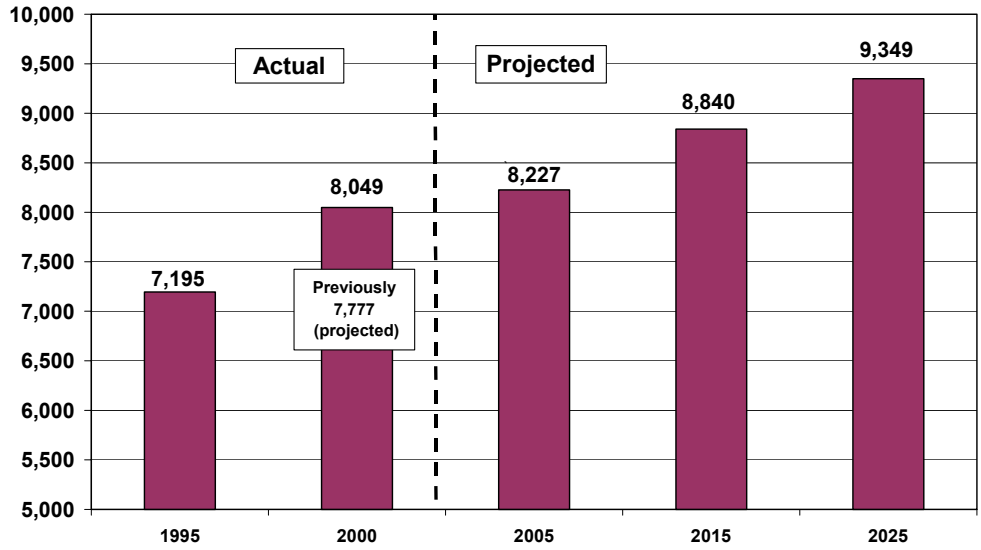


Figure III.2 shows that most of North Carolina’s population increase is expected to come from in-state births and domestic in-migration, as opposed to international immigration. As various businesses and industries have relocated to North Carolina in the last decade, they have brought a number of employees from other states with them. More recently, North Carolina has experienced substantial in-migration of workers, largely Hispanic, in labor-intensive industries such as manufacturing and agriculture. There is evidence that international in-migration will continue to increase, but less rapidly.

Figure III.2. Components of Population Change for North Carolina: 2000-2001

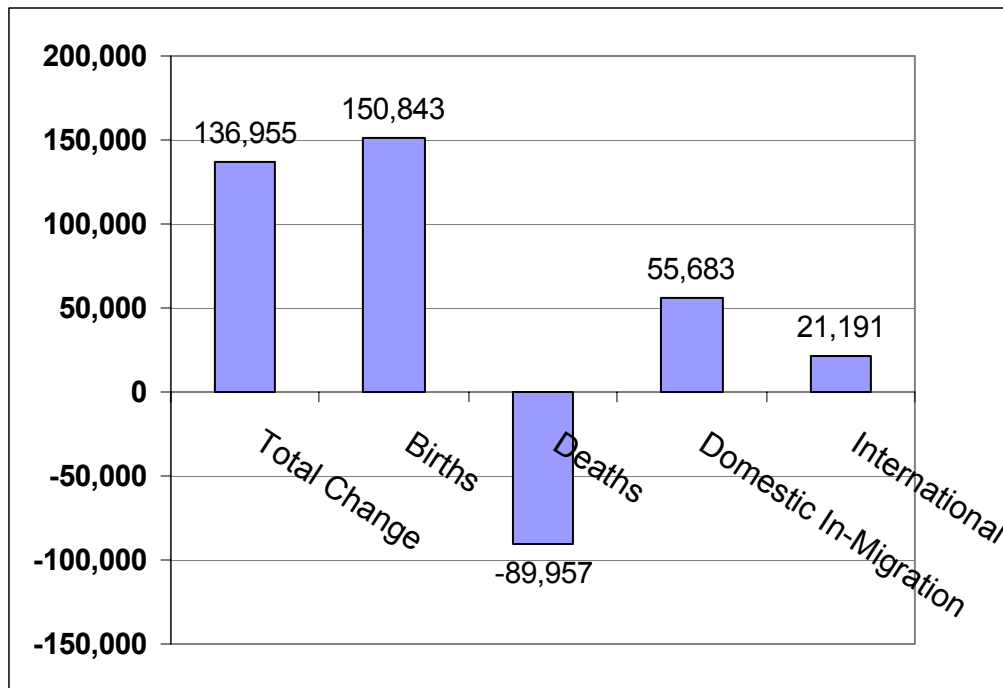
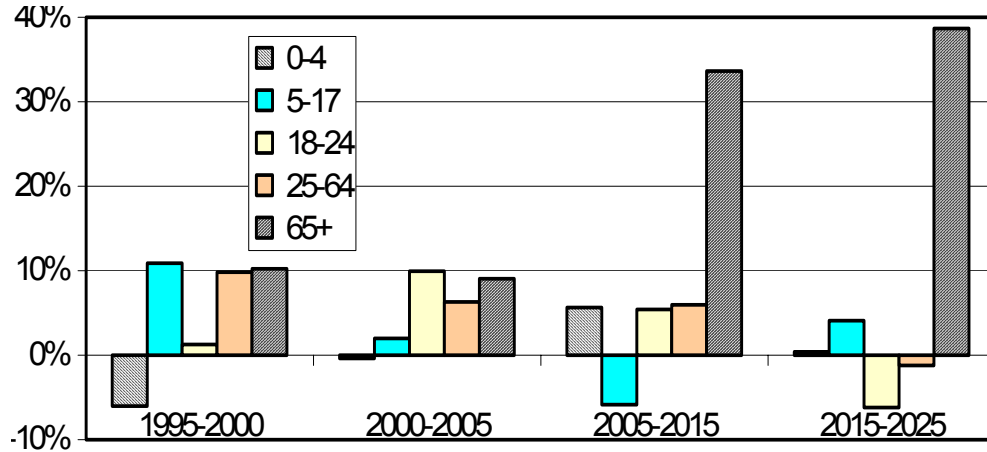


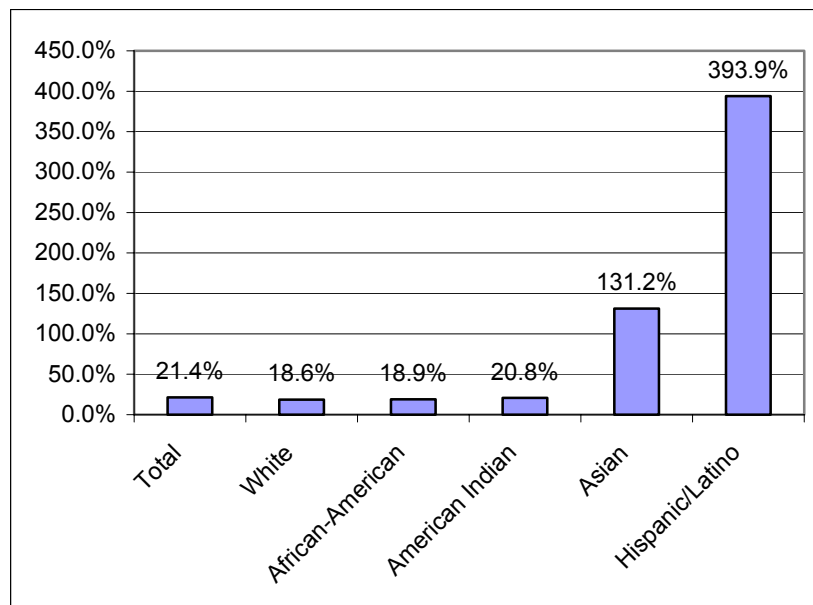
Figure III.3 shows projected percentage changes in various age groups for North Carolina. Particularly noteworthy is the growth of the 5-17 age group from 1995 to 2000. These individuals (the “baby boom echo”) are typically the children of the generation born between 1946 and 1964. As they grow older, the traditional college age group (18-24) becomes the fastest growing age group during this first half of this decade. By the end of the decade, the 65 and older age group will be the fastest growing age segment as the baby boomers begin to reach retirement age.

Figure III.3. Percentage Change in North Carolina’s Population by Age Group: 1995-2000, 2000-2005, 2005-2015, 2015-2025



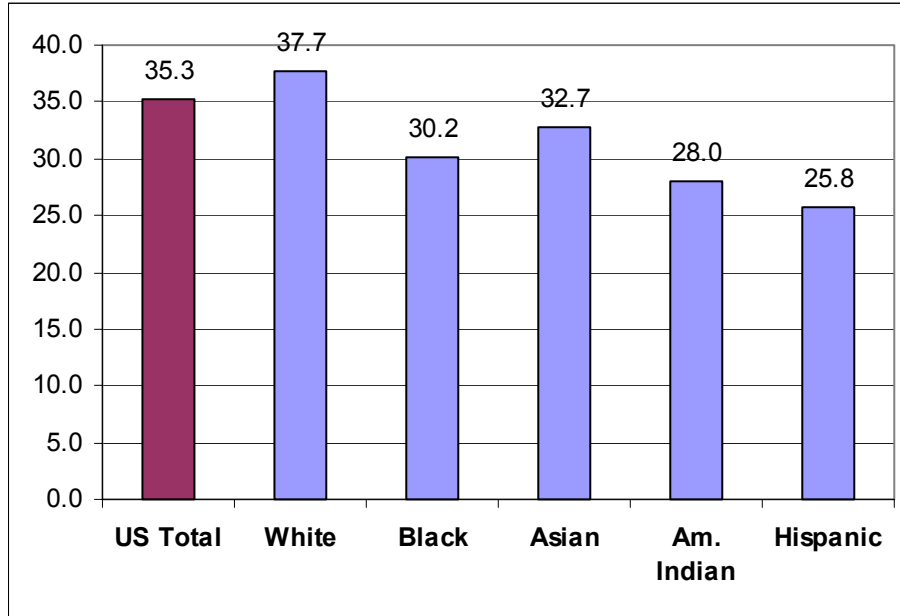
It is likely that North Carolina will become a more racially and ethnically diverse state than has previously been projected by the Census Bureau. Figure III.4 shows North Carolina’s percentage growth in population by racial and ethnic group. The state’s white population growth was somewhat smaller than was projected in 1995 by the Census Bureau, while the Hispanic population counted in Census 2000 exceeds the number originally projected for 2025.

Figure III.4. Percent Change in North Carolina’s Population by Racial and Ethnic Group: 1990-2000



As noted in [Figure III.2](#), above, the greatest portion of North Carolina's population growth comes from births. [Figure III.5](#) shows the median age of racial and ethnic groups in the nation, which are generally comparable to the median ages of these groups in North Carolina. The younger median ages and higher birth rates among some minority groups offer additional evidence that the state will become increasingly more diverse.

Figure III.5. Median Age of Racial and Ethnic Groups in the U.S.: 2000
(US Census Bureau)



Different regions of North Carolina will have differential rates of growth, with urbanized areas in the Piedmont or near interstate highways and coastal and mountain counties growing faster than more rural counties. The North Carolina State Demographer projects that several counties in eastern North Carolina will actually decline in population during this decade.

B. Economic Trends

A changing state economy: North Carolina faces a critical challenge to revitalize its economic infrastructure by developing a well-educated workforce that can compete internationally in the modern knowledge economy. In 2001 North Carolina ranked eighth in the nation in percent of manufacturing employment, and from 1997 to 2001 the state ranked sixth in the increase in hourly earnings for manufacturing production workers. In recent decades, progress such as this has enabled the state to surpass the average per capita income of the Southeast region of the U.S. ([Figure III.6](#)).

As shifts continue to occur in the state's economy and in its workforce needs, sustained progress will require ongoing development of an educated population that can successfully participate in the increasingly knowledge-intensive environments that will characterize all economic sectors. [Figure III.7](#) shows the percent change in North Carolina's workforce sectors during the most recent ten years (1991-2001) for which data are available.

Figure III.6. Average Per Capita Income for NC, the Southeast, and the U.S.: 1980-2000
(US Census Bureau)

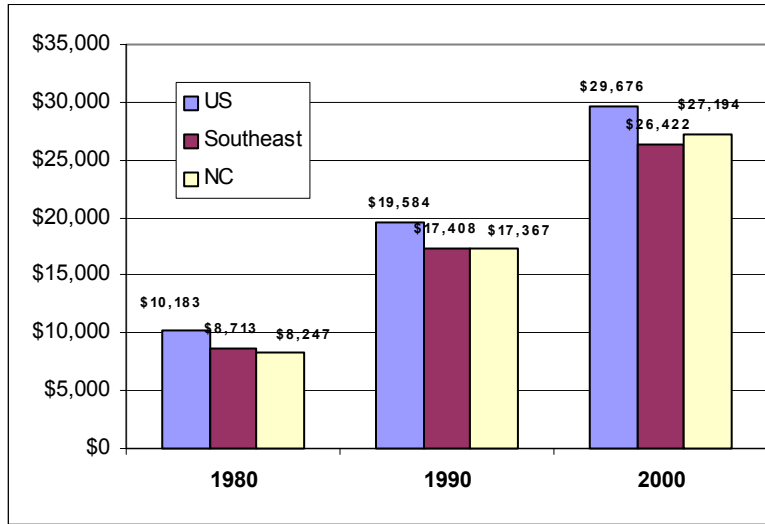
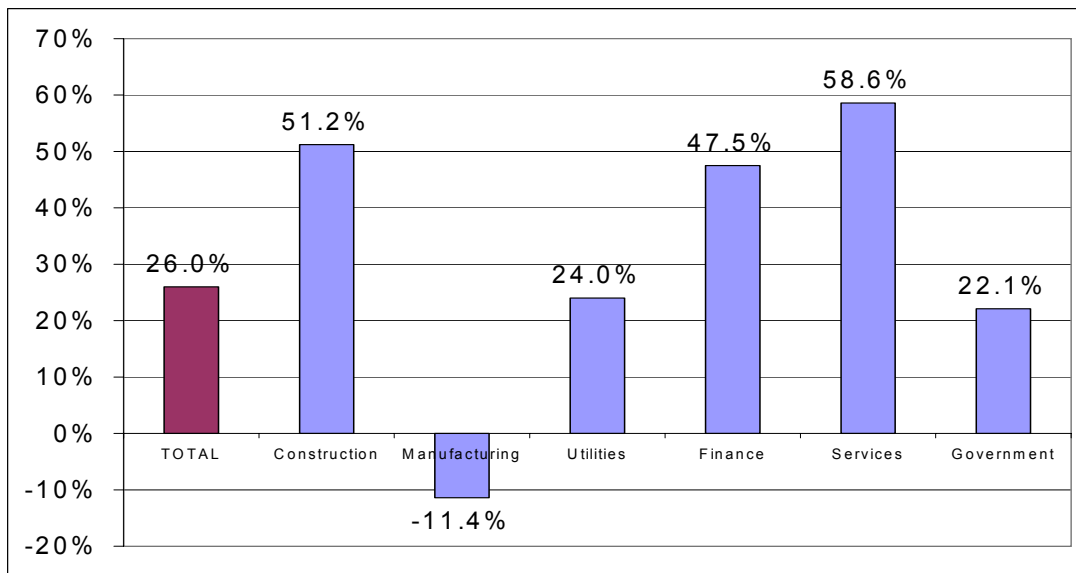
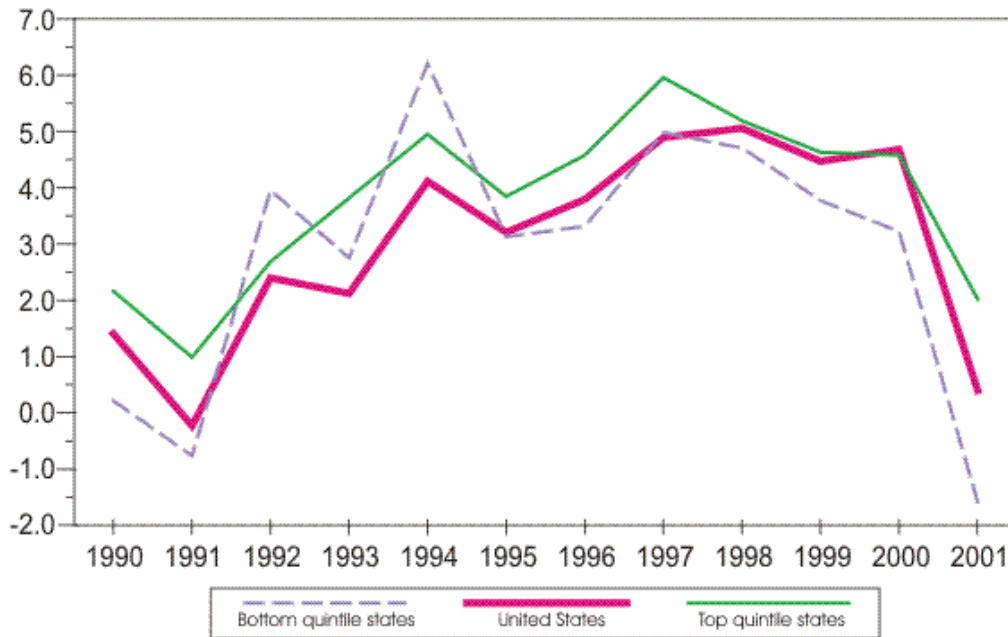


Figure III.7. Percent Change in North Carolina's Workforce Sectors: 1991-2001
(US Bureau of Labor Statistics)



The economic downturn during the first part of the current decade hit North Carolina particularly hard. From 1997 to 2001, North Carolina ranked eleventh in the nation in total manufacturing exports. However, after reaching an historic high of \$17.9 billion in exports in 2000, the state's exports had declined to \$14.7 billion by 2002. Likewise, the state's total full-time and part-time workforce had grown from approximately 4,650,000 people in 1997 to 4,943,000 in 2000, but by 2001 this workforce had decreased by over 40,000 to 4,902,000. Perhaps most dramatically, from 1996 to 2000, North Carolina ranked fourth in the nation in the percentage increase in gross state product, from \$204.3 billion to \$281.7 billion. However, by 2001, the state was in the bottom quintile of states in overall growth of gross state product (Figure III.8). After almost a decade of strong economic growth, North Carolina currently faces the need to constrain expenditures during a time of reduced revenues—a situation that may continue into the next decade.

Figure III.8. Real Gross State Product Percent Change from Preceding Year
(United States, Top Quintile States, and Bottom Quintile States)
(US Bureau of Economic Analysis)



A study conducted for the National Center for Higher Education Management Systems by the Rockefeller Institute of Government predicts that even if states experience normal economic growth for the remainder of the decade, most states will be hard pressed to continue funding their current level of public services. Based on assumptions of a return to normal economic conditions and maintaining current tax structures and public service levels, the study suggests that 44 states would have a shortfall of revenues at the end of the decade, with the national average at -3.4 percent and North Carolina's shortfall estimated to be -5.6 percent.

The long-term nature of this trend is supported by an analysis of the “dependency ratio”—the ratio between the state’s “working age” population (ages 25-64 in this analysis) and the population (ages 65+ or younger than 25) that can be expected to account for a large proportion of publicly funded services such as Medicaid, pre-school and public school, and higher education. [Figure III.9](#), based on Census Bureau projections for North Carolina, shows that the proportion of “working age” adults to other age groups peaks in 2005 as the “baby boom” generation is fully in that age category. As that generation gradually retires, by 2025 the ratio declines to less than one “working age” adult for every person projected to be in the other age groups.

To enable North Carolina to achieve the greatest economic growth and prosperity possible for the workforce it has available, the state must capitalize on the benefits possible through higher education. The U.S. Bureau of Labor Statistics (BLS) reports that all but two of the 50 highest paying occupations will require a college degree. The BLS projects that during this decade employment requiring at least a bachelor’s degree will grow 21.6 percent and account for four of the five fastest growing education or training categories presented in [Figure III.10](#).

Figure III.9. North Carolina’s Ratio of “Working Age” Adults to Other Age Groups: 1995-2025 (in 1,000s)

(US Census Bureau)

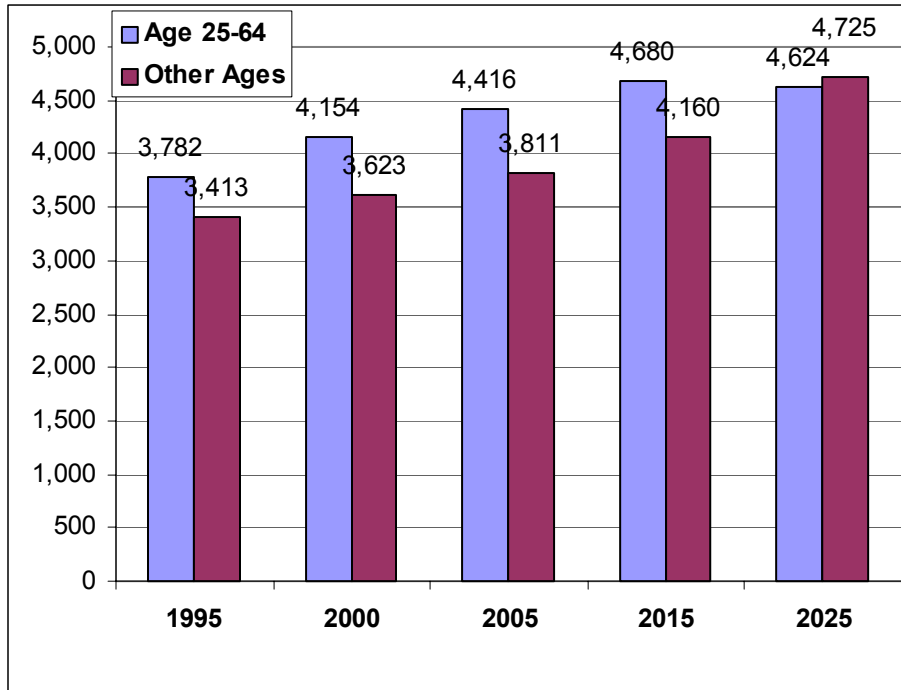
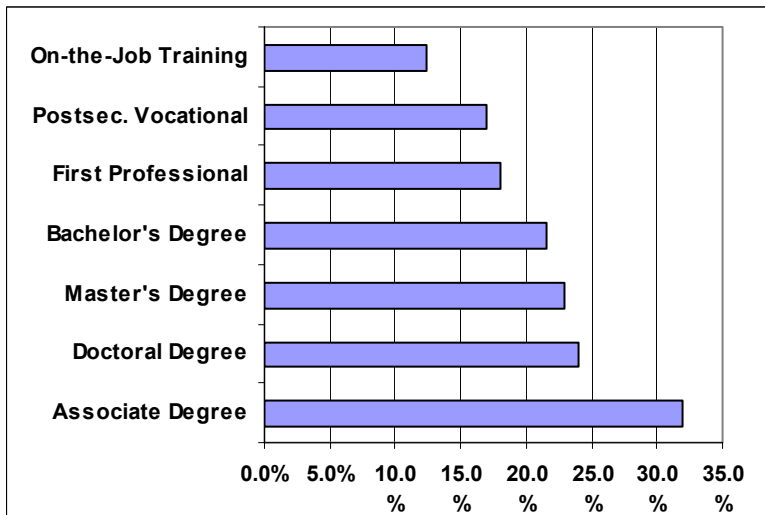


Figure III.10. National Percent Change in Number of Jobs by Required Education or Training: 2000-2010

(National Center for Educational Statistics)



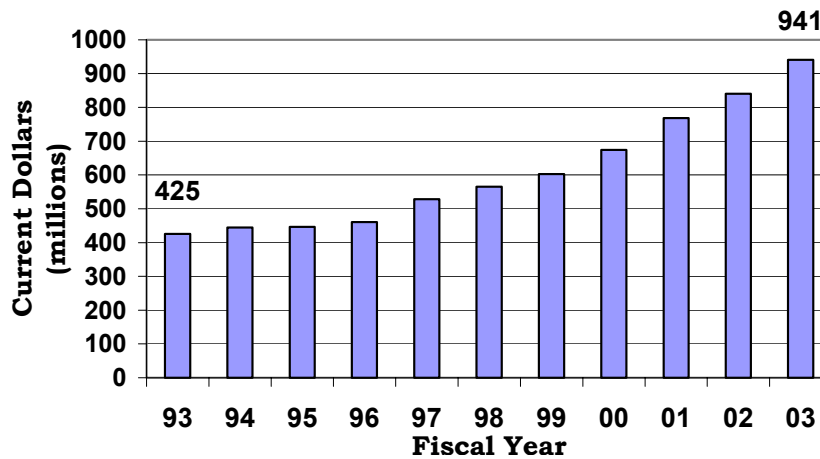
Regional differences in resources and needs: As North Carolina works to realign its economy to accommodate growth in knowledge-intensive industries that will require a highly educated workforce, various regions of the state will have differing needs and resources to adapt to this changed environment. North Carolina is divided into seven economic development regions (Figure III.11), and the NC Department of Commerce maintains an extensive database on the county and regional economies and workforces.

Figure III.11. North Carolina’s Seven Economic Development Regions



UNC institutions serve a vital role in helping to develop clusters of innovation and the well-educated workers needed to stimulate the economic growth of each region. UNC research and public service programs not only help to support university activities during this era of constrained state resources, but they also provide the impetus and expertise needed to foster new initiatives in various regions of the state. Figure III.12, based on data maintained by the UNC Office of the President, documents the outstanding success the University’s faculty have achieved in generating external funding to support these activities. The Golden Leaf Foundation’s grant of \$60 million for the Bioprocessing Training and Education Initiative is a recent example of this contribution to communities across the state.

Figure III.12. UNC Sponsored Programs Awards: FY 1993-2003

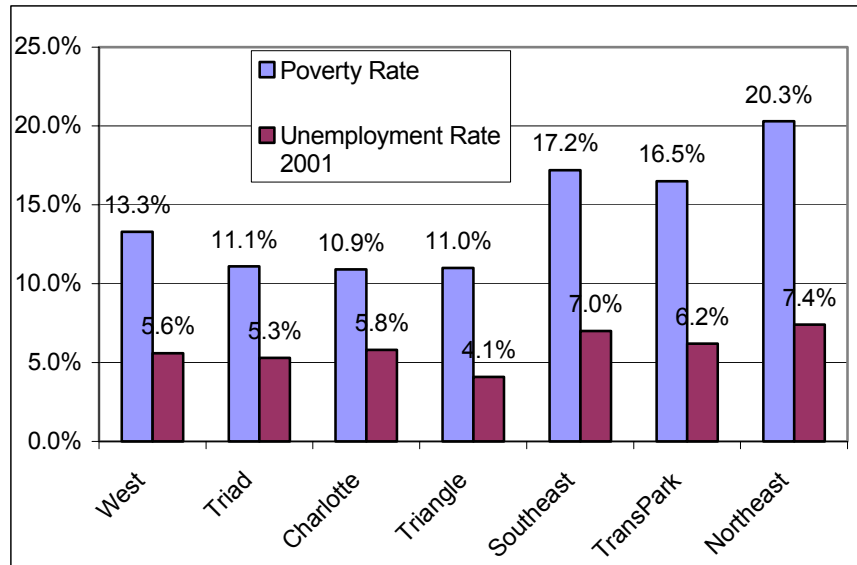


C. Health and Well Being Issues

The various regions of the state have significant differences not only in unemployment and poverty rates that are shown in Figure III.13, but also in educational attainment of the regions’ citizens, per capita income, economic infrastructure, and natural resources.

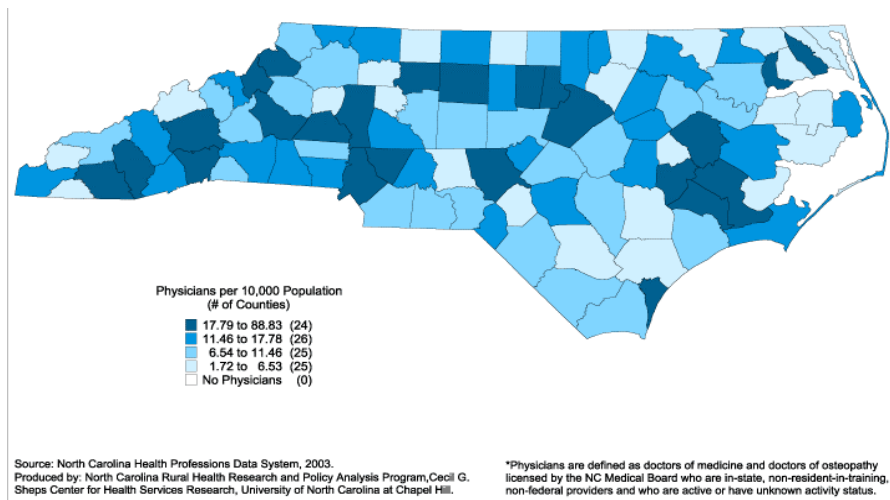
Figure III.13. Poverty and Unemployment Rates for North Carolina's Economic Development Regions: 2001

(NC Department of Commerce)



In addition to the poverty and unemployment concerns noted above, North Carolina faces substantial challenges on a number of indicators that relate to the well being of the state's citizens. There continues to be disparity in the distribution of health professionals across the state, as Figure III.14 shows for physicians in North Carolina counties.

Figure III.14. North Carolina Physicians per 10,000 Population: 2002



Kids Count 2003, an annual study funded by the Annie E. Casey Foundation, documents a variety of health and well being indicators by state. Although North Carolina does well compared to the national average on some indicators (86 percent of two-year-olds immunized compared to a 79 percent national average; 51 percent of three and four-year-olds in preschool compared to a 49 percent national average), there are many other areas where the state needs to improve. [Table III.1](#) compares North Carolina data to national averages on a number of indicators of child well-being.

Table III.1. Indicators of Child Well-Being for NC and US: 1990 and 2000

(Annie E. Casey Foundation, 2003)

		Trend Data	
		1990	2000
Percent low birth-weight babies	NC	8.0%	8.8%
	US	7.0%	7.6%
Infant mortality rate (deaths per 1,000 live births)	NC	10.6	8.6
	US	9.2	6.9
Child death rate (deaths per 100,000 children ages 1-14)	NC	31	24
	US	31	22
Rate of teen deaths by accident, homicide, and suicide (deaths per 100,000 teens ages 15-19)	NC	71	55
	US	71	51
Teen birth rate (births per 1,000 females ages 15-17)	NC	45	34
	US	37	27
Percent of teens who are high school dropouts (ages 16-19)	NC	14%	11%
	US	10%	9%
Percent of teens not attending school and not working (ages 16-19)	NC	10%	9%
	US	10%	8%
Percent of children living with parents who do not have full-time, year-round employment	NC	27%	24%
	US	30%	24%
Percent of children in poverty (data reflect poverty in previous year)	NC	18%	17%
	US	20%	17%
Percent of families with children headed by a single parent	NC	23%	29%
	US	24%	28%

D. State Education Trends

Strengthened Public School Performance: A number of measures indicate that North Carolina’s public schools continue to improve their performance in preparing students for college. In 2002-03, the seventh year of the ABCs of Public Education for K-8 schools and the sixth year for high schools, 80.8 percent of students in grades 3-8 were considered proficient in reading and mathematics, up 19.1 points from 1996-97. Achievement gaps among different racial groups narrowed significantly and across all groups with African American and American Indian students recording the largest gain—approximately 10 percentage points each. In addition, 61 percent of all schools (1,359) are either Schools of Excellence or Schools of Distinction, the state’s two highest recognition categories.

North Carolina’s fourth and eighth graders in 2003 posted scores better than the national average scores in reading and math, according to results from the National Assessment of Educational Progress (NAEP) released today. North Carolina’s scale scores are numerically higher than the national average in every category and represent historical gains in mathematics.

North Carolina fourth graders posted average scale scores in mathematics and reading that were higher than the national average scale scores on the 2003 NAEP. Also, the percentages of North Carolina’s fourth graders who performed at or above the proficient levels in reading and mathematics were higher than the nation. In mathematics, forty-one percent of North Carolina fourth graders performed at or above the NAEP proficient level in 2003, much higher than in 2000 when 25 percent of the state’s fourth graders scored at that level. Nationally, only 31 percent of the students scored at or above the proficient level in 2003. The fourth grade mathematics test was last given in 2000. In reading, thirty-three percent of North Carolina

students were found to be at or above the proficient level, which is one percentage point higher than the 2002 score.

North Carolina eighth graders posted mathematics scores that were higher than the national average scale scores and North Carolina's percentage of eighth graders who performed at or above the proficient level in mathematics was higher than the nation. In reading, eighth grade scores were statistically the same as the national average, and the percentage of eighth graders that performed at or above the proficient level was not significantly different from the nation. For mathematics, thirty-two percent of North Carolina eighth graders scored at or above the proficient level, up from 27 percent in 2000.

Teacher shortages: Despite the promising trends in K-12 student performance, North Carolina continues to face challenges in public education such as ensuring an adequate supply of qualified teachers in certain regions of the state and in high-need areas such as science, math, middle grades, and special education. Table III.2, produced by the NC Education Research Council, provides an indication of the overall teacher deficit.

Table III.2. The K-12 Teacher Employment Gap in North Carolina

Annual Demand Due To	Teachers Needed	Annual Supply From	Teachers Available	Teachers Employed
Turnover	10,000	Teacher education program	2,800	2,100
Student population increase	1,000	Lateral entry	3,100	1,800
Class size reduction initiatives	600	Reserve pool	6,000	4,800
Total	11,600	Total	11,900	8,700
		Difference	+300	-2,900

Improved Student Preparation for College: North Carolina high school graduates are better prepared for college today than they were in the 1980s. Table III.3 compares scores of all North Carolina students taking the SAT to national averages. As Table III.3 shows, the gap between North Carolina and national SAT scores decreased by 38 points from 1981-82. Average SAT scores for first-time UNC freshmen from North Carolina increased from 1,058 in 1993 to 1,072 in 2003, a gain of 14 points. The higher scores indicate the benefits of students taking more than the minimum number of courses required for graduation in each subject area.

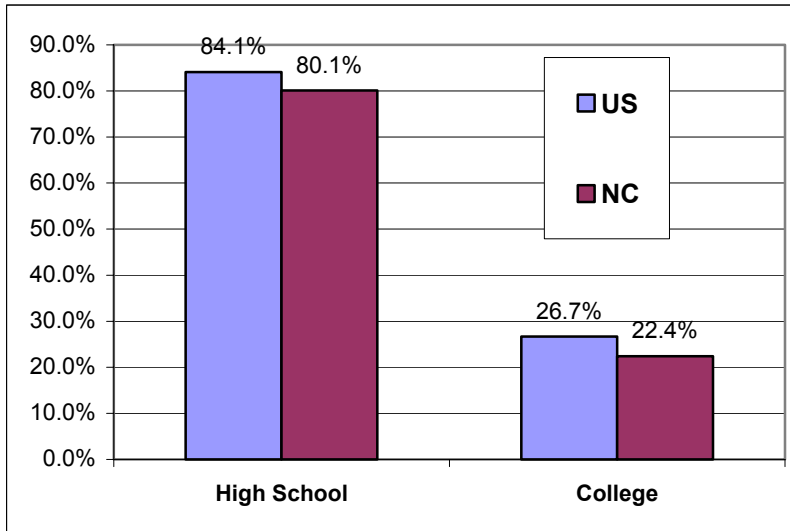
Table III.3. Recentered SAT Trends in North Carolina and the Nation

Measures	1981-82	1991-92	2001-02
North Carolina			
Recentered SAT Avg.	937	965	998
Number of Test-takers	34,507	36,576	46,232
Number of HS Grads	74,554	64,060	70,494 *
Percent Taking SAT	46.3%	57.1%	65.6%
United States			
Recentered SAT Avg.	997	1001	1020
Number of Test-takers	988,680	1,034,131	1,337,999
Number of HS Grads	2,995,000	2,478,000	2,889,000 *
Percent Taking SAT	33.0%	41.7%	46.3%
N.C. vs. U.S. Comparisons			
SAT Difference	-60	-36	-22
N.C. Ave. SAT as a % of U.S. Ave. SAT	94.0%	96.4%	97.8%
*Projected.			

Educational attainment: North Carolina has further progress to make in attaining the national average in educational attainment at the high school and college levels. It has surpassed the high school and college attainment percentages of states in the 16-state Southern Regional Education Board (SREB) region, but as Figure III.15 illustrates, the state must still make progress to reach the national average of educational attainment. The state ranks fourth in the nation in percentage of 16 to 19-year-olds not in school and without high school diplomas or GED certificates (12.6 percent).

Figure III.15. Educational Attainment in North Carolina Compared to the National Average: 2002

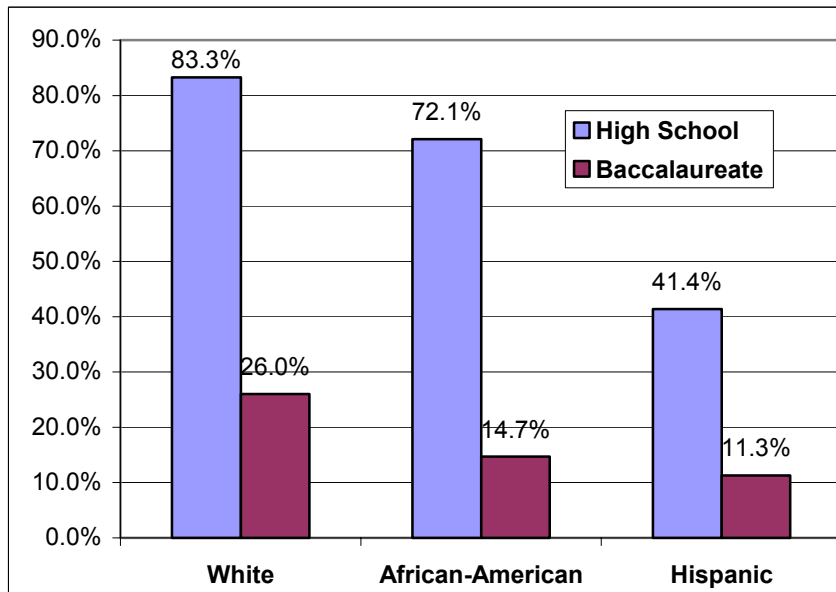
(US Census Bureau)



Additionally, disparities exist in North Carolina in the educational attainment of various racial and ethnic groups, as shown in Figure III.16.

Figure III.16. Educational Attainment by North Carolinians Ages 18 and Older by Race and Ethnicity: 2000

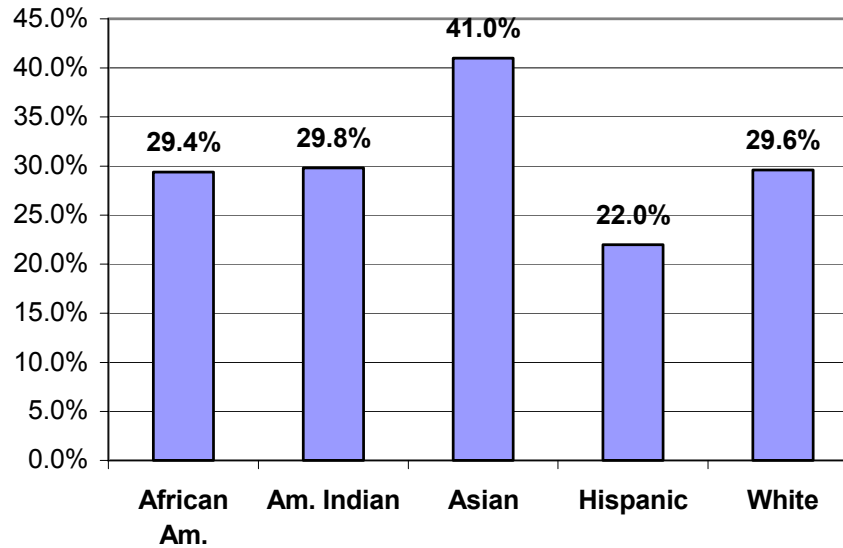
(US Census Bureau)



More encouraging is the fact that in fall 2002 almost identical percentages of white, African American, and Native American recent high school graduates enrolled at UNC institutions (Figure III.17). This suggests that over time, some educational attainment disparities in the state may be reduced or eliminated.

Figure III.17. Percent Enrollment of 2002 NC High School Graduates in UNC Institutions by Race and Ethnic Group: Fall 2002

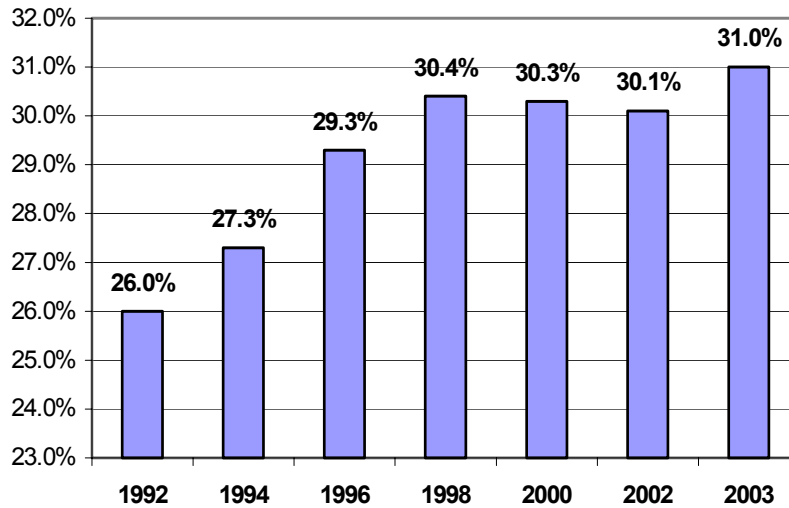
(UNC Office of the President)



There are several reasons why enrollments at UNC institutions will continue to increase for the remainder of this decade. The college going rate for all North Carolina high school graduates has increased over the last decade from 26 percent to over 30 percent (Figure III.18)

Figure III.18. Percentage of Recent North Carolina High School Graduates Enrolling in UNC Institutions: 1992-2003

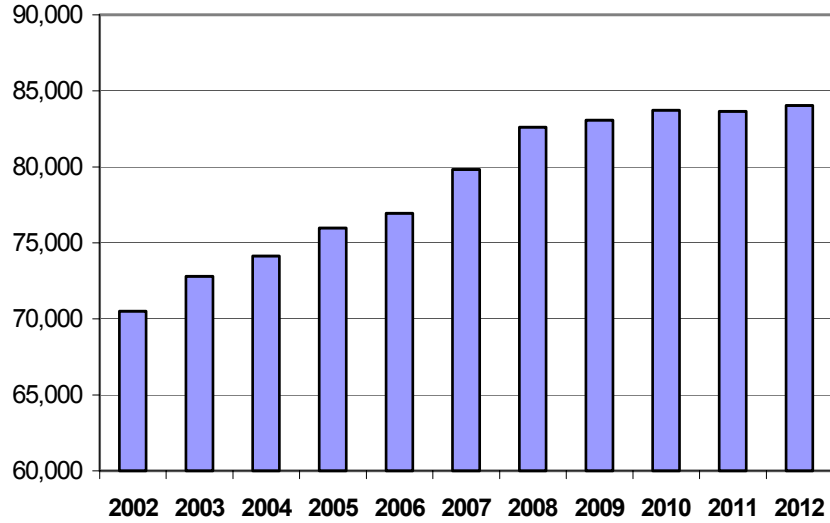
(UNC Office of the President)



In addition to the growing numbers of college-age students during this decade (Figure III.19), this increased college going rate accounts in part for projections of increased UNC enrollments.

Figure III.19. Projected North Carolina High School Graduates: 2002-2012

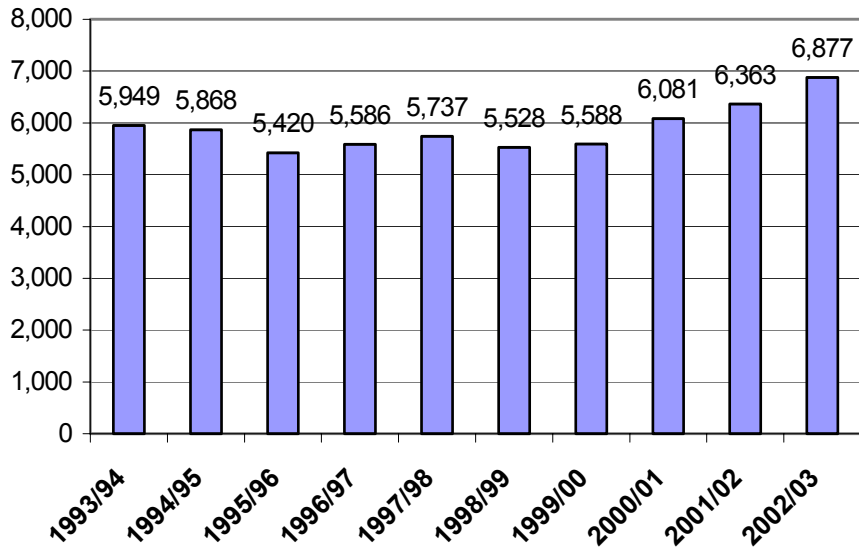
(NC Department of Public Instruction; UNC Office of the President)



Another reason for anticipated ongoing growth in UNC enrollments is the success of the articulation agreement with North Carolina community colleges, which is bringing increased numbers of community college transfer students to UNC institutions (Figure III.20).

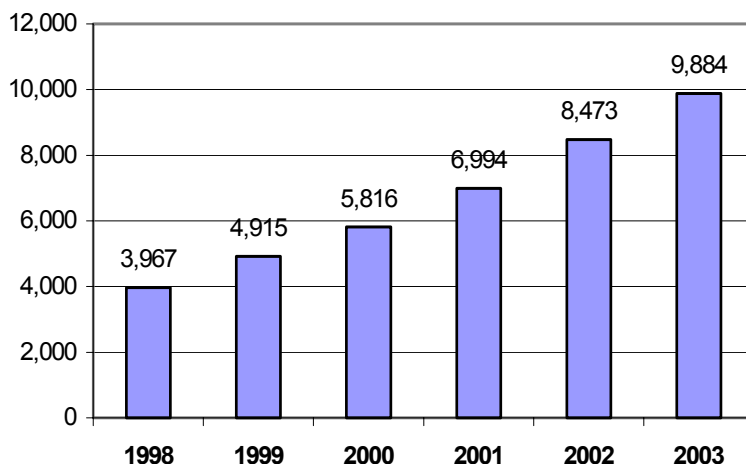
Figure III.20. North Carolina Community College Transfers to UNC Institutions for Academic Years 1993-94 to 2002-03

(UNC Office of the President)



Finally, UNC enrollments have increased in recent years and are likely to continue increasing due to distance education enrollments that have increased dramatically (Figure III.21).

Figure III.21. Growth in UNC Distance Education Headcount Enrollments: 1998-2003
(UNC Office of the President)



From 1998, when the NC General Assembly first funded UNC distance education enrollments to fall 2003, the number of students enrolled in distance education only degree credit classes has increased by almost 250 percent to nearly 10,000 individuals—the equivalent of a medium-sized university campus. By fall 2003, UNC institutions were offering 46 online degree programs. These distance programs are reaching a non-traditional university population—over 78 percent of distance education degree-seeking students are age 26 or older, whereas only approximately 22 percent of on-campus students are in that older age range.

E. The University's Response to Demographic, Economic, Health and Well Being, and Educational Trends

The primary challenge for the University during the remainder of this decade is to provide leadership in helping to ensure the prosperity and well being of all individuals and regions of the state. This must be accomplished by increasing educational access and attainment and by partnering with other sectors to renew the state's economic base in an era of constrained fiscal resources. The University will increase access and educational attainment by continuing to emphasize higher education opportunities for diverse and low-income students through a variety of means. Special attention will be given to growing enrollments at focused-growth institutions and to assuring affordability through appropriate tuition and fee rates and expansion of need-based financial aid. The University will continue to collaborate with the North Carolina Community College System to provide baccalaureate completion programs at UNC campuses, at community college campuses, and online.

The University will ensure the highest quality of educational preparation for the state's citizens by continuing to monitor carefully the state's educational needs—particularly in response to the changing needs of the state's economy. Adequate and appropriate support for the University's faculty and libraries must be achieved in order to accomplish this goal. The University will continue to implement the facilities bond program in an efficient manner to accommodate its growing enrollments. A comprehensive educational response to the state's needs is required, and the University will continue to support K-12 education by working to expand the supply of well-qualified and diverse teachers and by providing high quality professional development for all teachers and administrators. The University will work with the NC Department of Public Instructions and local school systems to ensure that students are well prepared to progress to higher education.

The University will continue to pursue collaborative initiatives with industry, government, and other partners to stimulate economic development and creation of high quality jobs and work environments. UNC will make every effort to sustain its outstanding accomplishments in obtaining sponsored funding for public service, research, and technology transfer activities that are responsive to the state's needs. UNC recognizes the importance of the global economy to North Carolina's economic vitality, and expanded opportunities will be sought for student and faculty exchanges and for ways to expand the knowledge of the state's citizens about international issues. Foreign language instruction will be crucial for preparation of K-12 and university students to work effectively in an increasingly interconnected world. The University will continue to develop and implement information systems and applications that ensure an attentive stewardship of the state's resources. Many of the goals noted above can only be achieved through the effective and efficient use of information technology.

Additional information on the University's response to North Carolina's higher education needs is provided in the following sections on the University's and its constituent institutions' missions, strategic directions adopted by the UNC Board of Governors, the UNC enrollment plan, and specific topics such as diversity, technology infrastructure, facilities, and economic development.

IV. Mission of the University of North Carolina

The mission of the University is shaped in large measure by the constitutional and statutory mandates by which public higher education is established and maintained. Article IX of the Constitution of the State declares:

Sec. 8. Higher education. The General Assembly shall maintain a public system of higher education, comprising the University of North Carolina and such other institutions of higher education, as the General Assembly may deem wise...

Sec. 9. Benefits of public institutions of higher education. The General Assembly shall provide that the benefits of the University of North Carolina and other public institutions of higher education, as far as practicable, be extended to the people of the State free of expense.

This constitutional mandate for a public system of higher education is effected by Chapters 115 and 116 of the General Statutes. Chapter 115A, enacted in 1963, provides for a statewide network of community and technical colleges and institutes which offer two-year college transfer and technical and vocational programs. Chapter 116 of the statutes, as amended by the General Assembly effective July 1, 1972, provides in Section 3 that:

The board of trustees of the University of North Carolina is hereby redesignated, effective July 1, 1972, as the 'Board of Governors of the University of North Carolina.' The Board of Governors shall be known and distinguished by the name of 'the University of North Carolina' and shall continue as a body politic and corporate and by that name shall have perpetual succession and a common seal.

Section 4 of the statute provides for the University of North Carolina to be composed of the 16 public senior institutions in the state.

The Higher Education Reorganization Act of 1971, which placed those 16 institutions under one governing board, asserted the basic objectives and purposes for the University of North Carolina: to foster the development of a well-planned and coordinated system of higher education, to improve the quality of education, to extend its benefits, and to encourage an economical use of the state's resources.

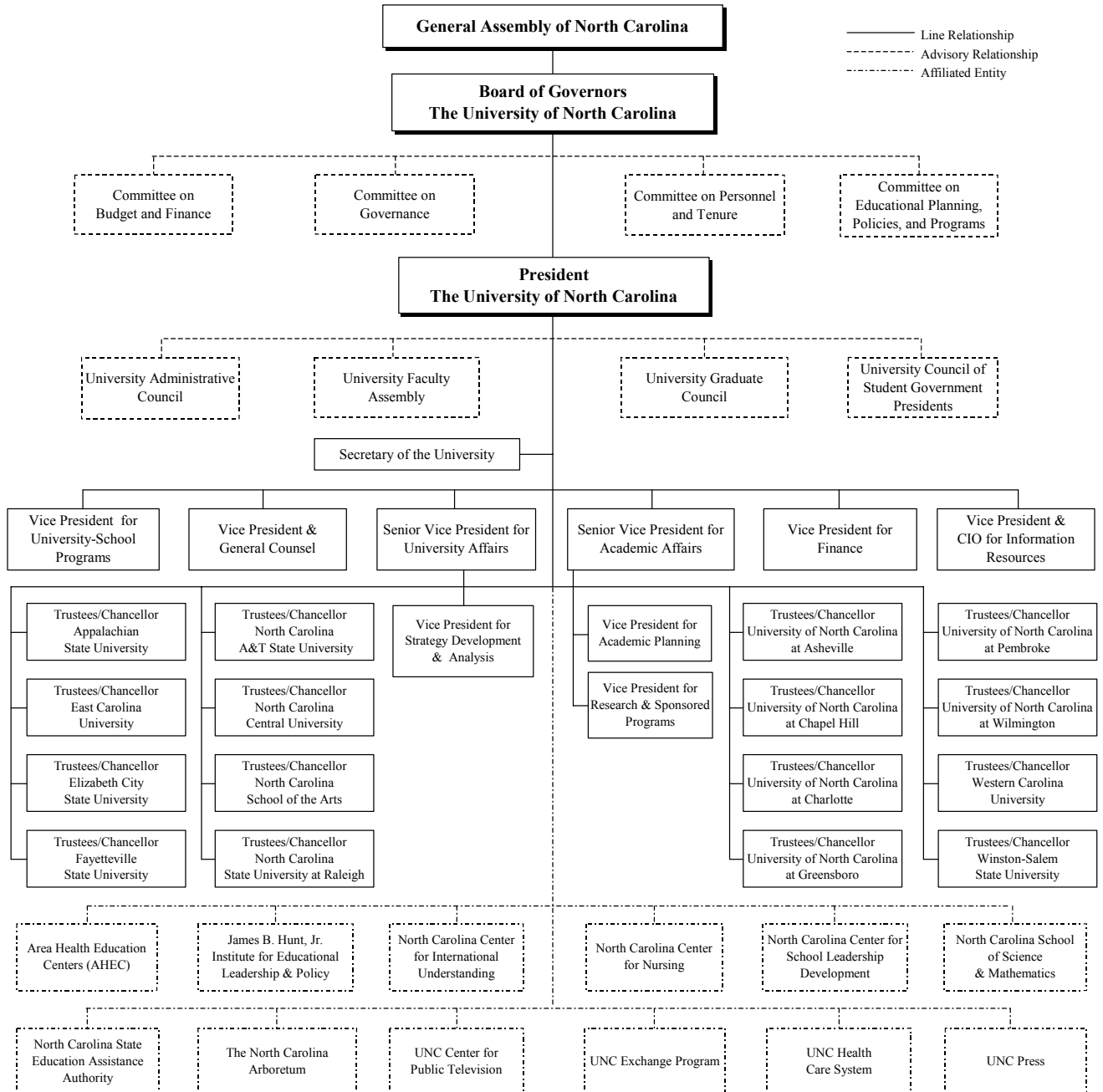
Central to the process of strategic planning is the clarification of the overall mission of the University as a whole and the role and scope of the constituent institutions within that overall mission. As a part of the comprehensive mission review of 1992, the Board of Governors adopted a general mission statement for the University. This statement, with minor modifications, was given statutory status in 1995 when the General Assembly amended Chapter 116-1 of the General Statutes to include the following as the official mission statement of the University of North Carolina:

Statement of Mission

The University of North Carolina is a public, multi-campus university dedicated to the service of North Carolina and its people. It encompasses the 16 diverse constituent institutions and other educational, research, and public service organizations. Each shares in the overall mission of the University. That mission is to discover, create, transmit, and apply knowledge to address the needs of individuals and society. This mission is accomplished through instruction, which communicates the knowledge and values and imparts the skills necessary for individuals to lead responsible, productive, and personally satisfying lives; through research, scholarship, and creative activities, which advance knowledge and enhance the educational process; and through public service, which contributes to the solution of societal problems and enriches the quality of life in the State. In the fulfillment of this mission, the University shall seek an efficient use of available resources to ensure the highest quality in its service to the citizens of the State.

Teaching and learning constitute the primary service that the University renders to society. Teaching, or instruction, is the primary responsibility of each of the constituent institutions. The relative importance of research and public service, which enhance teaching and learning, varies among the constituent institutions, depending on their overall missions.

**Organization Chart of
The University of North Carolina, 2003**



V. Strategic Directions for the Planning Period 2004-2009

The Board of Governors endorses six interrelated strategic directions to pursue in the fulfillment of its mission during this planning period. These strategic directions are unchanged from the ones approved by the Board in January 2002 when a new strategic direction—internationalization—was added to reflect the University of North Carolina’s commitment to prepare students for an increasingly global society. The order in which the strategic directions are presented does not represent prioritization by the Board; however, access is the Board’s highest priority. Each one is accompanied by implementation strategies, which have been revised to reflect new priorities or new emphases. For a summary of the progress made in realizing the strategic directions of the previous long-range plan, see [Appendix A](#) and [Appendix B](#).

1. Access: Ensure affordability and access to higher education for all who qualify and embrace a vision of lifelong learning

- a. Assist North Carolina in reaching its goal of closing the gap between the state and the national average with respect to the percent of residents who have earned a bachelor’s degree or higher, with no significant differences between the educational attainment of majority and minority populations.
- b. Promote access, retention, and graduation of traditionally underrepresented segments of North Carolina’s population. In particular, actively prepare for the changing demographics of North Carolina’s future high school graduates, by developing strategies to support the first generation college student across these diverse populations, in accord with the diversity plan adopted by the Board of Governors in 2001.
- c. Ensure affordability for North Carolina residents by keeping tuition and fees as low as practicable, while continuing to expand need-based financial aid resources for low-income students. Promote a system of affordability benchmarks to measure the success of the State and the University in providing access to all North Carolina students.
- d. Implement and monitor annually the 10-year enrollment plan adopted by the Board of Governors in response to the anticipated surge in enrollments, with special attention to efforts to increase enrollments at focused-growth institutions. Monitor participation and the size of the freshman class in relation to the number of high school graduates in North Carolina.
- e. Maximize the capacity of UNC institutions to serve the anticipated enrollment growth as well as the need for lifelong learning through more efficient use of on-campus facilities, increased summer school enrollment, expanded use of off-campus instruction sites, new academic programs, and e-learning both for non-traditional and campus-based students.
- f. Provide a safe, secure, hospitable, and non-discriminatory environment for all who study and work in UNC institutions.
- g. Ensure the timely and cost effective construction and renovation of facilities to accommodate current students and anticipated enrollment growth.
- h. Facilitate educational access through the effective use of information technology to provide information on educational opportunities (e.g., CFNC and Pathways), to offer e-learning courses and programs, to deliver academic and student services, to promote inter-institutional collaboration in course and program delivery, and to foster joint degree programs between and among campuses.

- i. Continue to promote collaboration with community colleges through initiatives such as the North Carolina Comprehensive Transfer Articulation Agreement, delivery of baccalaureate completion and graduate programs at community college sites, and enrollment planning.
- j. Ensure that the neediest students are not negatively impacted when state or campus-based increases are initiated.

2. Intellectual Capital Formation: Through high quality and relevant graduate, professional, and undergraduate programs, develop an educated citizenry that will enable North Carolina to flourish

- a. Develop strategies to assess and respond in a timely manner to the citizens' and the State's educational needs, including the need for lifelong learning for both career development and personal enrichment. Continue to be responsive to the changing needs of business and industry in North Carolina, such as occurred with the biomanufacturing industry.
- b. Ensure the quality of academic programs both on-campus and off-campus through regular review and assessment of degree programs and instruction and through assessment of the quality of and student access to academic resources and services (e.g., academic advising, laboratories, IT) and student support services (e.g., admissions, financial aid, registrar, retention, counseling) that promote student development, retention, and graduation.
- c. Ensure appropriate and adequate library resources to support undergraduate and graduate programs, including distance learning, online degree programs, and collaborative programs.
- d. Attract and retain exceptional faculty/scholars through nationally competitive compensation and benefits, appropriate support for instructional and scholarly activities, including start up funds to initiate research programs, effective policies and procedures reflecting best practices in faculty evaluation, and recognition and rewards for outstanding performance. Continue to seek support for the endowed professorship program.
- e. Continue to develop academic programs as well as collaborative strategies in support of critical areas of allied health, nursing, medicine, and related fields in response to the needs of the state for health care providers.
- f. Strengthen undergraduates' knowledge and academic skill development to improve their chances of being successful in the workplace and in postgraduate studies.
- g. Ensure that the facilities and campus environment necessary to support educational excellence are available through the implementation of the Board of Governors' capital plan. Carry out the bond program with efficiency and fiscal accountability and with attention to utilizing historically underrepresented businesses.

3. K-16 Education: Continue to propose and support initiatives to serve the needs of the State's public schools

- a. Expand efforts in teacher preparation to increase the supply of well qualified and more diverse teachers to serve the rapidly growing needs of North Carolina's schools—using both traditional and innovative approaches, such as incentives to students, lateral entry programs, mid-career opportunities, e-learning and collaborative 2+2 programs with NC Community Colleges, while ensuring that the quality of teacher preparation is maintained at the highest possible level.

- b. Continue efforts to develop outstanding teacher and administrator preparation and development programs that include strong discipline content, pedagogy, and clinical training (i.e., integration of Arts and Sciences, accreditation of programs and assessments) to ensure high quality teachers, administrators, and other school personnel who can contribute to closing the achievement gap.
- c. Expand our commitment to the development of comprehensive, high quality programs of continuing professional development of K-12 school personnel from their initial induction to retirement.
- d. Strengthen partnerships with K-12 and community colleges in the development of programs, curriculum and instructional materials—including materials that advance the use of information technology—to ensure continuous improvement in the academic achievement of North Carolina’s students, to promote student success in higher education, and to help close the achievement gap.
- e. Support and strengthen both research and public service programs in the Center for School Leadership Development and in UNC schools, colleges, and departments of education.
- f. Collaborate with the Department of Public Instruction to ensure that all public school students will have necessary courses available to meet the new minimum course requirements in mathematics that become effective in 2006.

4. Creation, Transfer and Application of Knowledge: Expand the frontiers of knowledge through scholarship and research and stimulate economic development in North Carolina through basic and applied research, technology transfer, and outreach and engagement.

- a. Promote basic and applied research for the discovery, dissemination, and application of new knowledge as a fundamental mission of the University.
- b. Provide strong leadership through collaborative and organizational initiatives throughout the University to stimulate economic development and job creation and retention, leading to an improved quality of life for all citizens (e.g., Millennial Campuses, SBTDC, business accelerators, campus regional development efforts).
- c. Strengthen UNC research, knowledge transfer, and outreach and engagement that enrich the quality of life of North Carolina citizens through economic and community development, and improved health, educational, and cultural resources.
- d. Continue to expand the external sponsorship of UNC research and other creative activities for students and faculty. Ensure that a supportive environment exists to promote scholarship in the humanities, social sciences and the arts.
- e. Facilitate collaborative research and partnerships with industry, government, and other entities to advance strategic priorities of great importance to North Carolina’s economy, workforce, and quality of life (e.g., biosciences, human health and medicine, marine and environmental sciences, nanotechnology, advanced manufacturing, and homeland security).
- f. Encourage and facilitate technology transfer and the commercialization of UNC’s unique research discoveries consistent with the University’s mission, values, and policies.
- g. Cooperate with industry and government sectors in adapting information technology for application to R&D, specifically to improve scientific collaborations and knowledge management practices as means to enhance economic development (e.g., economic development portal).

5. Internationalization: Promote an international perspective throughout the University community to prepare citizens to become leaders in a multi-ethnic and global society

- a. Support and expand student participation in international study and internships.
- b. Expand the number of UNC Exchange Program agreements that provide opportunities for UNC students to study abroad and for international students to study on UNC campuses.
- c. Support the institutional agreements of the constituent institutions that provide for international study and exchanges of UNC students and international collaborative research by UNC faculty.
- d. Use technology to expand opportunities to exchange knowledge and ideas, and to make academic programs available across national boundaries.
- e. Use the resources of the University to expand the knowledge of North Carolina's citizens about the changing demographics of the state and the nation.
- f. Expand and tap the intellectual resources of UNC faculty, staff, and alumni to establish constructive means by which people throughout the world may communicate to solve political, social, scientific and economic problems.
- g. Expand the presence of international scholars on our campuses.
- h. Support research initiatives that expand UNC's ability to interact with international scholars on initiatives that are of state, national, and international interest and that benefit North Carolina and its citizens.
- i. Expand the curriculum to recognize the importance of courses and programs that expand students' knowledge of the world, including foreign language instruction.
- j. Find innovative ways to support the public schools to expand international understanding and to implement UNC's 2004 Minimum Course Requirement for two years of a second language.

6. Transformation and Change: Use the power of information technology guided by IT strategy and more effective educational, administrative, and business practices to enable the University to respond to the competitive global environment of the 21st century

- a. Expand campus teaching and learning with technology (TLT) audiences beyond faculty to include librarians, instructional technologists, academic administrators, staff members; continue expansion of the professional developmental portal; align TLT activities with e-learning strategies.
- b. Implement coordinated technology platforms and services for e-learning both off-campus and in traditional classrooms. Develop and market existing UNC e-learning programs and courses. Develop policies and standards for coordinated offerings.
- c. Create a UNC-wide data warehouse to simplify UNC-wide data collection, improve data retention, and provide more efficient and effective reporting capabilities. Align support services with e-learning strategies.
- d. Implement integrated administrative information systems to support finance, human resources, financial aid, students and advancement applications with enhancements of web services for each area including prospective student portal functionality.
- e. Implement second phase of campus network build out. Expand campus network security and maintenance; enhance user support and training.

- f. Develop an IT policy framework for acquiring, managing and implementing efficient and effective IT on UNC campuses. Expand and enhance inter-campus and inter-educational sector networking.
- g. Increase the capacity of the President's office to sponsor strategic initiatives in areas such as research computing, alumni and public relations, fundraising and development, and innovative web applications.
- h. Streamline administrative processes through applications such as online purchasing and increase managerial flexibility in conducting the affairs of the University and its constituent institutions in areas of classification, and acquisition of property and technology.
- i. Improve the ability of the Office of the President to collect, process, and analyze UNC-wide data for accountability and assessment using new tools to improve administrative efficiencies.
- j. Create an Office-of-the-President-wide inventory of data sets, technological tools, and skill sets that exist at the UNC Office of the President. Analyze this inventory for opportunities for data integration and executive decision support.

VI. UNC Enrollment Planning: Ensuring Access

It is the statutory responsibility of the University of North Carolina to extend the benefits of higher education to the people of North Carolina. The UNC Board of Governors, in its strategic directions for this planning period ([Section V](#)), has outlined a set of strategies that will enable the University of North Carolina to continue to meet this commitment.

The Board of Governors adopted the first ten-year enrollment plan for UNC in April 1999 to cover the period 1998-2008. At that time, it was understood that the plan would have to be monitored carefully and be revised and updated biennially. This was accomplished with the adoption in June 2001 of an updated 10-year enrollment plan for the period 2000-2010. In concert with developing the *Long-Range Plan 2004-2009*, UNC is revising its ten-year enrollment plan to cover the years 2002-12.

A. Meeting the Projections of the 2000-2010 Enrollment Plan

A significant factor in the justification of the 2000 Bond Program was the need to accommodate student demand for access to UNC institutions. There has been significant growth at all levels and UNC has exceeded the 2000-2010 enrollment plan each year. Undergraduate enrollment has grown from 129,375 in fall 1999 to 145,153 in fall 2003; graduate enrollment has increased from 31,612 in fall 1999 to 38,194 in fall of 2003, which combined is an increase from 160,987 to 183,347 or an increase of 22,360 students.

The planned enrollment number from the initial 2000-2010 plan for fall 2003 was 172,633. The fall 2003 actual enrollment was 183,347 or 10,684 students more than contemplated in the summer of 2000. Careful planning and adjustment in planned numbers have been made along the way and the fall 2003 enrollment was just 630 students more than the headcount plan associated with the enrollment change budget for that year.

First-time-in-college freshman enrollment has grown from 24,433 in fall 1999 to 28,332 in the fall of 2003. Resident freshmen have grown from 20,483 in fall 1999 to 24,165 in fall 2003, an 18 percent increase. Nonresident freshmen have grown from 3,950 to 4,167 in the same period.

The enrollment projections and plans made in connection with the bond program have all been met and exceeded, and current analysis suggests this will continue to be the pattern for UNC growth.

B. Enrollment Projections: Population Pools and UNC Participation Rates

The first step in updating the UNC enrollment plan was the development of enrollment projections. Projections must be understood for what they are—planning tools that enable the University to estimate future “demand”—the number of students that could be expected to enroll in future years if past trends continue into the future.

The UNC projections are designed to identify expected future enrollment for the 16 UNC constituent institutions. It assumes that the other sectors of higher education in North Carolina (the NCCCS and independent colleges and universities) will do projections for their respective institutions. Total future demand for higher education in North Carolina can be determined by summing the projections of these three sectors.

The UNC enrollment projections are built on extrapolations of two elements: 1) pools of potential students by age group or cohort (e.g., 18-21, 22-24, 25-35, and 36 and older) for the planning period to estimate the total potential “market,” and 2) the historic UNC attendance

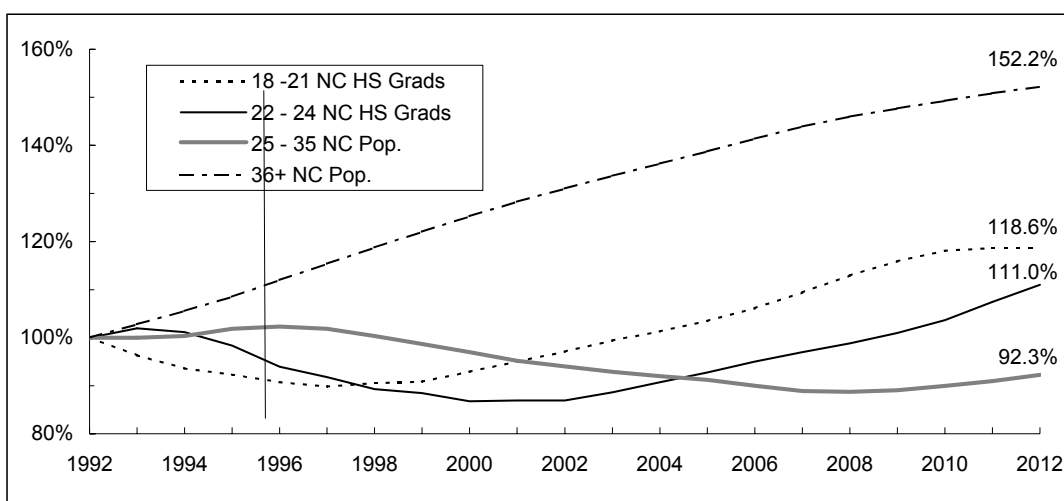
rates of these groups to determine the percent of that market that has traditionally enrolled at a UNC institution. Continuation of enrolled students is factored in as well.

Pools of Potential Students by Age Group or Cohort

UNC relies upon population projections by independent sources for the number of potential students in various age cohorts. For North Carolina public high school graduates, UNC uses the projections of high school graduates provided by the NC Department of Public Instruction and for special and private high school graduates the projections by the Office of the President. For age groupings of North Carolinians, UNC uses the most recent projections supplied by the U.S. Census Bureau. These population projections represent potential demand.

Figure VI.1 plots data on percentage changes in the actual and projected pools of potential in-state students. The data show that the primary pool of potential undergraduates—18-21 year-old public high school graduates—will increase steadily throughout the decade.

Figure VI.1. Pools of Potential In-State Students (Actual & Projected)



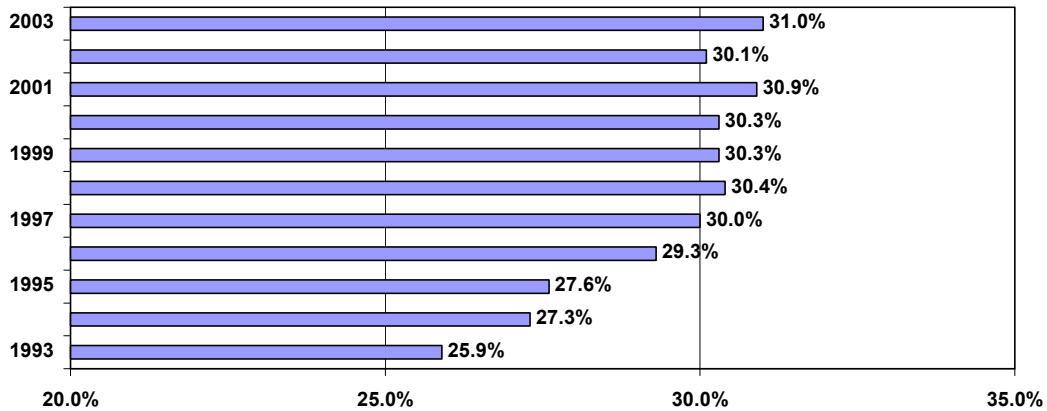
UNC-GA Planning/LRP.AG029.U/12-12-03

Historic UNC Attendance Rates

To determine what percent of this potential demand can be expected to enroll at a UNC institution, the projections take into account the UNC attendance rates of members of these various population pools or cohorts at each UNC institution over the past seven years. This reduces the focus from the entire North Carolina population (or “market”) to that percentage of the population that has historically enrolled in UNC institutions. The projections multiply the projected attendance rate of each age cohort by the projected size of that group for a given year at each campus, thus producing an annual enrollment projection for each constituent institution. Projections for the campuses are then summed to produce a total UNC projection of enrollment demand. Given the high cost of nonresident tuition, the model assumes that the participation rate of nonresident undergraduates will remain relatively stable.

Figure VI.2 depicts UNC attendance rates for North Carolina high school graduates over the past decade. Fall 2003 participation rose to its highest level ever at 31 percent based on DPI’s 10-29-03 estimate of the number of high school graduates. With some small fluctuations, there has been a steady growth in participation rising from 25.9 percent in 1993 to the current 31 percent. These data suggest that the range for participation for NC high school graduates is likely to be between 30% and 32% in the near term.

Figure VI.2. UNC College-Going Rate for North Carolina High School Graduates: 1993-2003

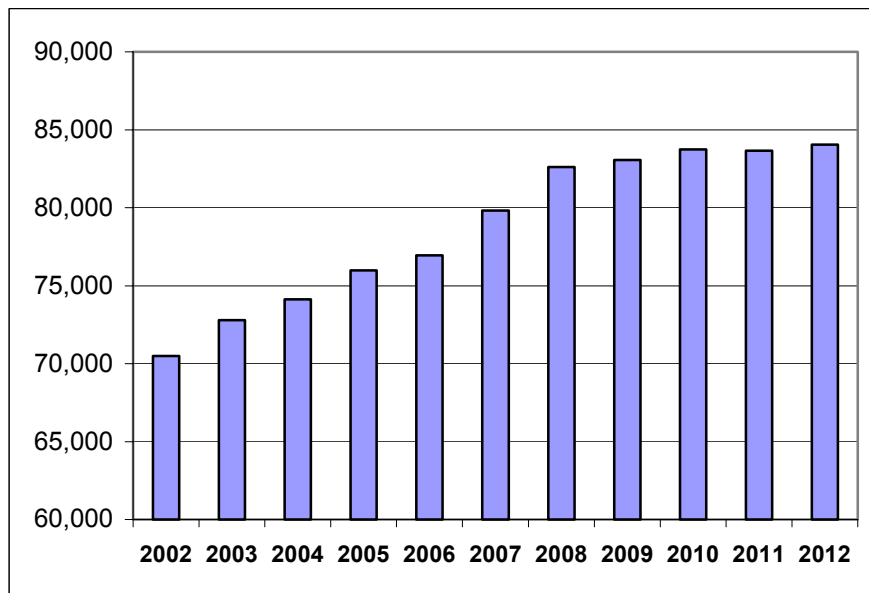


Growth in High School Graduates in North Carolina

North Carolina is experiencing a significant increase in high school graduates during this decade, with the steepest increase continuing to 2008 and then leveling off slightly. These projections are based on the NC Department of Public Instructions projections for public high schools and the Office of the President’s projections for special public high school and private high schools. UNC’s projections combine the two sources.

The information in Figures VI.1, VI.2, and VI.3 suggests that UNC will continue to experience enrollment increases throughout the decade at the undergraduate level. However, the University also expects participation rates to increase among students seeking graduate and first professional degrees. This will be a result of increased numbers of students receiving baccalaureate degrees and the demand of older citizens to complete degrees or seek new degrees relevant to the changed economy. The availability of distance and online degree programs will enhance UNC’s ability to serve these older citizens.

Figure VI.3. Projected North Carolina High School Graduates: 2002-2012



C. Planning to Accommodate Projected Enrollment Growth

Enrollment projections do not constitute an enrollment plan. Rather, they serve as a planning tool that enables institutional leaders to estimate future enrollment demand. The next step is to determine whether (and how) the institution—or, in the case of a system, all of the constituent institutions combined—can meet the projected demand. The answer requires an evaluation of several elements—e.g., institutional mission, current physical capacity, and future capacity for growth.

Development of the UNC enrollment plan was guided by the following principles:

- ◆ Use existing capacity to the fullest extent possible.
- ◆ Promote economies of scale and stronger institutional financial capacity by setting a target of at least 5,000 to 6,000 students for most campuses.
- ◆ Restrain enrollment growth at UNC Asheville and the North Carolina School of the Arts in recognition of their special missions.
- ◆ Serve some of the projected enrollment growth through distance learning at off-campus sites and through e-learning.
- ◆ Implement the Bond Program to provide additional and upgraded dormitory space and campus facilities to accommodate growth.

Applying these principles in partnership with UNC chancellors, each board of trustees adopted appropriate targets for enrollment growth for each campus. The process began by asking each constituent institution to review its respective enrollment projections and then to indicate the extent to which it could accommodate or exceed its projected enrollment growth. For some UNC institutions, the challenge in serving projected enrollment growth on campus was the lack of adequate facilities, which required assignment of targets that were lower than their projected enrollment growth. On the other hand, seven institutions with then-current capacity on campus and, in five cases, total enrollments below 6,000 students, were targeted for above-average enrollment growth—ECSU, FSU, NCA&T, NCCU, UNCP, WCU, and WSSU. To assist these institutions in meeting ambitious growth targets, the North Carolina General Assembly has appropriated over \$20 million in recurring funds. These funds have been used to develop comprehensive enrollment growth plans, improve instruction, develop new academic programs, promote greater operating efficiencies, enhance development offices, strengthen facilities management capabilities, and now are being used to address additional stresses on campus services due to the success of the Focused-Growth Plan.

In the expectation that some students would prefer the convenience of distance education, institutions were encouraged to consider meeting some of their projected demand through off-campus sites and e-learning.

The 2000-2010 enrollment plan ([Table VI.1](#)) took into account population projections and enrollment data available since 1999, when the original plan was adopted; enrollment projections by the Office of the President blended with the projections of individual campuses; current and anticipated (as a result of the \$2.5 billion bond issue) enrollment capacity on each campus; and each institution's strategic plan, in particular its proposed role in distance education. [Table VI.1](#) summarizes the targets set (on-campus and off-campus enrollments combined) by institution for the period 2000-2010.

D. Fall 2003 Enrollment

The UNC enrollment growth plan (Table VI.1¹) sets enrollment targets for two five-year periods (2000-2005 and 2005-2010), with the understanding that both the plan itself and the projections upon which it is based must be carefully monitored and revised as necessary. The University now has enrollment information for the first four years covered by the new plan (fall 2000, fall 2001, fall 2002, and fall 2003). Table VI.2 compares fall 2003 enrollment with fall 2002 enrollment and with the targets set for fall 2003.

As Table VI.2 shows, headcount enrollment in fall 2003 reached a record high of 183,347 students. This is an increase of 6,380 (or 3.6 percent) over the 176,967 students who were enrolled in fall 2002. This marks the third year in a row that the enrollment increase exceeded 6,000 students. The University as a whole exceeded the combined enrollment targets set for the 16 UNC institutions by 680 students. The resulting enrollment was only 0.3 percent above the planned enrollment.

Table VI.1. UNC Ten-Year Enrollment Growth Plan (2000-2010)
(Fall Headcount Enrollment, On-Campus and Off-Campus Enrollment Combined)

Institution	2000 (actual)	2005 (target)	increase (2000-05)	2010 (target)	% increase (2005-10)	Total Increase	increase (2000-10)
ASU	13,227	14,850	12.3%	16,600	11.8%	3,373	25.5%
ECU	18,750	22,630	20.7%	27,500	21.5%	8,750	46.7%
ECSU	2,035	2,590	27.3%	3,270	26.3%	1,235	60.7%
FSU	4,487	5,480	22.1%	6,260	14.2%	1,773	39.5%
NCA&TSU	7,748	9,340	20.5%	11,000	17.8%	3,252	42.0%
NCCU	5,476	6,980	27.5%	8,230	17.9%	2,754	50.3%
NCSA*	768	840	9.4%	900	7.1%	132	17.2%
NCSU	28,619	31,020	8.4%	36,000	16.1%	7,381	25.8%
UNCA	3,292	3,530	7.2%	3,760	6.5%	468	14.2%
UNC CH	24,892	28,100	12.9%	29,250	4.1%	4,358	17.5%
UNCC	17,241	20,430	18.5%	24,130	18.1%	6,889	40.0%
UNCG	13,125	15,360	17.0%	18,330	19.3%	5,205	39.7%
UNCP	3,445	5,170	50.1%	6,140	18.8%	2,695	78.2%
UNCW	10,100	11,270	11.6%	12,320	9.3%	2,220	22.0%
WCU	6,699	7,840	17.0%	9,530	21.6%	2,831	42.3%
WSSU	2,857	3,830	34.1%	4,780	24.8%	1,923	67.3%
TOTAL	162,761	189,260	16.3%	218,000	15.2%	55,239	33.9%

* NCSA enrollment figures do not include high school students.

¹ This year marks the fourth year that the University's report on fall enrollment includes off-campus enrollments. These data are included because (a) off-campus enrollments are now funded on the same basis as on-campus enrollments; (b) the board's enrollment strategies encompass both forms of enrollment; and (c) this convention is consistent with federal guidelines for reporting fall enrollments.

Table VI.2. Comparison of Fall 2002 and Fall 2003 Headcount Enrollment
(Focused-Growth Campuses Highlighted)

Institution	Fall 2002		Fall 2003		Change (2002-2003)	
	Actual	Target	Actual	Number	Percent	
ASU	14,178	14,330	14,343	165	1.2	
ECU	20,577	21,659	21,756	1,179	5.7	
ECSU	2,150	2,270	2,308	158	7.3	
FSU	5,308	5,393	5,329	21	0.0	
NCA&TSU	9,115	9,716	10,030	915	10.0	
NCCU	6,519	6,727	7,191	672	10.3	
NCSA	817	800	792	-25	-0.3	
NCSU	29,637	30,108	29,854	217	0.1	
UNCA	3,391	3,535	3,446	55	0.2	
UNC CH	26,028	26,561	26,359	331	0.1	
UNCC	18,916	19,519	19,605	689	3.6	
UNCG	14,453	14,793	14,870	417	2.9	
UNCP	4,432	4,920	4,722	290	6.5	
UNCW	10,918	11,158	11,079	161	1.5	
WCU	7,033	7,326	7,561	528	7.5	
WSSU	3,495	3,852	4,102	607	17.4	
TOTAL	176,967	182,667	183,347	6,380	3.6	

Each of the seven focused-growth institutions experienced growth, and only FSU did not exceed the system percentage increase. As a group, the focused-growth institutions grew by 8.4 percent, as compared to 2.3 percent among the non-focused-growth institutions and the 3.6 percent overall growth rate. Historically black and historically American Indian institutions grew at a faster pace (8.9 percent and 6.5 percent, respectively) than did historically white institutions (2.5 percent).

Diversity

In fall 2003 minority enrollment (of those identified) increased by 3,437 students (7.2 percent) and is 29.2 percent of the University's enrollment adjusted for those whose race is not known, up from last year's 28.2 percent. In percentage terms, the growth for identified minority groups exceeded the growth rate for white students, which was 1.9 percent or 2,282. The percentages are:

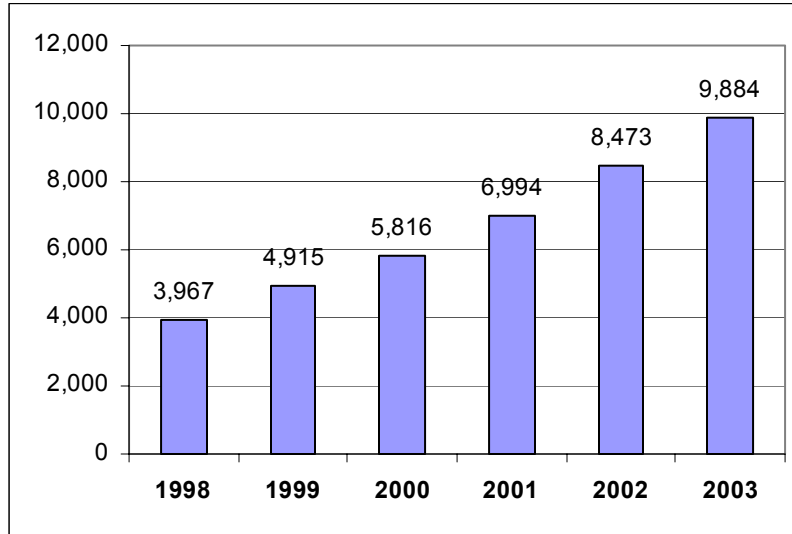
- ◆ African American students (up 7.3 percent or 2,761 students)
- ◆ American Indian students (up 2.9 percent or 58 students)
- ◆ Asian students (up 5.5 percent or 297 students)
- ◆ Hispanic students (up 11.3 percent or 321 students)

Distance Education

The number of students enrolled in off-campus distance education courses in fall 2003 and not taking courses on campus was 9,884, an increase of 1,411 (16.7 percent) as shown in [Figure VI.4](#). An additional 4,545 students enrolled in distance education courses while taking courses on-campus, for a total of 14,429 students enrolled in such courses. This suggests that growing numbers of regular session students are choosing to take distance-learning courses, generally through the use of information technology. As might be expected, distance education courses

are especially convenient for nontraditional students (age 25 and older), who constitute 73.9 percent of off-campus enrollment.

Figure VI.4. Growth in UNC Off-Campus Distance Education Headcount: 1998-2003



E. Revised Fall Headcount Enrollment Planning for 2002-2012

The enrollment projections that formed the basis for the 2000-2010 enrollment plan were generated using enrollment data from fall 1994 through fall 2000. With the additional fall 2001 and 2002 data, projections were revised and extended to fall 2012.

These projections suggest that total fall headcount enrollment will rise to approximately 235,000 by fall 2012. The UNC enrollment plan established planned targets for the 16 constituent institutions that sum to just over 208,000 by 2007, and to just over 235,000 for fall 2012. Projected enrollment growth for the ten-year period (2002-12) is approximately 58,213 or a 32.9 percent increase over fall 2002.

While the increase in high school graduates will begin to level off as we approach 2012, the impact of the rapid growth of high school graduates will be felt for several years subsequent to 2012, as they complete undergraduate study and contribute to a growing demand for graduate education. [Table VI.3](#) summarizes by campus and for UNC what the expectations are for the next ten-year period.

F. Management of Capacity

The 2002-12 UNC enrollment plan, like the previous plan, is based on the concept of maximizing the efficient use of existing capacity and taking advantage of the new and renovated facilities being provided by the bond program. The space planning standards adopted by the Board of Governors in 1998 represent an aggressive adaptation of space standards promulgated by university systems throughout the United States. Applying these standards, institutions are better able to determine how efficiently they are using existing campus facilities and how many students they ought to be able to serve on campus, and can predict the kinds of new facilities they will require in order to meet the long-range enrollment targets.

Using its space planning standards, the University was able to compare the number of students projected to enroll over the coming two five-year periods with the estimated capacity at each UNC institution. Development of this plan took into account capital projects that were funded as a result of the successful UNC/Community College bond program. The University has developed an aggressive schedule that projects when each project will be designed, bid, and ultimately completed. This has aided considerably in estimating future enrollment capacity at each campus. All the bond projects are scheduled to be completed by the end of 2009. In developing the 2004-2014 UNC enrollment plan, facilities for accommodating the increases will again have to be carefully evaluated.

Table VI.3. UNC Ten-Year Enrollment Growth Plan (2002-2012)
(Fall Headcount Enrollment)

Institution	2002 (actual)	2007 (target)	% increase (2002-07)	2012 (target)	% increase (2007-12)	Total Increase	% increase (2002-12)
ASU	14,178	15,382	8.5%	16,731	8.77%	2,553	18.0%
ECU	20,577	24,569	19.4%	28,500	16.00%	7,923	38.5%
ECSU	2,150	2,848	32.5%	3,578	25.63%	1,428	66.4%
FSU	5,308	5,919	11.5%	6,603	11.56%	1,295	24.4%
NCA&TSU	9,115	12,900	41.5%	15,867	23.00%	6,752	74.1%
NCCU	6,519	8,234	26.3%	9,938	20.69%	3,419	52.4%
NCSA*	817	899	10.0%	923	2.67%	106	13.0%
NCSU	29,637	32,249	8.8%	36,500	13.18%	6,863	23.2%
UNCA	3,391	3,717	9.6%	3,717	0.00%	326	9.6%
UNC CH	26,028	27,868	7.1%	28,871	3.60%	2,843	10.9%
UNCC	18,916	23,504	24.3%	28,430	20.96%	9,514	50.3%
UNCG	14,453	17,367	20.2%	18,683	7.58%	4,230	29.3%
UNCP	4,432	6,446	45.4%	6,786	5.27%	2,354	53.1%
UNCW	10,918	12,348	13.1%	13,641	10.47%	2,723	24.9%
WCU	7,033	9,460	34.5%	10,210	7.93%	3,177	45.2%
WSSU	3,495	5,121	46.5%	6,202	21.11%	2,707	77.5%
TOTAL	176,967	208,831	18.0%	235,180	12.62%	58,213	32.9%

* NCSA enrollment figures do not include high school students.

The UNC enrollment plan is built on an effort to reduce somewhat the need for new facilities over the next decade by gradually modifying traditional enrollment patterns. This plan presumes that the focused-growth campuses will continue to grow at rate higher than the growth rate of UNC as a whole. Second, the plan seeks to meet some of the projected demand off campus through distance education. In fall 2003 UNC institutions served almost 10,000 students off-campus either through site-based distance education or online programs. This represents 5.4 percent of the total fall headcount enrollment. By 2012 the UNC enrollment plan calls for approximately 22,000 students to be taught through distance and online education. This increase would represent nearly 20 percent of total anticipated enrollment growth.

Another strategy to maximize capacity is expansion of enrollment in summer sessions. Like distance education before it was fully funded in 1998-99, summer school degree-credit instruction receives minimal state funding and so is essentially self-supporting. This constrains the ability of campuses to make full use of summer session to deliver degree-credit courses. In order to support instructional costs, most campuses must charge higher tuition in the summer and lack financial aid to assist low-income students. Therefore, many students cannot afford summer school courses. Second, in order to be economically viable, courses

must attract a high enrollment. This generally limits courses to those at the introductory level and makes it too costly to offer many of the upper division courses that juniors and seniors require to complete their degrees.

Adequate state funding for summer instruction would enable campuses to expand their summer offerings, thereby making year-round use of their facilities more feasible, hastening degree completion, and opening more places for future students. As a test of this thesis, the University's budget request for 2003-05 included a proposal for funding of pilot summer programs at North Carolina A&T State University, North Carolina State University, and UNC Wilmington. The pilots, if funded, would run for three years. If successful, the board would follow with a request for summer school funding based on an application of the regular-term funding model. With year-round utilization of their facilities, UNC campuses would increase their effectiveness in meeting the growing demand for higher education.

VII. University of North Carolina Standards for Admission

The Board of Governors first established Minimum Course Requirements (MCRs) for undergraduate admission to any of the sixteen campuses in 1988. The initial requirements were first implemented in 1990. Campuses could add additional requirements beyond the MCRs, but every campus would insure all students would have a base level of knowledge. The original requirements are detailed in the first block below.

During the 1990's, the Board of Governors studied the impact of course preparation on the success of students in college as well as the effects on retention and graduation. The results indicated the more years of mathematics and foreign language preparation in high school, the greater the success rates in college. The Board then decided in 2000 to raise the Minimum Course Requirements to require two years of a second language and a fourth unit of mathematics beyond the Algebra II level. At the time this decision was made, North Carolina became only the third state to raise the minimum mathematics requirements to four units.

The second language requirement becomes effective for students who will enter the university in Fall 2004 and the mathematics requirement will be effective for students entering in 2006. These additions are described below in the second and third blocks, respectively.

Minimum Course Requirements for Undergraduate Admission to UNC Institutions

Individual constituent institutions may require other courses in addition to the minimum requirements. For some transfer students and students who graduated from high school prior to 1990, special considerations have been made.

Effective until Fall 2004

Four course units² in **English** emphasizing grammar, composition, and literature.

Three course units of **mathematics**, in any of the following combinations:

1. algebra I and II, and geometry,
2. algebra I and II, and one unit beyond algebra II, or integrated math I, II, and III.

It is recommended that prospective students take a mathematics course unit in the twelfth grade.

Three course units in **science**, including:

1. at least one unit in a **life or biological science** (for example, biology),
2. at least one unit in **physical science** (for example, physical science, chemistry, physics), and
3. at least one **laboratory course**.

Two course units in social studies, including one unit in U.S. history, but an applicant who does not have the unit in U.S. history may be admitted on the condition that at least three semester hours in that subject will be passed by the end of the sophomore year.

² "Course units" as defined in these requirements may include those high school-level courses taken and passed by an applicant after graduating from high school, as well as those taken while enrolled as a high school student. For some transfer students and students who graduated from high school prior to 1990, special considerations have been made.

Effective in Fall 2004 and Fall 2005

Six course units in **language**, including:

- four units in **English** emphasizing grammar, composition, and literature, and
- two units of a **language other than English**.

Three course units of **mathematics**, in any of the following combinations:

1. algebra I and II, and geometry,
2. algebra I and II, and one unit beyond algebra II, or
3. integrated math I, II, and III.

It is recommended that prospective students take a mathematics course unit in the twelfth grade.

Three course units in **science**, including:

1. at least one unit in a **life or biological science** (for example, biology),
2. at least one unit in **physical science** (for example, physical science, chemistry, physics), and
3. at least one **laboratory course**.

Two course units in **social studies**, including one unit in **U.S. history**, but an applicant who does not have the unit in U.S. history may be admitted on the condition that at least three semester hours in that subject will be passed by the end of the sophomore year.

Effective in Fall 2006

Six course units in **language**, including:

- four units in **English** emphasizing grammar, composition, and literature, and
- two units of a **language other than English**.

Four course units of **mathematics**, in any of the following combinations:

1. algebra I and II, geometry, and one unit beyond algebra II,
2. algebra I and II, and two units beyond algebra II, or
3. integrated math I, II, and III, and one unit beyond integrated math III.

(The fourth unit of math affects applicants to all institutions except the North Carolina School of the Arts.) It is recommended that prospective students take a mathematics course unit in the twelfth grade.

Three course units in **science**, including:

1. at least one unit in a **life or biological science** (for example, biology),
2. at least one unit in **physical science** (for example, physical science, chemistry, physics), and
3. at least one **laboratory course**.

Two course units in **social studies**, including one unit in **U.S. history**, but an applicant who does not have the unit in U.S. history may be admitted on the condition that at least three semester hours in that subject will be passed by the end of the sophomore year.

Standardized Tests for Admission

All applicants for admission to any of the constituent campuses, except those exempted by current campus policies, must submit a standardized test score. The SAT I is preferred, but students may also submit the ACT.

Beginning in March 2005, the College Board will introduce the New SAT I with a new writing component. Students applying for admission for fall 2006 and beyond, for whom standardized test scores are required, must submit either the New SAT I with the writing component or the ACT with the writing component. The ACT without the writing component will not be acceptable as a standardized test for admission after the spring semester of 2006.

VIII. Facilities and the Implementation of the Bond Program

Capital Facilities Planning and Construction—Background

On November 7, 2000, the voters of North Carolina overwhelmingly supported the passage of the 2000 Higher Education Bond referendum. The \$3.1 billion bond package (with \$2.5 billion for the University of North Carolina and \$600 million for the North Carolina Community Colleges) was and remains the single largest bond referendum for public higher education in the United States. The approval of the bonds and the subsequent efforts to implement the delivery of capital projects have resulted in the addition of significant capacity for the State's higher education system and have positioned the State to meet the growing demands on its educational institutions fueled by a rapidly changing economy and the need for a workforce capable of competing in a global economy.

The passage of the Higher Education Bond Program represented the culmination of years of planning by many individuals to document the condition of University facilities, the cost of bringing existing facilities up to current standards, and the cost of building new facilities to meet current and future capacity needs. The General Assembly, in a special provision in 1997, directed the Board of Governors to study the equity and adequacy of all its capital facilities. The General Assembly later directed the Board to prepare a 10-year capital plan identifying facilities and improvements needed in the University and a methodology for funding those needs.

As consultants to the Board, Eva Klein & Associates undertook the capital equity and adequacy study and led the preparation of the 10-year capital plans for each UNC institution and all UNC affiliates. The 18-month study was adopted by the Board and forwarded to the General Assembly with the proposal that the General Assembly authorize bond financing as a method of funding approximately 60% of the University's needs. The remaining funds would be provided by the campuses, principally from self-liquidating indebtedness.

The needs identified in the University's ten-year capital plan totaled \$6.9 billion. Of those, approximately 43 percent was for renovations, modernization, and replacement of facilities. Nearly a third (1/3) of that need was for science laboratories and facilities. The majority of the science projects were planned as replacement buildings for existing facilities since it is more cost effective to build new facilities and convert older science buildings to general classroom use. In addition, one quarter (1/4) of the cost for renovation, modernization, and replacement was for residence halls. The plan also included new residence halls for several of the smaller campuses targeted for aggressive growth. Overall, the plan envisioned the need for an increase of 17,000 additional beds over the ten-year planning period to meet the demands of enrollment growth. Finally, over 10% of the cost to renovate, modernize, and replace existing facilities was planned for infrastructure. With the overall aging of the University's physical plant, the cost for infrastructure remains a critical component of the ten-year plan. The plan anticipated two phases of capital construction.

Phases I and II—10-Year Capital Plan

The first phase included those projects that were identified as high priority and necessary to meet institutional capacity needs that would develop over the first six years of the 10-year planning period, whether through new construction, renovation, or infrastructure improvements. The second phase included those projects that would be required to meet institutional needs during the next four-year period, the remainder of the major modernization projects, and other needs that it was determined could wait until the completion of the first phase. Both phases included projects to be funded with state, self-liquidating, and private dollars. As is the dynamic nature of all capital plans, the second phase will need to be

carefully reviewed to determine that updates to high priority needs are incorporated into the plans.

The Capital Plan further identified projects for longer-term consideration (outside the 10-year window) that would not be completed in either Phase I or Phase II. The prospects of funding these projects from State, self-liquidating, or private sources was not likely within this period; however, these projects could move into the second construction phase if financial resources become available.

Repair and Renovation Funds as Part of Capital Plan

The University's capital plan also contemplated a constant stream of funding from the State's Reserve for Repairs and Renovations. In 1993, the General Assembly established the Reserve to provide for current maintenance needs and address the significant backlog of deferred maintenance among State facilities. The State Construction Office conducts its Facilities Condition Assessment (FCAP) of all State facilities every three years to determine the condition of those facilities and provide estimates of the current replacement value of State facilities. Since 1993, the Board of Governors has relied on a formula to distribute funds from the Reserve for Repairs and Renovations that is based on the FCAP assessments, square footage, and program requirements of the campuses. It is important to note that this critical funding was unavailable for two years (2001 and 2002) because of revenue shortfalls in the State's budget. This funding is needed to continue to address both current and deferred maintenance needs to ensure that University facilities do not deteriorate further and that the effects of the renovations under the bond program will last indefinitely. Because the State was unable to provide this funding, the University lost approximately \$114 million needed to meet current and deferred maintenance needs.

The campuses' six-year plans for R&R funds total just over \$600 million. The Board of Governors' requested \$202 million in repair and renovation funds for the 2003-05 biennium. The General Assembly did not fund the Reserve for Repairs and Renovations for two consecutive years as a result of the State's fiscal crisis. The 2003 Regular Session of the General Assembly allocated \$4.6 million in R&R funds for the University and authorized another \$300 million in debt for Statewide R&R funds. Historically, the University has received 46 % of Statewide R&R funds.

University of North Carolina Sources—Self-Liquidating Projects

Phase I and Phase II of the 10-year Capital Plan included projects to be funded from self-liquidating sources. The Capital Study proposed that the State continue its practice of providing approximately 60% of the necessary funds for capital expenditures on the campuses, while requiring the campuses to provide approximately 40% of funds from resources generated by campus auxiliaries. Over the past five years, the Board has requested and the General Assembly has authorized over \$1 billion in capital projects from self-liquidating sources. The 2002 and 2003 self liquidating packets, alone totaling over \$889 million, have resulted in the comprehensive renovation of 20 residence halls, the addition of roughly 4,000 new beds for resident students, the addition of close to 4,000 new parking spaces, in addition to improvements in student services in the form of new or improved student centers, dining facilities, and recreational facilities, and major infrastructure improvements on those campuses with aging facilities and infrastructure.

2000 Higher Education Bond Program—Status

By its third year, the Higher Education Bond Program had achieved the important milestone of having placed 82% of bond projects in some stage of design, construction, or completion.

Contractual commitments for projects either underway or completed comprised 40% of the bond program value (\$2.5 billion) or \$1 billion.

Just as important, the overall schedule for University construction remained within the baseline estimates and all projects were expected to complete on budget. While significant challenges remained for the overall economy, the University's efforts to maintain a healthy pace of construction continued to provide opportunities for the State economy and the design and contractor communities. The University is also securing competitive bids for the bond projects.

The following tables show projects completed to date (as of June 30, 2003) and the schedule for projects that will be completed over the next six years (July 1, 2003 through June 30, 2009).

[Table VIII.1](#) lists completed projects by institution, project title, and project description. Several major projects have been completed to date, including the Science Building and the addition to the Rankin Science Building at Appalachian State University, the Medical Biomolecular Research Building and the School of Medicine's Bioinformatics building at the University of North Carolina at Chapel Hill, the Science Instructional Building at the University of North Carolina at Greensboro, and the Science and Technology Building at East Carolina University.

[Table VIII.2](#) lists projects scheduled for completion by institution and project titles. By the end of the first phase of the capital program, over five million square feet of academic space will have been renovated. Close to three million square feet of science and technology laboratory space will have been modernized or added. Residence hall additions will provide for over 3,000 new beds and the comprehensive renovation of twelve existing residence halls.

Use of Historically Underutilized Businesses

Design and construction work within the UNC Bond Program has continued to provide business opportunities for minority designers and contractors. Contracts awarded under the program continue to exceed the state's goal of 10% of the total for Historically Underutilized Businesses (HUBs). Current design and construction contracts reflect total minority participation of over 16.1% of the total dollar value of contracts awarded. Efforts are underway to enhance the designer selection process to provide opportunities to further increase minority participation, particularly for African American designers.

Table VIII.1. The University of North Carolina Bond Projects Completed before July 1, 2003

Part 1 of 3

PROJECT	COMPLETION DATE
Appalachian State University	
<u>Science Building--CAP:</u>	12/03/02
This project completes approximately 8,000 square feet of unfinished laboratory space in the Science Building, constructed with funding from the 1993 bond issue. The laboratories support the Chemistry, Physics and Astronomy, and Computer Science programs.	
<u>Rankin Science Building Addition:</u>	06/11/03
Damage from repeated flooding, deterioration, and functional obsolescence made replacing a portion of Rankin Science Building located in the flood plain cheaper than renovation. The remaining, larger portion of the structure requires complete modernization, including environmental, code and access improvements, to support rapidly expanding programs in Biology, Geology, and Geography and Planning.	
<u>Land Acquisition:</u>	12/31/02
The University identified several parcels of contiguous land that was considered key in the successful implementation of the ten-year Master Plan. The land was held in private ownership and the bond funds permitted the acquisition of the land when it became available on the open market.	
East Carolina University	
<u>Campus Computing Center Renovation:</u>	07/30/02
This project involved the renovation and modernization of campus computing center facilities for centralized information technology. It addresses the current and future space needs of the rapidly growing information technology operation serving the campus and the region. As space is acquired and renovated, units scattered across campus will be able to consolidate, thereby allowing the spaces they vacate to be renovated for other academic needs.	
Elizabeth City State University	
<u>Physical Education Facilities:</u>	04/25/03
This project provides improved playing fields, classrooms, locker rooms, and bathrooms immediately adjacent to outdoor facilities, allowing class sections to combine classroom instruction with outdoor training. The facility also supports commencement, intramural sports, and intercollegiate athletics.	
North Carolina A & T State University	
<u>Campus Security Improvements:</u>	12/01/01
The project provides for enhanced campus security by improving lighting and the availability of emergency telephone call boxes.	
North Carolina Central University	
<u>McLean Residence Hall:</u>	11/18/02
This project renovated a 78-bed residence hall built in 1937. The scope of work included installation of fire sprinklers, an elevator, upgraded electric systems, and a central air conditioning system; window replacement; restroom rehabilitation; abatement of lead and asbestos containing building materials; and renewal of architectural finishes. The project supplemented \$1.9 million in other R&R work.	
North Carolina School of the Arts	
<u>Stevens Center--Comprehensive Modernization & Major Renovations:</u>	05/05/03
The Stevens Center is a state-owned, 10-story building in downtown Winston-Salem used by the school for productions of drama theatricals, dance, and musical performances. The renovation of the upper floors provided for the expansion of the Community Music Outreach Program and provided additional storage facilities.	

Part 2 of 3

PROJECT	COMPLETION DATE
North Carolina State University	
<u>Clark Hall Conversion and Renovation:</u> This renovation of the former infirmary provides office space for faculty and student support programs on floors 2, 3, and 4 of Clark Hall.	01/20/03
<u>Horticultural Classroom at Arboretum Education Center:</u> This project included the addition of a teaching classroom for plant sciences and landscape design at the Arboretum's new 12,350-square-foot Education Center.	07/01/02
<u>Research and Teaching Feed Mill:</u> This project provided a new facility to house instructional feed mill, classroom and laboratory.	01/17/03
<u>Undergraduate Science Teaching Lab--Greenhouses:</u> This project provided for the construction of greenhouses at Method Road and at Hort Field.	05/03/02
<u>Lake Wheeler Road Field Lab:</u> This 19,000 gross square foot facility supports teaching of beef cattle handling and reproduction by the Department of Animal Sciences.	12/04/02
The University of North Carolina at Asheville	
<u>Campus Primary Electrical Distribution Upgrade & Improvements:</u> This project renovated the campus underground electrical distribution system and replaced sections of the system. The system was more than 30 years old and had surpassed the expected life cycle and did not meet current electrical demands.	01/10/03
<u>Technology Infrastructure Expansion:</u> This initiative continued expansion of the campus information technology infrastructure that supports teaching and learning programs, student and administrative services, and other activities central to the University's mission.	11/02/02
The University of North Carolina at Chapel Hill	
<u>Medical Biomolecular Research Building (MBRB):</u> This 225,000-square-foot laboratory building houses research laboratories and necessary laboratory support space for the School of Medicine.	03/03/03
<u>Carolina Living and Learning Center:</u> The Carolina Living and Learning Center, located north of Pittsboro in Chatham county, is an agrarian based living and learning center for autistic adults. Phases 1 and 2 have constructed cottages for fifteen patients (eventual build-out will provide for thirty patients). This phase constructed the commons building and connected the sewer line of the center to the Town of Pittsboro municipal sewer system.	04/15/02
<u>Murphey Hall Classroom:</u> This project provided for an extensive renovation of the entire building constructed in 1924. Murphey Hall is a heavily used general-purpose classroom building that also houses the Classics Department. The renovation included new room configurations, new ceilings and lighting, new floors, new electrical and telecommunication systems and central air conditioning.	12/17/02
<u>School of Medicine (Bioinformatics):</u> This project provided space to consolidate Mail Center operations on the lower floor of the completed Bioinformatics Building. The location offers an improved loading dock and vehicular access.	11/19/02

Part 3 of 3**PROJECT****COMPLETION DATE****The University of North Carolina at Chapel Hill (continued)***RB House Library:*

07/15/02

The R.B. House Library was built in 1968 and, since that time, has served as the undergraduate Library. In addition to providing repairs to the building, roof, electrical and HVAC systems and removing asbestos, this project accomplished a comprehensive renovation of this facility to combine the operation of the Undergraduate Library with the Office of Institutional Technology. This combination of functions provides for modern technological services to library users.

The University of North Carolina at Charlotte*Chiller Replacement:*

06/25/03

One central chiller plant replaced individual chillers at McEniry and Smith buildings and now provides sufficient capacity to serve the Bookstore and Prospector cafeteria. The new plant is located in McEniry and consists of two 500-ton water-cooled centrifugal chillers, two 2-cell induced draft cooling towers, and associated pumps, piping, and controls.

Technology Infrastructure Expansion:

06/16/03

This initiative continued the expansion of the campus information technology infrastructure supporting teaching and learning programs, student and administrative services, and other activities central to the University's mission.

The University of North Carolina at Greensboro*Science Instructional Building:*

05/02/03

This new building houses Chemistry and Biology departments. It replaces obsolete classrooms and chemistry laboratories in the 1939 Petty building and provides additional classroom and laboratory space for the rapidly growing biology program.

The University of North Carolina at Wilmington*Academic Support Facilities:*

06/25/03

This facility provides faculty, administration and facilities with new warehouse and printing shop buildings.

Winston-Salem State University*F. L. Atkins--Additions and Renovations:*

10/15/02

The F.L. Adkins addition and renovation project included a 32,000 square foot addition plus a 11,000 square foot renovation of the existing Health Sciences Building.

North Carolina School of Science and Math*Renovation of Royall Outreach Center:*

02/14/03

This 1917 building has been renovated to provide housing for residential program students and students and teachers participating in NCSSM's distance learning programs. Mechanical, electrical, and plumbing systems have been replaced and the building altered to meet current code requirements.

UNC Center of Public Television*Mobile Satellite Uplink:*

10/31/01

This project funded UNC-TV's federally mandated conversion to digital television (DTV). The mobile satellite uplink allows UNC-TV to bring coverage of many more significant events from remote locations throughout North Carolina to its statewide audience. Together, these improvements allow UNC-TV to bring greatly enhanced value to every citizen of the state.

**Table VIII.2. The University of North Carolina Bond Projects
for Completion July 1, 2003 through June 30, 2009****Part 1 of 7**

PROJECT	COMPLETION DATE
Appalachian State University	
Central Library Complex	07/27/07
Rankin Science Building Renovation	08/07/06
Living and Learning Center--Academic Portion	12/05/03
Turchin Visual Arts Center Addition	09/23/04
Smith-Wright Hall Renovation	12/14/06
Founders Hall--Comprehensive Renovation	10/13/03
Walker Hall Renovation	03/10/04
B.B. Dougherty Hall Renovation	08/19/03
Water System Improvements	11/17/04
Technology Infrastructure Expansion	02/24/03
East Carolina University	
<i>Science Labs and Technology Building, Replacement for Flanagan</i>	07/31/03
Flanagan Building--Renovation & Conversion	12/03/03
Nursing, Allied Health and Developmental Eval. Clinic Expansion & Renovation of Old Nursing Building	02/15/06
Belk Building Renovation & Conversion	03/15/07
Classroom Improvements--Technology Upgrades and Renovations	03/15/07
Academic Space Requirements--Teaching Laboratories	06/02/04
Old Cafeteria Office Building Renovation	07/25/06
Infrastructure--Repairs and Expansion	03/06/07
<i>Land Acquisition</i>	12/07/05
Technology Infrastructure Expansion	09/02/03
	08/22/03
Elizabeth City State University	
Lane Hall Classroom Building Renovation	04/11/06
Trigg Hall Classroom Building Renovation	04/24/07
Johnson Hall Classroom Building Renovation	01/31/05
Williams Hall Classroom Building Renovation	12/02/03
Lester Hall Classroom Building Renovation	02/24/05
White Graduate Center & Continuing Education Building Renovation	02/17/04
Wilkins Laboratory Building Renovation	04/01/05
Mitchell-Lewis Residence Hall Renovation	03/17/05
Wamack Residence Hall Renovation	10/27/05
Doles Residence Hall Renovation	06/14/06
Residence Hall for 200 Students--Replacement of Symera Hall	08/05/04
Central Chiller Plant	11/29/04
Student Center	10/12/04
Campus Infrastructure Improvements	08/19/05
Electrical Distribution System Upgrade	06/06/05
Energy Management System Improvements	05/24/05
Technology Infrastructure Expansion	09/02/03
Land Acquisition	09/14/05
Fayetteville State University	
Residence Hall for 275 Students	01/25/05
Lyons Science and Laboratory Building--Comprehensive Renovation & Addition	11/01/05
Science Annex--Comprehensive Renovation	11/05/04
Continuing Education Center--Comprehensive Renovation	04/12/04
Taylor Social Sciences Classroom Building--Comprehensive Renovation	03/27/07

* Italics represent projects reported as completed in the September 2003 Quarterly Report.

Part 2 of 7

PROJECT	COMPLETION DATE
Fayetteville State University (continued)	
Charles Chestnut Library--Comprehensive Renovation	05/10/04
William Collins Building--Comprehensive Renovation	09/14/06
Seabrook Auditorium--Comprehensive Renovation	01/05/05
Taylor Gymnasium--Conversion of Building for Academic Use	09/27/05
Lilly Gymnasium--Comprehensive Renovation & Conversion of Building for Student Services	09/06/05
Cook Dining Hall--Comprehensive Renovation & Conversion	06/22/04
Student Residence Halls--Fire Safety Improvements	10/07/03
Campus Infrastructure Improvements	07/21/04
Comprehensive Renovation & Conversion of Spaulding (Old Infirmary) for Public Safety Facility	12/03/03
Technology Infrastructure Expansion	11/28/03
North Carolina A & T State University	
Classroom and Laboratory Complex	01/07/05
Chemistry Laboratory--Replacement for Hines Hall	07/25/05
Harrison Auditorium Renovation	11/29/05
New Student Housing (Four Dormitories)	05/10/05
New Student Housing (Four Dormitories)	05/10/05
New Student Housing (Four Dormitories)	05/10/05
New Student Housing (Four Dormitories)	05/10/05
Holland Residence Hall Renovation	08/29/06
Morrison Residence Hall Renovation	08/23/04
Zoe Barbee Residence Hall Renovation	03/27/07
Hazardous Materials & Waste Storage Facility	01/31/05
School of Agriculture Improvements	05/26/04
Barnes Hall Laboratory Renovation	03/07/07
Graham Hall Engineering Laboratory Renovation	06/07/05
Corbett Intramural Center Addition	10/20/08
Replacement of Steam Lines and Access Holes	09/02/03
Electrical Distribution System--Upgrade and Expansion	08/31/04
Central Cooling Plant Phase I	06/21/07
Cherry Hall Laboratory Building Renovation	11/14/05
Three Classroom Building (Dudley, Gibbs & Moore) Renovation	06/22/07
Land Acquisition	02/13/04
Technology Infrastructure Expansion	11/28/03
North Carolina Central University	
Science Building	12/26/03
Farrison Newton	06/06/06
Student Housing (Graduate)	05/14/04
Baynes Residence Hall	01/10/05
Rush Residence Hall	08/02/04
Eagleson Residence Hall	05/11/06
Shepard Residence Hall	03/11/05
Latham Residence Hall	08/09/05
Pearson Cafeteria	04/13/07
Student Residence Halls--Fire Safety and Security	06/18/04
Turner Law School	02/07/05
Shepard Library	03/09/05
Old Senior Dorm	N/A
Alexander Dunn Building	08/17/05
Campus Infrastructure	09/20/04
Hoey Building	N/A

Part 3 of 7**PROJECT****COMPLETION DATE****North Carolina Central University (continued)**

Code Compliance Corrections	09/02/03
Land Acquisition	01/09/06
Public Safety	12/11/03
Technology Infrastructure	09/02/03
BN Duke	12/18/03
Health and Safety Repairs	12/08/04
Mold Remediation	09/02/03

North Carolina School of the Arts

Basic Performance and Education Complex--Phase I and Phase II	06/29/04
Film Archives Building	01/19/04
Student Services Support Complex	09/02/04
Dance Costume Shop--Comprehensive Renovation	10/21/04
Workplace Building #2--Comprehensive Renovation	08/19/05
Crawford Hall and the Recital Hall--Comprehensive Renovation	08/09/05
Residence Hall	11/16/04
Gray Classroom Building--Partial Renovation	08/09/05
Technology Infrastructure Expansion	07/19/04
Renovation of DeMille Theatre	08/09/05
Land Acquisition	10/19/05

North Carolina State University

Undergraduate Science Teaching Laboratory Phase I	01/15/04
Withers Hall--Comprehensive Renovation	09/01/06
College of Engineering Phase I	11/09/04
College of Veterinary Medicine--Research Addition and Renovation of Labs and Academic Space	04/22/05
College of Engineering Complex--Phase II CM@Risk	06/29/05
David Clark Lab Renovation & USTL Phase 2	05/13/05
South Gardner Hall Laboratory Renovation	08/15/07
1911 Building Comprehensive Renovation	08/05/08
Park Shops Comprehensive Renovation	03/07/08
Riddick Lab--Comprehensive Renovation Lab to Classroom	05/23/06
Harrelson Classroom Building, Modernization	06/01/09
Clark Hall Conversion and Renovation	01/21/02
Schaub Food Science Building--Comprehensive Renovation CM@Risk	07/22/05
Williams Hall Laboratory Building Renovation	07/02/07
Polk Hall Laboratory--Comprehensive Renovation	04/28/08
Leazar Hall Laboratory Building--Comprehensive Renovation	06/29/06
Daniels Hall Laboratory Building--Phase 1	09/08/06
Jordan Hall Lab and Classroom Building--Addition CM@Risk	05/19/05
Library Space--Phase I	04/27/06
Support Services Center--to Relocate Various Campus Services	08/16/05
Field Research Laboratories and Outlying Research Facilities--Phase I	08/03/06
Research Lab Space--Phase 1	04/26/05
Public Safety Facility	05/25/04
College of Veterinary Medicine--Mechanical and Electrical System Improvements	12/12/06
Technology Infrastructure Expansion	07/15/04
North Campus Chilled Water	01/02/06
Chilled Water Brickyard Loop Extension and Cooling Tower	N/A
Steam Distribution and Capacity Improvements (Sullivan Dr. area)	12/12/03
Main Campus Infrastructure (including Water System)	01/23/06
College of Veterinary Medicine Infrastructure CM@Risk	03/30/04

Part 4 of 7**PROJECT****COMPLETION DATE****North Carolina State University (continued)**

Centennial Campus--Infrastructure	05/05/04
Land Acquisition	07/31/03
Animal and Food Science Facilities	05/11/06
Land Acquisition / Beef Herd Relocation	08/30/04

The University of North Carolina at Asheville

Math & Science Building--Replacement of Rhodes & Robinson	03/18/05
Highsmith Center Renovation	05/25/04
Carmichael Hall Renovation	10/27/04
Zageir Hall Renovation	12/05/05
Relocate Physical Plant Facilities	07/05/05
Justice Gymnasium Renovation	02/06/04

The University of North Carolina at Chapel Hill

Medical Science Research Building (MSRB)	12/20/04
Health Sciences Library	05/21/04
School of Dentistry (Old Dental Building Renovation)	03/17/04
Rosenau Hall Laboratory	12/14/06
Brauer Hall	08/04/06
Burnett Womack	08/29/05
Berryhill Hall Renovation	09/13/06
Beard Hall Classroom	01/31/05
Teaching Research Building--School of Public Health	09/10/04
Carrington Hall	06/17/04
Community Health Building--Consolidation of Programs	N/A
Genetic Research Building	04/13/06
Science Complex Phase I & II	12/19/07
New West Classroom Renovation	02/01/06
Steele Building Comprehensive Renovation	07/02/07
Saunders Hall Classroom Building	12/14/04
Peabody Hall Classroom Renovation	02/13/04
Memorial Hall Renovation	10/25/04
Smith Hall Renovation	08/03/06
Institute of Marine Science Renovation--Morehead	09/11/03
Hamilton Hall Renovation	07/23/07
Gerrard Hall Classroom Renovation	04/26/06
Caldwell & Howell Halls Classroom Renovation	10/20/06
Coker & Mitchell Halls Renovation	07/16/09
Hanes and Manning Halls and Alumni Building Renovation	05/25/06
Woolen & Fetzer Classroom Renovations	06/22/07
Greenlaw Hall Renovation	04/28/08
Phillips Hall Classroom Renovation	08/27/03
Hill & Davie Classroom Renovation	09/18/06
Academic Facilities (Global Education Center)	09/02/03
College of Arts and Sciences (Arts Common)	08/11/08
Physical Plant Support Facilities	04/21/06
Student Services Building	11/21/05
Storm Drainage Improvements	10/11/07
Cogeneration Facility	10/20/05
Steam Distribution System Replacement	06/02/03
Upgrade Campus Energy Management	08/10/05
Campus Fiber Optics Network	08/04/08

Part 5 of 7

PROJECT	COMPLETION DATE
The University of North Carolina at Chapel Hill (continued)	
Electrical System Improvements	06/22/05
Infrastructure Improvements (Manning Steam Plant)	07/31/03
Technology Infrastructure Expansion	11/17/05
Land Acquisition	12/30/05
440 West Franklin Street Renovation	07/11/05
Wilson Hall Laboratory Renovation	02/16/06
The University of North Carolina at Charlotte	
Academic Facilities--Humanities	05/20/04
Science and Technology Building	07/02/04
Classroom and Office Building	08/31/04
College of Education Building	10/05/04
College of Nursing and Health Professions Building	06/02/06
Graduate Engineering Complex	01/21/05
Research Facility and Laboratory--Phase I	N/A
Central Heating Plant Improvements--Upgrade & Modernization	09/30/03
Rowe Classroom Building--Comprehensive Renovation	07/19/05
McEniry Classroom Building--Comprehensive Renovation	01/26/06
Physical Plant and Campus Public Safety Facilities	03/28/05
The University of North Carolina at Greensboro	
Petty Building Renovation	11/12/07
Brown Classroom Building Renovation	09/10/07
McIver Studio Arts Center (Classroom)	02/23/06
Aycock Auditorium Renovation	03/04/08
Stone Classroom Building Renovation	04/01/05
Alumni House Code Compliance	12/18/07
Heating Plant Expansion & Improvements	02/14/05
Forney Classroom Building Renovation	09/17/08
McNutt Classroom Building Renovation	06/27/07
Electrical Power Distribution Expansion (Substation)	09/27/04
McIver Humanities Hall--Research Space Phae I	01/24/06
McIcer Chiller Plant Expansion and Improvements	09/23/04
Northeast Quadrant Infrastructure	06/22/04
Technology Infrastructure Expansion	12/12/02
Land Acquisition	06/30/06
The University of North Carolina at Pembroke	
Science Building / Oxendine Science Building--Comprehensive Renovation	11/19/04
Locklear Hall Classroom Building--Comprehensive Renovation	01/06/06
D. F. Lowry Classroom Building--Comprehensive Renovation & Addition	06/28/06
Business Administration Building--Comprehensive Renovation	10/12/05
Moore Classroom Hall--Comprehensive Renovation	12/19/05
Residence/Dining Hall	N/A
West Residence Hall--Comprehensive Renovation	08/23/05
Jones Physical Education Complex--Comprehensive Renovation	10/15/04
Replace Physical Plant Complex	06/18/04
Renovation of Former Physical Plant Facility	08/15/05
Campuswide Infrastructure Improvements	10/14/05
Campus Water Distribution Upgrades	04/05/05
Primary Electrical Distribution Upgrades	06/28/05

Part 6 of 7**PROJECT****COMPLETION DATE****The University of North Carolina at Pembroke (continued)**

Technology Infrastructure Expansion	10/27/06
Economic Forum Building (Regional Center)	04/14/04

The University of North Carolina at Wilmington

School of Education	05/14/04
Academic and Classroom Facilities	11/22/05
General Classroom Building	05/25/05
King Hall Classroom Building--Comprehensive Renovation	05/20/05
Hoggard Hall Classroom Building--Comprehensive Renovation	08/29/05
Alderman Hall Classroom Building--Comprehensive Renovation	06/25/07
Westside Hall Classroom Building--Comprehensive Renovation	10/06/04
Kenan Hall Classroom Building--Comprehensive Renovation	12/05/06
Hinton James Hall Classroom Building--Comprehensive Renovation	06/19/06
Friday Hall Laboratory Building--Comprehensive Renovations	11/13/06
Kenan Auditorium--Comprehensive Renovation	12/12/06
Marine Sciences Research Center Operations Facility	08/23/05
Academic Support Facilities and Computing Center	11/29/04
Infrastructure Expansion	04/21/05
Land Acquisition	11/14/03
Primary Electrical Distribution System Improvements	01/15/04
Technology Infrastructure Expansion	07/22/05

Western Carolina University

Academic Facilities--Humanities & Fine Arts	02/25/04
Stillwell Lab Building Renovation	05/30/06
<i>McKee Classroom Building Renovation</i>	07/18/03
<i>Bird Building--Renovation & Conversion for Student Health Center</i>	07/18/03
Residential Learning Facility	08/29/05
Breese Gymnasium Renovation	09/13/04
New Housing Facility for 300 Students	08/20/04
Chiller Replacement and CFC Retrofit	04/22/04
Infrastructure Improvements	10/11/05
Killian Clinic Annex Renovation	09/21/04
Killian Education and Allied Professions Renovation	04/03/06
Forsyth Classroom and Computer Labs Renovation	02/01/07
Land Acquisition	05/27/05
Technology Infrastructure Expansion	10/03/06

Winston-Salem State University

Computer Science Facility--Replacement and Consolidation	10/09/03
Carolina Hall--Renovation and Conversion from Computer Center to Classrooms	07/07/05
Physical and Life Sciences Building--Replacement of Hill Hall	10/01/04
Anderson Center--Comprehensive Renovation & Change of Use for Early Childhood/Gerontology	10/18/05
Health Center Building and Old Nursing Building--Comprehensive Renovation for Student Health	12/14/05
Replace Underground Steam and Hot Water Piping	09/02/03
Chilled Water Loop System	10/13/03
Infrastructure Improvements	05/13/04
Technology Infrastructure Expansion	04/01/05

* Italics represent projects reported as completed in the September 2003 Quarterly Report.

Part 7 of 7

PROJECT

COMPLETION DATE

UNC Center of Public Television

Digital Conversion

06/15/05

North Carolina School of Science and Math

Renovation of Bryan Center

02/02/04

The North Carolina Arboretum

Operations Support Facility

07/27/04

Main Entrance Utilities

06/17/05

Main--School Bus Parking

09/22/04

Main Entrance Gates & Gate Houses

10/19/04

Greenhouse Exhibition Center

05/22/06

IX. Information Technology for Student Learning, Research, and Administrative Efficiency

Information technology planning, both short-term and strategic, at UNC has been an ongoing process for the past several years. It is essentially a process of matching an institution's internal strengths and weaknesses to its external opportunities and constraints in the context of its mission, goals, values, beliefs, and traditions. The outcomes of the process are decisions about the institution's future. This view of planning emphasizes the trade-offs in which decision-makers are constantly engaged within the context of overall institutional planning. There is a growing synergy among UNC campuses, and among the many departments within each UNC institution, that deals with the creation, maintenance, and dissemination of information through digital technologies. This is occurring in such areas as administrative computing, academic computing, instructional media, library services, and telecommunications.

Increasingly, UNC campuses need the ability to facilitate access to information with little concern as to whether it is academic or administrative in nature. This is a broad view of the function of electronic resources on campus, encompassing the technology (or conduit), the information content, and the services that link both of these elements with users at all levels through help desks, applications development, training, and a host of other functions. From this perspective, information technology resources include everything from the growing global digital library of networked information, accessed by many faculty, staff, and students from their desktops, to administrative databases and the content of campus-wide information systems.

Two key underpinnings of the UNC IT Strategy are:

1. Information is a key strategic asset of the institution in a far broader sense than data processing, or academic/administrative computing, or administrative information systems, and must be planned for and managed accordingly, and
2. IT strategy and priorities must be well-aligned with the institutional strategy and priorities.

The UNC IT strategy spans the following five areas:

- ◆ Services for students (web-enabled services, integrated services)
- ◆ Teaching and learning with technology (campus activities, collaborative initiatives, leadership activities)
- ◆ Distance and Online Learning (eLearning)
- ◆ Administrative/decision-support systems
- ◆ Logistical needs (network maintenance, user support, and collaborative procurement)

Ubiquitous, pervasive, and embedded computing is increasing and will be the dominant paradigm in information technology. The challenge is to provide ready broadband access anytime and anywhere. The next generation Internet will be fast, ubiquitous, intelligent, reliable, trusted, scalable, easy, natural, always on, and seamlessly integrated to allow for collaboration. Technologies such as the *Evernet* (convergence of wireless, broadband, and Internet telephony that will result in the ability to be continuously connected to the Web anywhere using virtually any device) and voice over IP (VoIP), a set of facilities for managing the delivery of voice information, will strengthen delivery systems. The *Semantic Web* (the vision of having data on the web defined and linked in a way that can be meaningfully used by machines—not just for display purposes, but for using it in various applications) will soon unleash many new possibilities.

Learners today are much more “visual” and “experiential.” Therefore, to be successful, one must adapt and adopt newer techniques and technologies. New course designs, especially in the eLearning arena, must focus on providing individual learners with the tools, resources, and

tactics for achieving their specific learning outcomes. Although Peer-to-Peer (P2P) technologies are often talked about in the context of music downloads, they have opened an important door for peer-based content delivery for such uses as collaboration, training, and communications. The implications of wireless broadband (Wi-Fi) and personal digital assistants (PDAs) on pedagogy in higher education should be integrated into initiatives across many curriculum areas.

Information technology has a crucial role to play in assuring North Carolina's economic and educational competitiveness. To meet the demands of economic competition in the information economy, North Carolina requires a well-educated, well-trained workforce and a university system that has the resources to lead the state in the use of information and communication technologies.

Despite the collapse of the "internet technology bubble" in the recent past, employment in information technology industries is expected to grow over the next several years. Such industries will not locate in regions where the local workforce is inadequately prepared, in terms of either general educational level or specific technological skills. Not only is there regional disparity in North Carolina's participation in the information economy, but a "digital divide" also exists along racial, ethnic, and income lines. If all citizens of the state are to participate in and benefit from the knowledge economy, the University must be committed to helping to close this divide.

To address North Carolina's educational and economic needs, the University must offer campus-based and distance degree and certification programs that produce the teachers, business leaders, scientists, engineers, health care professionals, and others who are necessary to support economic development of a region. In addition to offering a variety of educational opportunities that address needs throughout the state, the University must partner with the North Carolina Community College System and the public schools in applying information technology to satisfactorily address the needs of the state.

Advances in information technology must be employed to enable the university to accomplish this goal effectively and efficiently. A first requirement for supporting North Carolina in this manner is to ensure that UNC institutions are providing their students and faculty with the appropriate information technology resources needed to prepare them for this leadership. Acquisition and deployment of these resources requires not only significant financial investment by the state but also careful attention to numerous organizational and administrative issues that arise. The parameters for competing in the educational sector are changing due to the impacts of various technologies. New and existing technologies have the power to transform learning from a *passive* process to one that is *interactive, participatory, and exploratory*.

Due to the impact of technology and globalization, education in the 21st century will change significantly in terms of delivery systems, teaching and learning methodologies, and the nature and number of educational providers. Examples include change from a faculty-centered to a learner-centered environment, greater reliance on interactive and collaborative learning, and greater focus on learning outcomes and competencies, and delivery of education "anytime, anywhere." Furthermore, higher education, especially public higher education, will be subject to changing and heightened expectations both from the state (e.g., economic development, solution of societal and environmental problems) and from the public (e.g., a more "service, client-centered" orientation coupled with broad access to quality, affordable, and convenient education).

Information literacy gained through the ability to use various technologies will be an underlying principle of quality education for the future. UNC must make computing and telecommunications services ubiquitous, transparent, and accessible for everyone in the community. The University must use modern information and communication technologies

effectively as well as provide valued information technology products and services efficiently. During periods of constrained resources, the University of North Carolina must evaluate, engineer/re-engineer, and optimize various processes to achieve the needed efficiency gains and free up and redirect resources for new key initiatives. This planning effort must share the unique competencies of faculty and other resources with collaborating community colleges, universities, and industry that will result in the development of innovative programs that are beyond the capacity of any one institution.

Advanced and emerging technologies will change the way classroom instruction and library services are delivered and will have a major impact on research. These will require expanding development programs for faculty, staff, and students that, in turn, will increase the demand for resources. Services for our students, faculty, and staff need to become “outward-facing” with “self-service” capabilities. This is in contrast to the current “inward-facing” services where considerable human intervention is required to complete routine and mundane tasks. Not meeting these service needs of the constituents effectively is not a viable option in the world where there are many choices and options available.

University activities in eLearning will dramatically increase and could substantially affect on-campus enrollments and lead to cooperative programs with schools (K-12). The effective use of various technologies promises to transform teaching & learning. This promise is in various stages of realization on UNC campuses.

Technologies such as streaming audio and video, virtual learning environments and tele-operated experiments (digital video courses and labs) are entering the web-based learning arena. Along with new learning management systems (LMS) and online course infrastructures, it will be necessary to reinvent educational pedagogy to take advantage of the opportunities these new methods provide. The ubiquitous availability, scalability, and inter-operability of technologies make eLearning a viable alternative for all campuses.

Knowledge management focuses on the accessibility and reusability of an organization’s intellectual assets and its core competencies. Organizations need to provide personalized solutions for the knowledge needs of individuals without requiring everyone in the organization to master the same body of information. Just in time and just enough delivery of knowledge resources reduces the required inventory that an individual must hold in store. Universal access to content—whether represented as objects, links or frames—literally destroys context. Therefore, the use of trusted intermediaries is needed. Precision distribution provides individuals with content objects and context for interpretation (SCORM, AICC, IMS, and W3C standards).

Learning architecture and learning object standards are being developed to ensure the interoperability of learning management systems and settings. Learning objects offer access to content at a granular level that typically maps to a single learning objective. Learning objects (also known as content objects, knowledge objects, reusable information objects, and reusable learning objects) are stand-alone pieces of information that can be reused in different contexts, depending on the needs of the individual user.

Based on an EDUCAUSE survey, researchers found that, in spite of the fact that only two UNC institutions *require* all students to have personal computers, most UNC institutions have a large percentage of students who use their own computers for academic work. Another key finding shows that, while two UNC institutions offer 24 x 7 public help desk operations, several institutions continue to provide less than 57 hours per week help desk availability. This is directly correlated with the lack of availability of adequate funding. The survey also showed that while most UNC institutions had some percentage of classrooms with wireless access, UNC as a whole is trailing behind the members of the comparison group. However, UNC institutions continue to make consistent progress in this area. Finally, in the area of enterprise resource planning (ERP) systems, UNC institutions were at some stage of

implementation. Of the sixteen, fourteen are currently at some stage of implementing the SCT Banner suite of application, one has fully implemented PeopleSoft, and one has taken a “best-of-breed” approach, purchasing and customizing software or writing software “in-house.”

In order to remain the nation’s premiere public research institution, UNC must continue and enhance its research capabilities. After Internet2, in which UNC is playing a key leadership role, Grid Computing has the potential to become the next wave in high-performance computing. Internet2 is a consortium being led by 205 universities working in partnership with industry and government to develop and deploy advanced network applications and technologies, accelerating the creation of tomorrow’s Internet. Internet2 is recreating the partnership among academia, industry and government that fostered today’s Internet in its infancy. The primary goals of Internet2 are to

1. Create a leading edge network capability for the national research community,
2. Enable revolutionary Internet applications, and
3. Ensure the rapid transfer of new network services and applications to the broader Internet community.

A Grid is a network of computational research centers whose supercomputer clusters, databases, and specialized programs form a pool of resources that is more powerful and more versatile than that of any single research center, or node, on the network. It may very well change the way scientists and, eventually, all of us interact with computers. By establishing the statewide North Carolina BioGrid in 2001 as a test bed for Grid technology in the biotechnology industries, North Carolina has become the first state to build its own terascale computing grid for life-science research. North Carolina’s MCNC offers a variety of technology services, including computing resources, data storage and networking infrastructure. Beyond the benefits to the university system, Grid computing will provide services to the private sector and become a catalyst for statewide economic development. Supporting this Grid initiative is the North Carolina Research and Education Network (NCREN), which is one of the country’s most advanced communications networks providing statewide research and education services. High-speed interconnections provide services to more than 180 North Carolina universities and public institutions, including all of the UNC system campuses, Duke, and Wake Forest. These services include access to national research networks, advanced video and distance learning services, and Internet access.

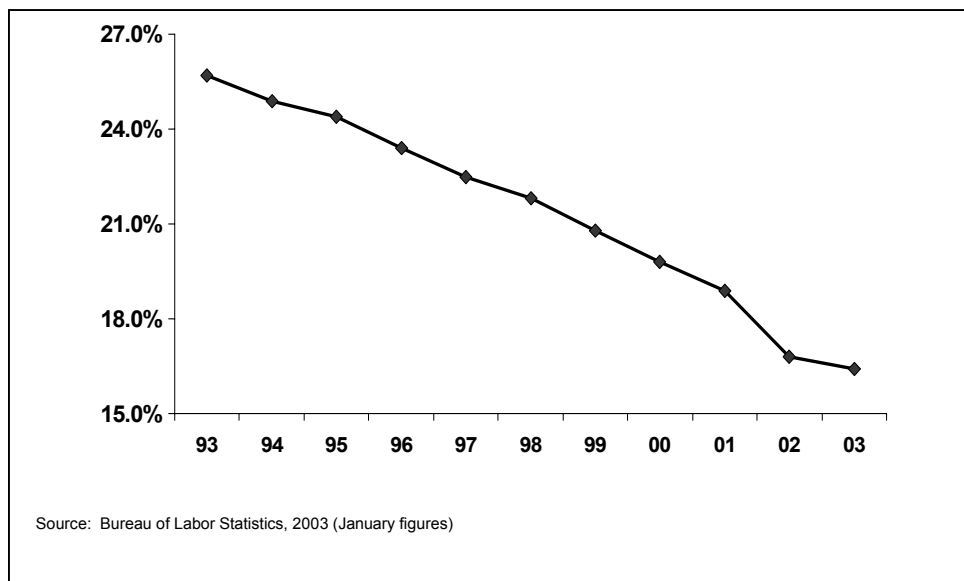
X. The Role of the University of North Carolina in Economic Development

From their inception, public universities have been linked to state economic development. The passage of the Morrill Acts in 1862 and 1890 created our nation's land-grant colleges. States were given land to create universities with a mission to support agriculture and mechanical arts through teaching, research, and outreach. Those new institutions were to provide a large segment of the population with a practical education, relevant to their livelihoods. The Hatch Act of 1887 added experiment stations at land-grant institutions to enhance scientific knowledge. The Smith-Lever Act of 1914 created the Cooperative Extension Service associated with the land-grant institutions to disseminate information gleaned from the experiment stations' research. These Acts created an important foundation for the three-part mission of public universities: teaching, research, and outreach.

The engagement activities of universities were significantly affected by the federal patent reform amendments of 1980 known as the Bayh-Dole Act, which permitted universities to own patents and license intellectual property. Since the enactment of this landmark legislation, universities have dramatically increased ownership of patents and intellectual property and expanded technology transfer opportunities.

Today, North Carolina is undergoing a fundamental shift from a manufacturing economy to a knowledge economy. Only a decade ago, more than 25 percent of North Carolina's non-farm workforce was employed in manufacturing (e.g., textiles and furniture). Manufacturing jobs—generally high-wage and low education level—were part of North Carolina's economic foundation. That percentage of manufacturing jobs in the non-farm economy has now fallen to about 16 percent (Figure X.1). Given the changes in the United States and North Carolina economies, this decline in traditional manufacturing jobs is not expected to change.

Figure X.1. Manufacturing Job Decline in North Carolina: 1993-2003



A strong partnership with government, business, and higher education is critical to overcome the challenges of the transition to the new global, knowledge-based economy. There are increasing expectations from legislative and executive leadership in the State that the University of North Carolina assume a more direct, active role in economic development. This reflects increased awareness that the university has extensive resources that can help lead and

support the transition to a knowledge-based economy. The University will be called upon to expand access to university education to fill the growing need for college graduates over the decades ahead. It is also positioned to leverage and focus resources to nurture local entrepreneurs, aid the transformation of existing businesses, and attract new businesses to North Carolina.

In its growing role in economic development, UNC is building on a strong record of service and support for communities and entrepreneurs, including those in rural areas:

- ◆ The cooperative extension services on our two land-grant campuses continue to serve agricultural interests and entrepreneurs in all 100 counties.
- ◆ The Industrial Extension Service serves manufacturers across the State.
- ◆ Seventeen Small Business and Technology Centers play a key role in entrepreneurial development, offering services to existing businesses and industries and supporting strategic economic development initiatives.
- ◆ Area Health Education Centers provide access to advanced health care in rural areas and encourage health professions graduates to practice in underserved areas, thus making these areas more attractive for economic development.
- ◆ UNC-TV provides increasingly important access to college telecourses, and its digital conversion offers enormous potential for new programming and outreach for business and economic development.

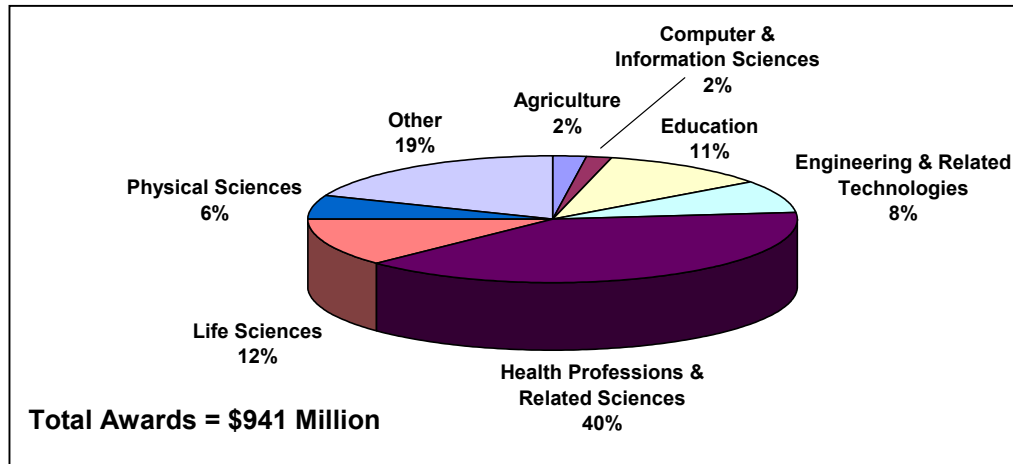
The University serves a leadership role in economic development in the State through its core missions of teaching, research, and outreach and engagement. Only by doing so can the State have an educated, highly skilled workforce, innovation and global competitiveness, and partnerships and alliances necessary to secure economic prosperity for future generations.

Teaching—Educating and training the State’s workforce for high skilled jobs

1. Continued support from federal and state funds expands access and improves the State’s college-going rate through important early intervention programs such as GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs), Pathways, and the College Foundation of North Carolina.
2. UNC institutions will continue to address the retraining of workers through life-long learning opportunities and distance education.
3. Recent projections indicate that our campuses will grow by as many as 58,000 students by 2012. Continued state funding for enrollment growth will be critical for ensuring that the University has the resources to provide North Carolina’s citizens with the education and skills necessary to adapt and change in a knowledge-based society.
4. Students must be prepared for the knowledge-based economy by campuses expanding academic skill development and effectively integrating information technology into the learning experience.

Research—Creating, transferring, and applying new knowledge and ideas to stimulate economic development

1. With a 2003 total of \$941 million in sponsored grants and contracts, UNC ranks third among university systems in the nation (Figure X.2). As important as the dollar volume of total research funds is the distribution of that support among academic disciplines. The following chart indicates the heavy concentration of investment in the important areas of life sciences, health professions, and biotechnology.

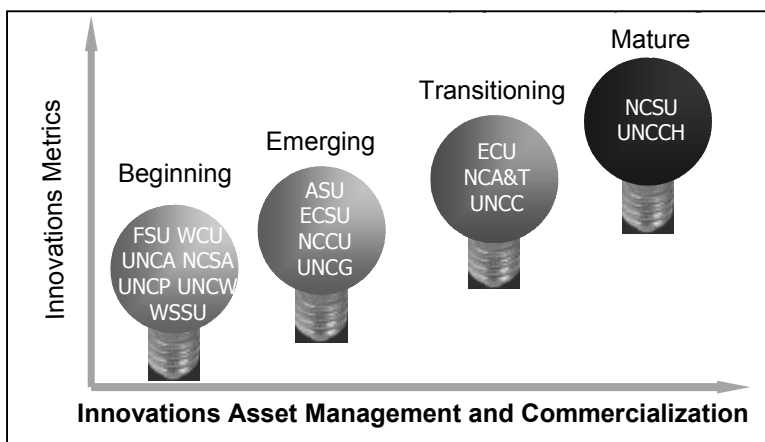
Figure X.2. Sponsored Research Awards by Discipline: FY 2003

2. Recent public/private investments of over \$800 million in new genomics, bioinformatics, and proteomics research programs at UNC institutions will foster new business growth in these emerging areas.
3. The University should continue to invest facilities and administrative receipts in building infrastructure for research and in encouraging innovation.

Outreach and Engagement—Fostering a climate for innovation and the development of emerging companies

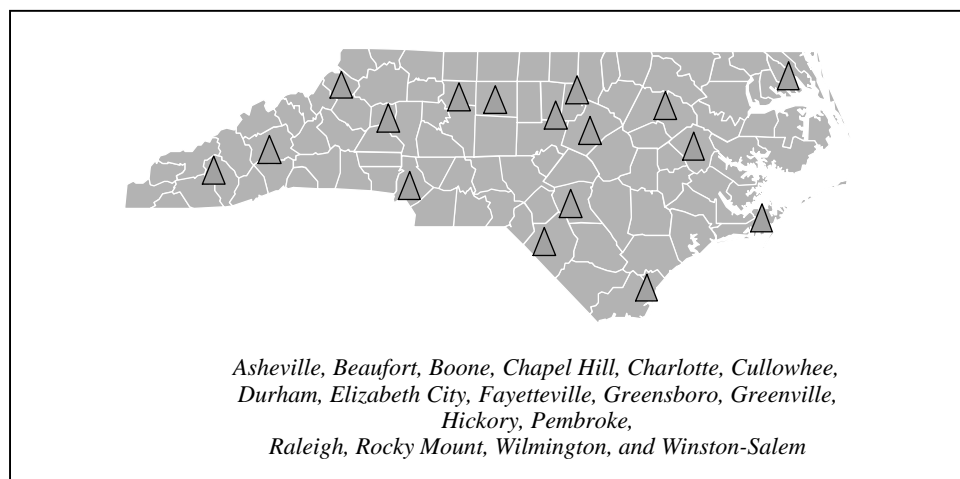
1. UNC supports the North Carolina Economic Development Strategic Plan, “We Are Changing the Way We Do Business.” The second of the four cornerstones of this plan, developed by the State Economic Development Board, is “Invest in Science, Technology, and University Outreach.” A number of the action steps in the plan call for University leadership to:
 - a. Promote expanded technology transfer
 - b. Create an economic development portal
 - c. Support enhanced tax credits for University-based technology
 - d. Increase direct state investment in targeted areas of university research
 - e. Support incubator/business accelerator activity throughout the State
 - f. Improve access to early stage capital
 - g. Mobilize broad-based public leadership support for science and technology objectives
2. The University continues to assist campuses in developing technology transfer capabilities and opportunities. One successful example of this is the Technology Development Initiative. In 2000, the University engaged the Research Triangle Institute (RTI) to assess technology transfer capacity throughout the University. RTI concluded that while the campuses were at different stages (Figure X.3), there was intellectual property with commercial potential on all 16 campuses. In many cases, the campuses lacked infrastructure to support the process of bringing technology to the commercial stage. The following were among the opportunities identified for improvement:
 - a. Foster an enterprising university culture
 - b. Develop an asset managing portal on each campus
 - c. Establish highly effective intellectual property offices
 - d. Create funding modes for technology assessments
 - e. Provide legal support
 - f. Retain, reward, and recruit enterprising faculty
 - g. Provide business accelerators and venture capital where appropriate

Figure X.3. Categories of UNC Technology Development



3. The University should develop a University-wide Economic Development Alliance, using the model of other successful University-wide organizations, to create a functional network of key University leaders throughout the State involved in economic development activities, to inventory university programs and resources, to foster communications and best practices, to promote effective outside contact, and to leverage University resources to support economic development.
4. The North Carolina Small Business and Technology Development Center (SBTDC), the University’s business development service, now serves over 12,000 small to medium-sized businesses annually across the State through 17 offices (Figure X.4), each affiliated with one or more of the constituent institutions.

Figure X.4. SBTDC Offices in North Carolina



SBTDC consultative and management education services are focused on helping businesses improve their strategic focus and competitiveness, expand their markets and access the capital necessary to support growth. The impact on the State’s economy from SBTDC activities has been significant, and the return on the State’s investment has been impressive (Figures X.5 and X.6).

Figure X.5. SBTDC Return on Investment

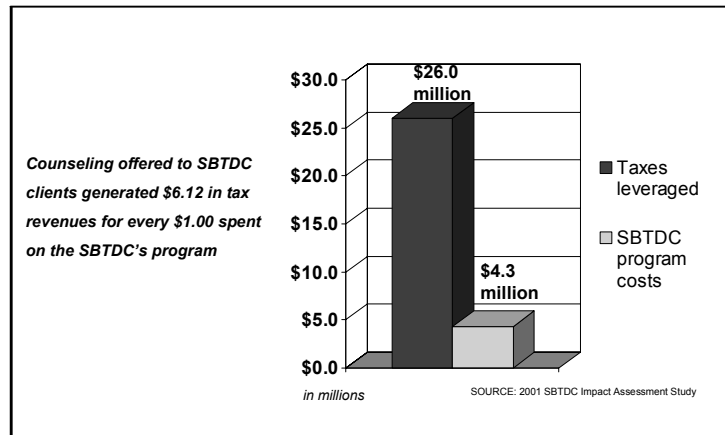
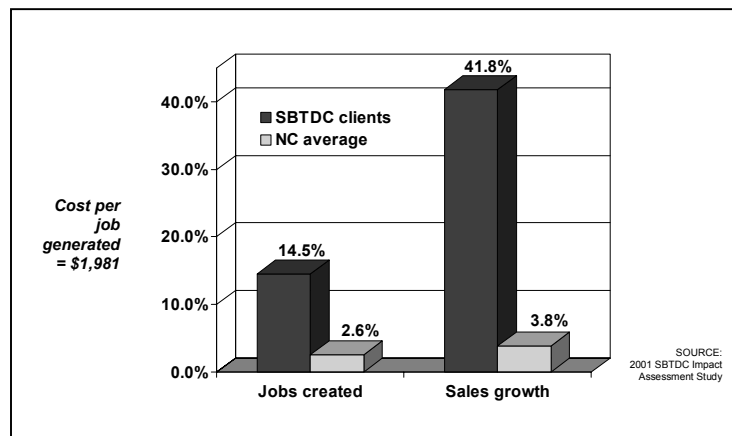


Figure X.6. SBTDC Economic Impact



5. The University and the State should continue to support university, government, and private sector partnerships, especially through the development of UNC Millennial Campuses. The North Carolina State University Centennial Campus is the preeminent model in the country of this approach. It is an integrated, planned research campus of university, corporate, and government R&D facilities and business incubators. In 2000, the General Assembly gave the Board of Governors the authority to designate areas of campus land as Millennial Campuses. As a result, several other campuses are currently planning mixed-use developments that draw on their particular research and other strengths, regional needs, and business collaborations. The most ambitious of these plans to date is the Carolina North campus at UNC Chapel Hill.
6. The University should continue to strengthen the relationships with existing private industry associations and economic development organizations to leverage interests of all partners. Key partners include the U.S. Department of Commerce, North Carolina Department of Commerce, regional partnerships, the North Carolina Biotechnology Industry Association (NCBIO), North Carolina Electronics and Information Association (NCEITA), and entrepreneurship organizations such as the Council for Entrepreneurial Development (CED).
7. In 2001, key business and academic interests in the region commissioned a comprehensive economic analysis on the Research Triangle Region. The resulting report, "Clusters of Innovation," stated that "future U.S. competitiveness will not hinge just on policies and investments at the national level but on the capacity to foster clusters of innovation in

regions across the country.” A CEO-level business and higher education task force is using this study and other resources to develop a New Regional Vision and a shared blueprint for local organizations, businesses, and government to work collaboratively to achieve future economic success. Other regional planning and implementation activities also are taking place in other regions of the State with University support.

8. Continued support is required for the North Carolina statewide initiative in biomanufacturing, a collaboration involving the bioprocessing industry, the University, and the Community College System. It will provide state-of-the-art education, research and training at community colleges and universities, with a capstone experience in a unique facility at North Carolina State University. Also, this initiative will help position North Carolina as a leader in biomanufacturing and attract and retain biotech companies and high skilled workers in the State.

Every aspect of UNC contributes to the economic development effort. New and up-to-date degree programs respond to the need for highly knowledgeable employees from entry to advanced research levels. Exceptional faculty current in their field can provide the continuing education, either through advanced degrees or seminars and short courses, employees and employers need to stay current and competitive. The research programs of the faculty provide the foundation for cutting-edge training and for advances that can fuel additional companies, products, and processes that will keep North Carolina at the forefront in the global economy. Research, outreach, and assistance will provide the knowledge needed for existing sectors of the economy to grow, transform, and remain competitive. University engagement with business and government will help keep the educational, governmental, and business sectors working for the same end of having a vibrant, expanding economy to serve the needs of the state and its people.

XI. Missions of the Constituent Institutions

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

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

A. Institutional Classification

The University of North Carolina uses the descriptive classification system of institutions developed by the Carnegie Foundation for the Advancement of Teaching.³ The Carnegie classification system includes all institutions listed in the National Center for Education Statistics' *Education Directory*.

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

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

Doctoral/Research Universities–Extensive

North Carolina State University
The University of North Carolina at Chapel Hill

Doctoral/Research Universities–Intensive

East Carolina University
The University of North Carolina at Charlotte⁴
The University of North Carolina at Greensboro

³ Carnegie Foundation for the Advancement of Teaching, *The Classification of Institutions of Higher Education, 2000 Edition*. (Princeton, NJ: 2000)

⁴ The University of North Carolina at Charlotte has been given Doctoral/Research Intensive status by the Board of Governors but is not recorded in that category by the Carnegie Foundation because of the use of 1995-96 through 1997-98 data.

Master's (Comprehensive) Colleges and Universities I

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

Baccalaureate Colleges–Liberal Arts

The University of North Carolina at Asheville

Baccalaureate Colleges–General

Elizabeth City State University
Winston-Salem State University

Specialized Institutions: Schools of Art, Music, and Design

The North Carolina School of the Arts

B. Academic Program Development

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

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

- *Greater access to educational opportunity must be provided.* In fulfilling its stated purpose to extend the benefits of education, the Board of Governors is committed to providing needed educational opportunities for all citizens of North Carolina who have the aptitude, motivation, and desire to pursue programs of higher education. The board's objective is to cultivate the truly educated citizenry that a changing society and economy demand.
- *Academic quality is the critical ingredient in all effective education.* As it has in the past, the board will continue to support and emphasize standards of excellence in teaching, research, and public service. Toward this end, constituent institutions are expected to continue to strengthen and improve programs at all levels as the needs of society change. New programs will be authorized by the board when funds, equipment, facilities and faculty are adequate to provide an appropriate base of support to ensure academic quality. When current programs are deemed sufficient to meet the state's needs for qualified professionals, the board does not authorize the initiation of new programs that might dilute existing strengths. Recognizing the state's need for qualified professionals, the board will continue to emphasize academic quality and excellence.
- *The University has a primary obligation to provide undergraduate education of high quality.* The majority of students enrolled in the University are undergraduates, and this imposes on all institutions the responsibility to provide those students an educational experience of high quality. This is a primary obligation of every campus, and institutions are urged, to improve and strengthen foundational liberal arts and science programs and baccalaureate courses of study.

- *UNC institutional diversity is an asset that must be maintained.* A key asset of the University of North Carolina is the diversity of institutions. UNC campuses are diverse in mission, scope and program offerings. Universities need not, and should not, all be alike. The demands of the labor market, the needs of society, and available resources do not permit the homogenization of institutions. In fulfilling its mission, UNC is committed to strengthening and improving each of the constituent institutions in carrying out its authorized mission.
- *With respect to the development of new graduate programs, it is essential to recognize an important distinction between the master's level and doctoral programs.* Many master's degrees tend to be professionally or occupationally oriented and are sought by students who are bound to a region or locality. Such programs are less demanding in terms of faculty, facilities and equipment, and can be established less expensively than doctoral programs. Doctoral and first professional programs are research intensive and therefore require rigorous review and evaluation prior to establishment and afterwards. Proposed new doctoral programs will be evaluated in terms of demonstrated need, the capacity to offer a high quality program, the availability of funding, and the economical use of the state's resources.
- *Good management requires the application of priorities and the judicious allocation of resources.* Academic programs and course offerings must be current and must be responsive to legitimate needs, and programs that are no longer needed must be discontinued. Low quality, low productivity, and low priority programs must be eliminated in order to redirect resources to higher needs and priorities. Fiscal constraints are particularly important in initiating programs at the doctoral and first professional levels, where program costs and specialized facilities and other resources are required. These considerations also apply in certain areas of undergraduate education such as engineering, sciences, and health professions.

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

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

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

In preparing for the "2003 Review of Academic Degree Program Productivity," Academic Affairs staff and UNC chief academic officers divided programs into those that would be reviewed at

the system level and those that would be monitored or reviewed at the campus level. Ninety-six programs were identified for system-level review. The goal of the system-level review process was to conduct meaningful reviews with recommendations to strengthen, consolidate or discontinue programs.

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

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

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

C. Centers and Institutes

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

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

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

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

These centers spent an estimated \$500 million during 2001-02. A total of \$92.9 million, or just 19 percent of the funding, was provided by state funds. These organizations are highly

successful in attracting funding from non-state sources such as the federal government and the private sector.

See [Appendix E](#) for a listing of research and public service interinstitutional and institutional centers. More detailed information is available online at the following Website:

<http://www4.ga.unc.edu/CI/>

Appalachian State University

Statement of Educational Mission



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

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

Brief Description

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

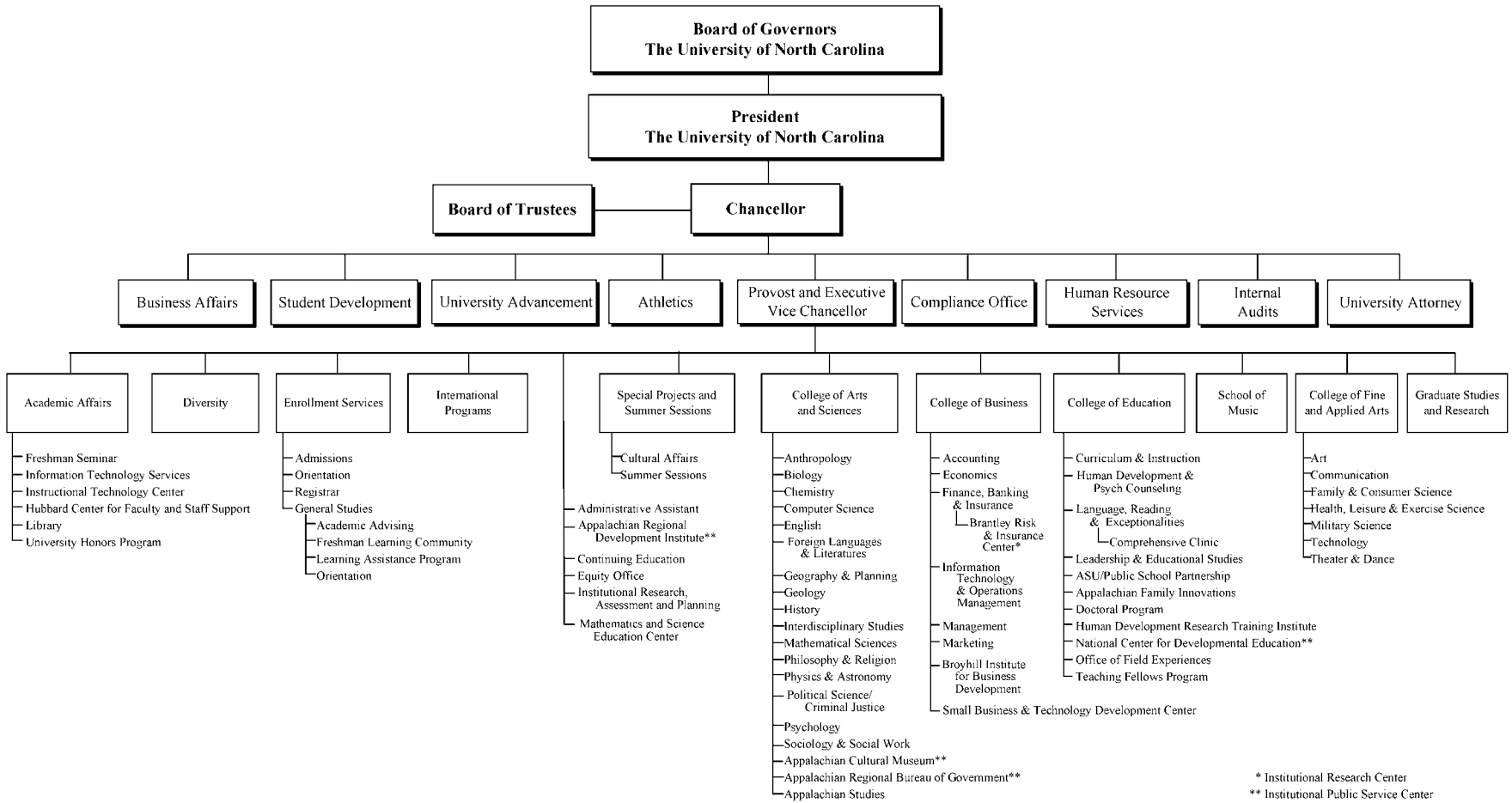
History

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

Location

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

**Organization Chart of
Appalachian State University, 2003**



East Carolina University

Statement of Educational Mission



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

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

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

Brief Description

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

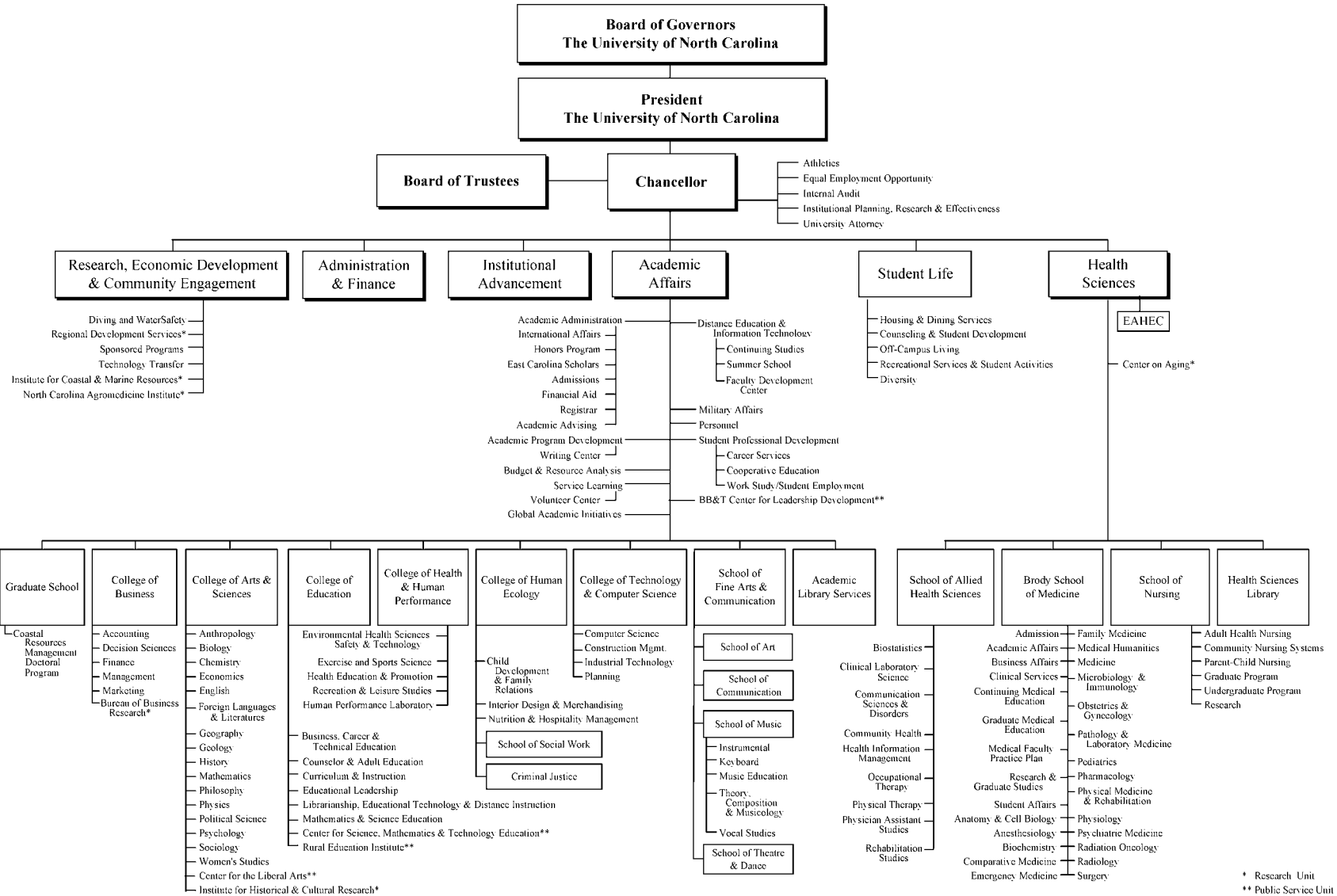
History

A doctorate granting university established in 1907 as East Carolina Teachers Training School. Name changed to East Carolina Teachers College in 1921 and to East Carolina College in 1951. Designated East Carolina University in 1967. Became a constituent institution of the University of North Carolina in 1972.

Location

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

**Organization Chart of
East Carolina University, 2003**



Elizabeth City State University

Statement of Educational Mission



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

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

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

Brief Description

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

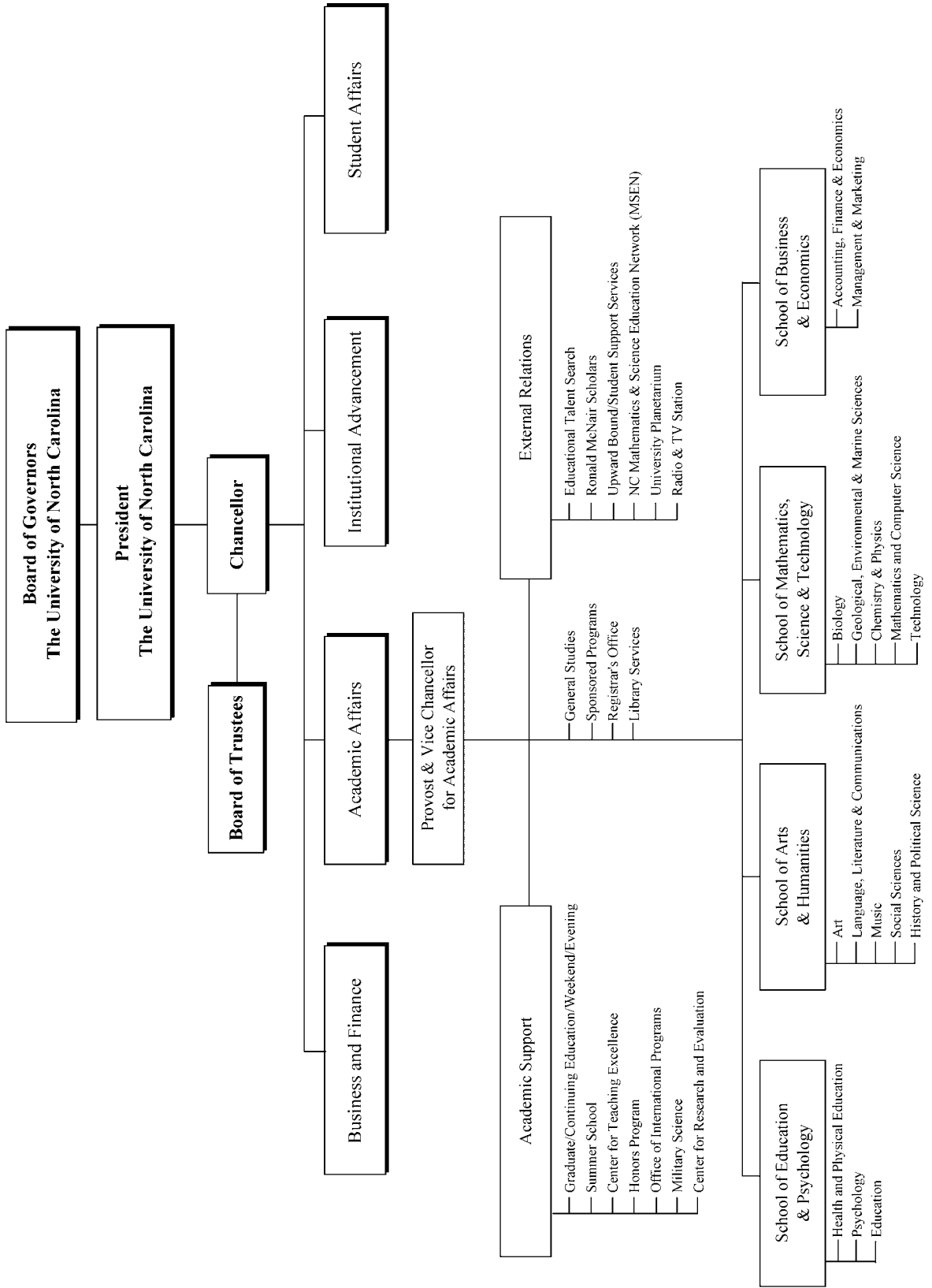
History

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

Location

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

**Organization Chart of
Elizabeth City State University, 2003**



Fayetteville State University

Statement of Educational Mission



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

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

Brief Description

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

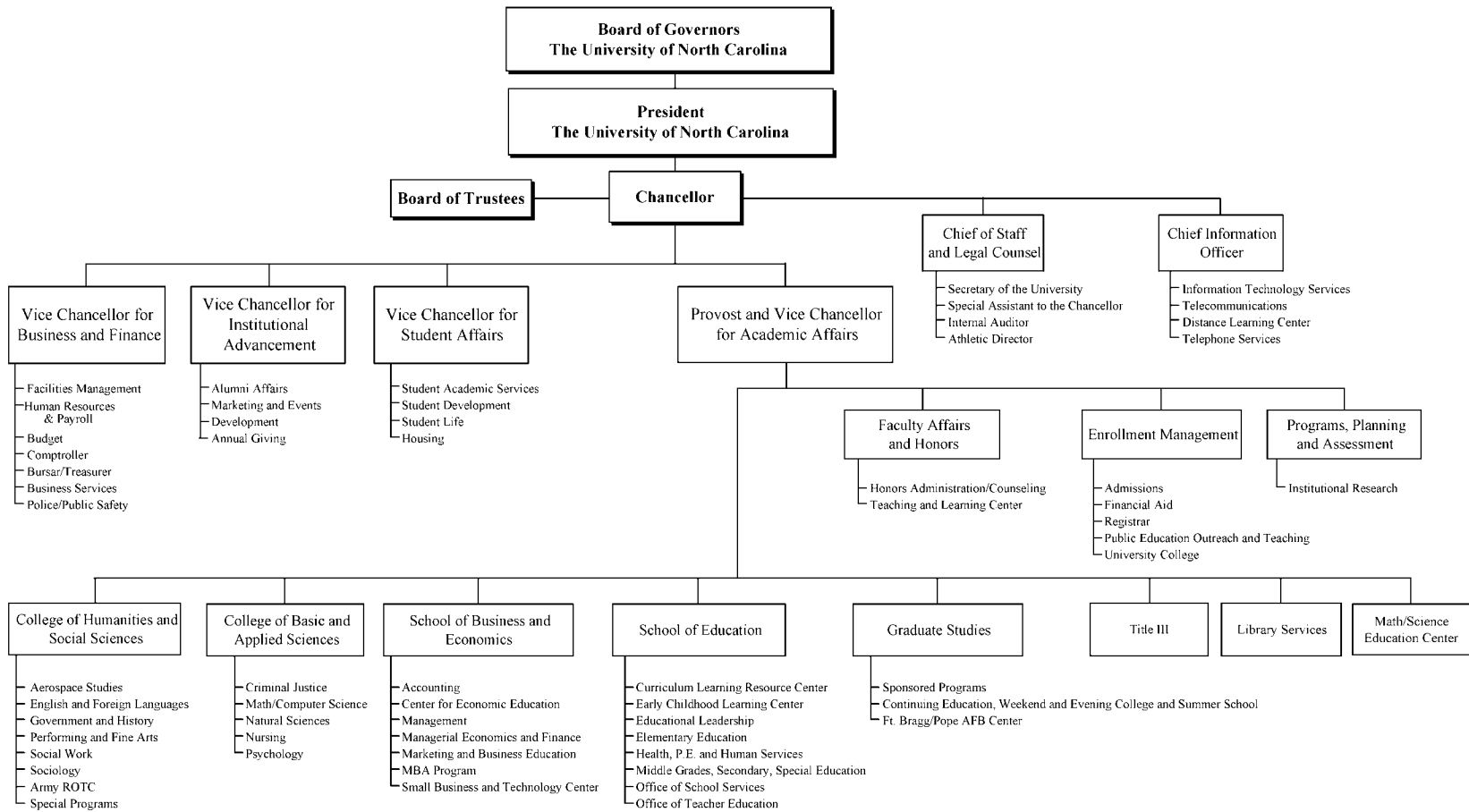
History

Established as Howard School in 1867. Became state-supported State Colored Normal School in 1877, and Normal State School in 1926. First four-year class graduated and institution renamed Fayetteville State Teachers College in 1939. Became Fayetteville State College in 1963 and Fayetteville State University in 1969. Became a constituent institution of the University of North Carolina in 1972.

Location

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

**Organization Chart of
Fayetteville State University, 2003**



North Carolina Agricultural and Technical State University

Statement of Educational Mission



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

Brief Description

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

History

Established in 1891 as Agricultural and Mechanical College for Negroes. Temporarily located in Raleigh until moved to Greensboro in 1893. Name changed to Agricultural and Technical College of North Carolina in 1915. Master's program began in 1939. Designated a regional university in 1967 and became a constituent institution of the University of North Carolina in 1972. Doctoral program began in 1993.

Location

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

**Organization Chart of
North Carolina Agricultural and Technical State University, 2003**

Chart A

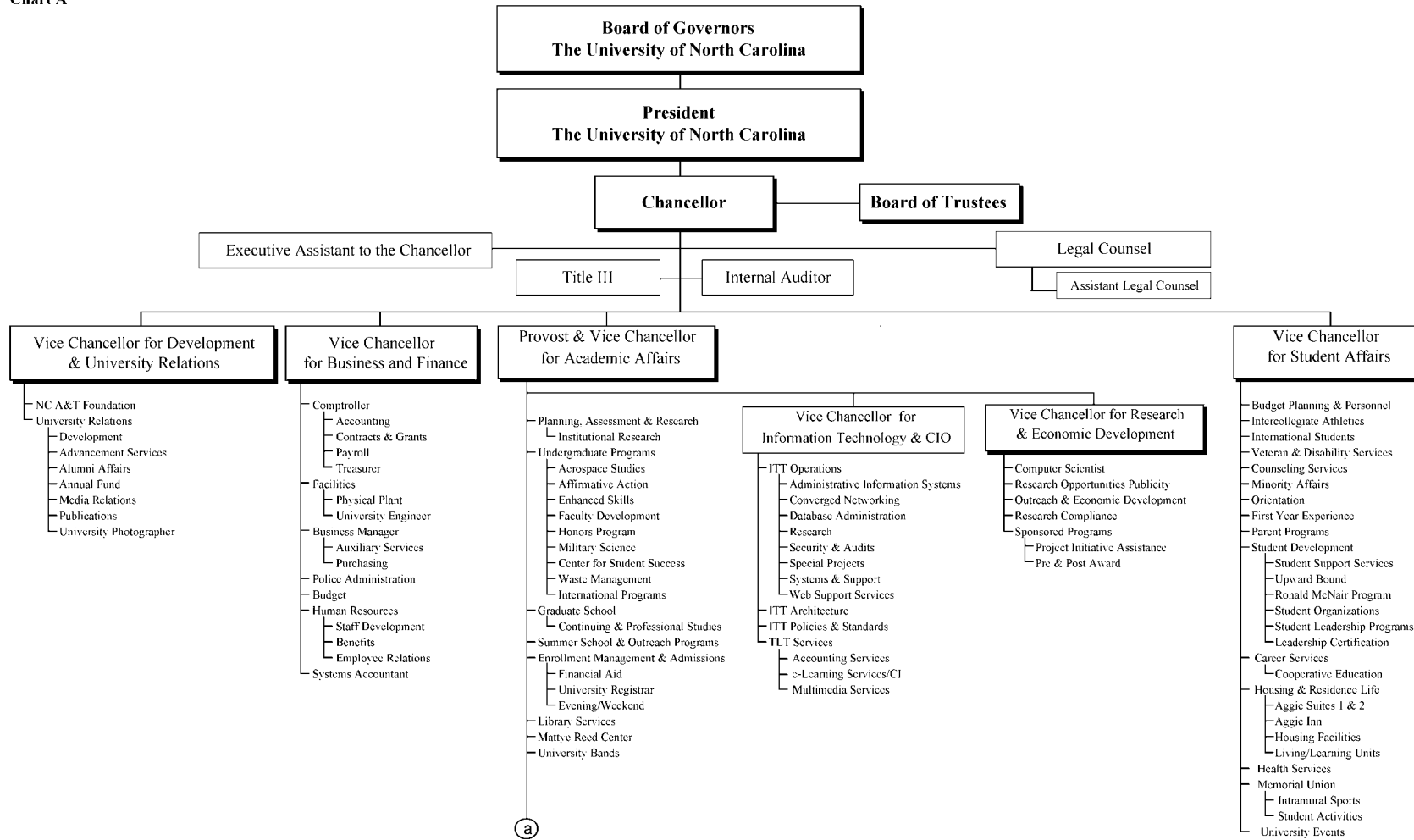
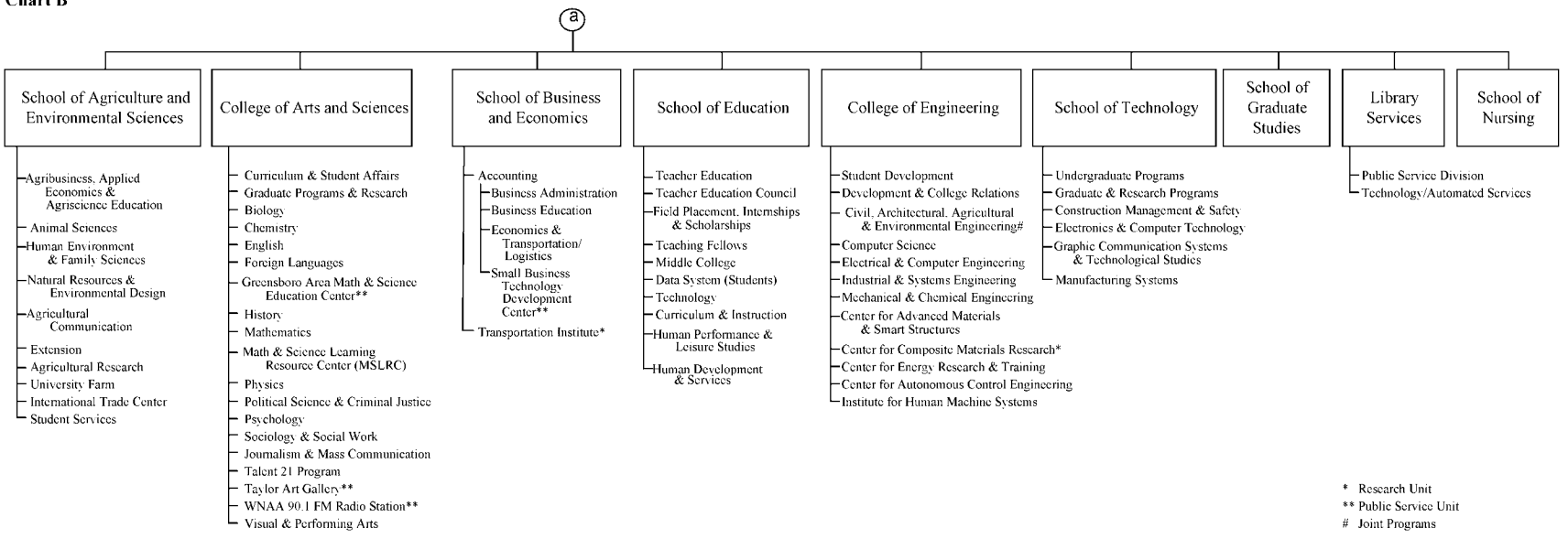


Chart B



North Carolina Central University

Statement of Educational Mission



James E. Shepard, Founder

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

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

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

Brief Description

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

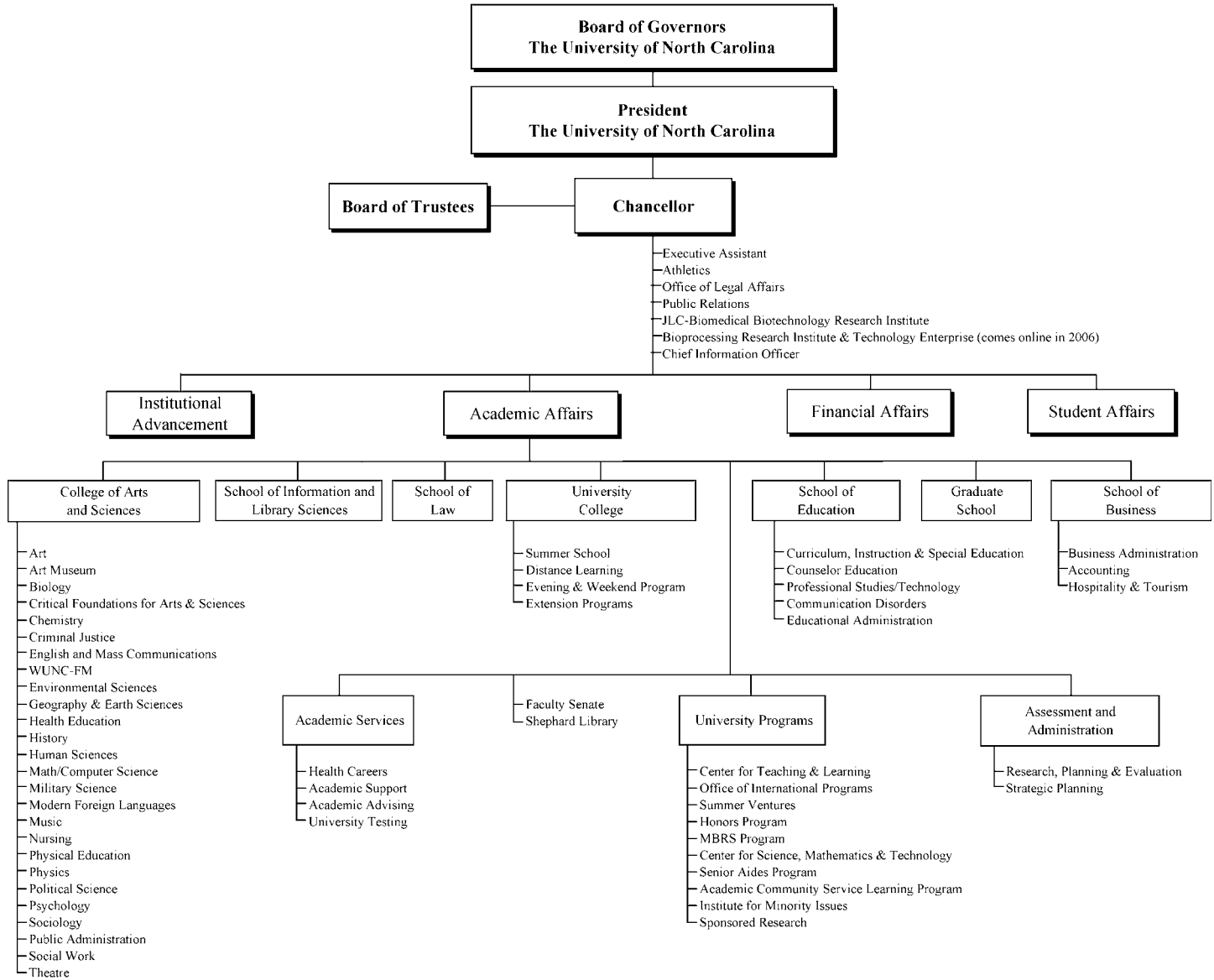
History

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

Location

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

**Organization Chart of
North Carolina Central University, 2003**



North Carolina School of the Arts

Statement of Educational Mission



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

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

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

Brief Description

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

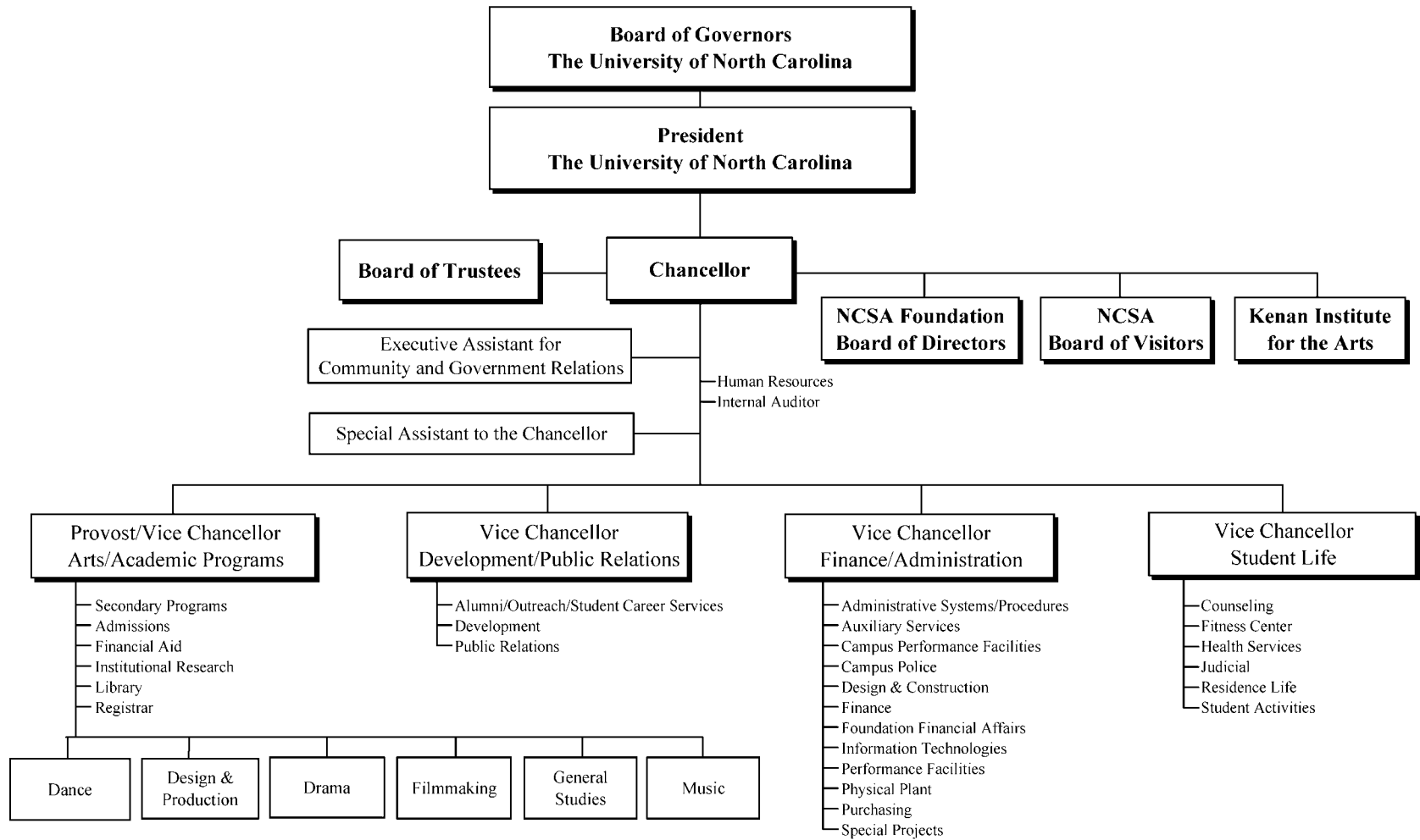
History

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

Location

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

Organization Chart of North Carolina School of the Arts, 2003



North Carolina State University

Statement of Educational Mission



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

Brief Description

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

History

Founded in 1887 as a land-grant college. Originally designated North Carolina College of Agriculture and Mechanic Arts. Name changed to North Carolina State College of Agriculture and Engineering in 1917. Renamed North Carolina State University at Raleigh in 1965.

Location

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

**Organization Chart of
North Carolina State University, 2003**

Chart A

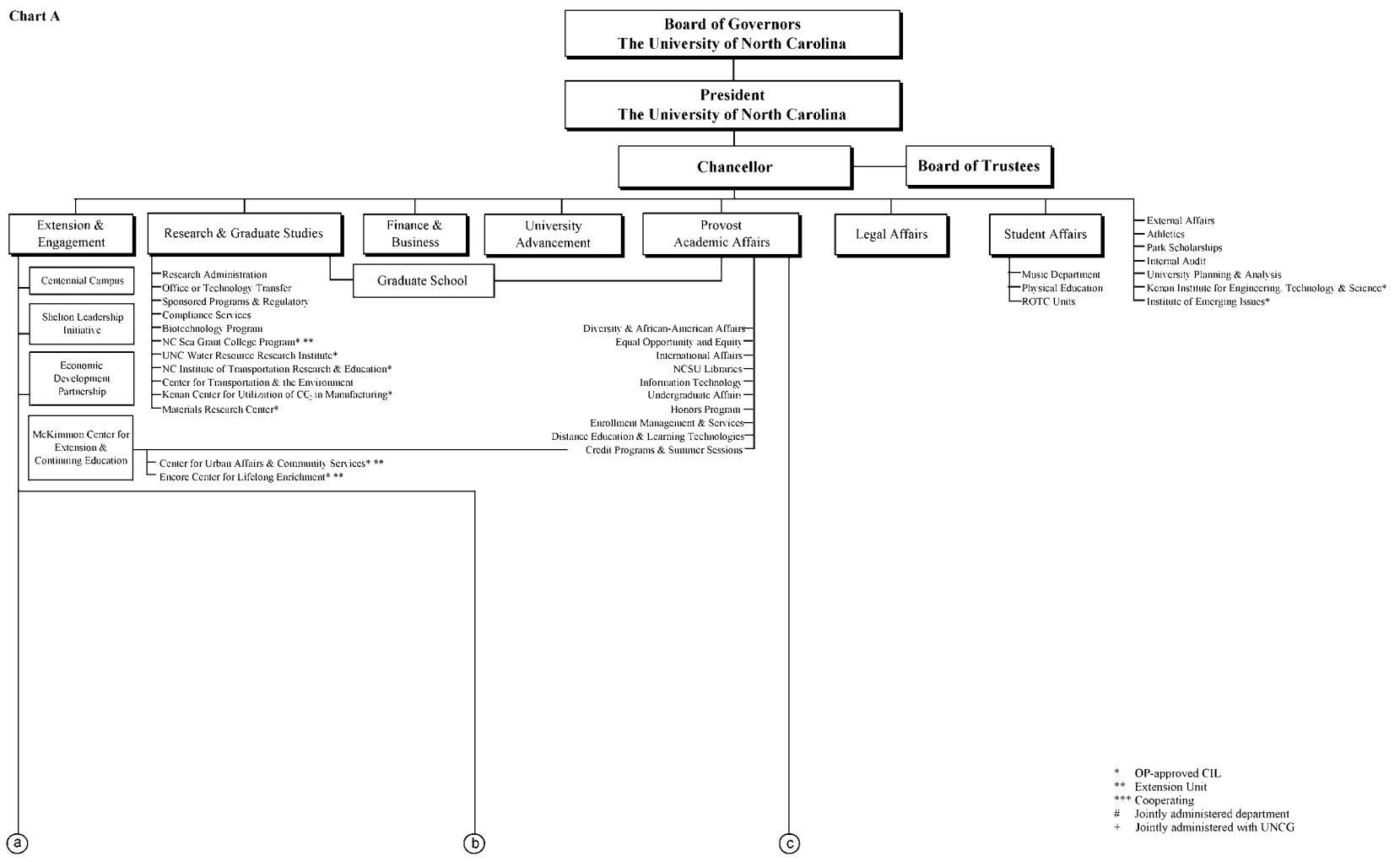
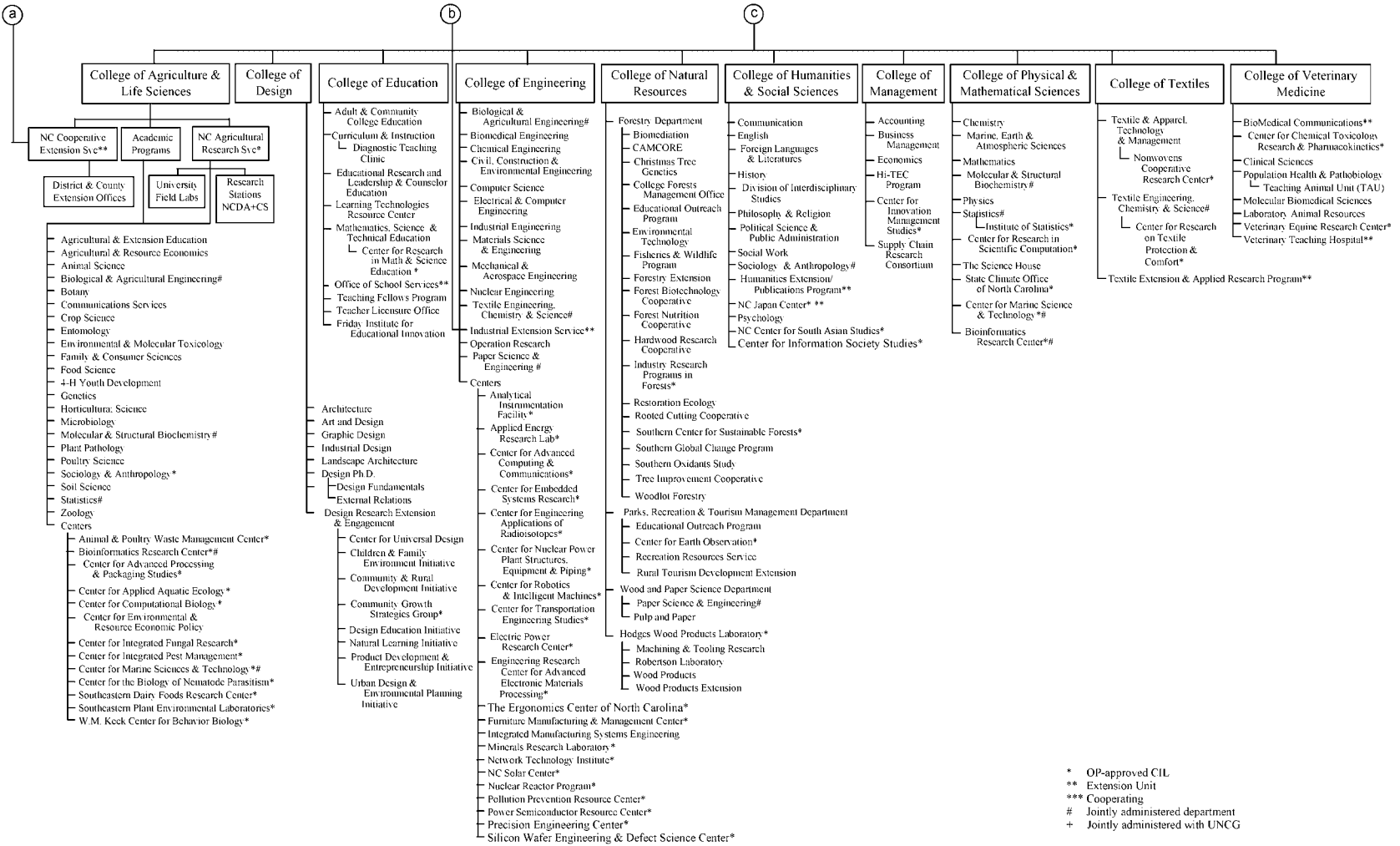


Chart B



The University of North Carolina at Asheville

Statement of Educational Mission



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

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

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

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

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

Brief Description

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

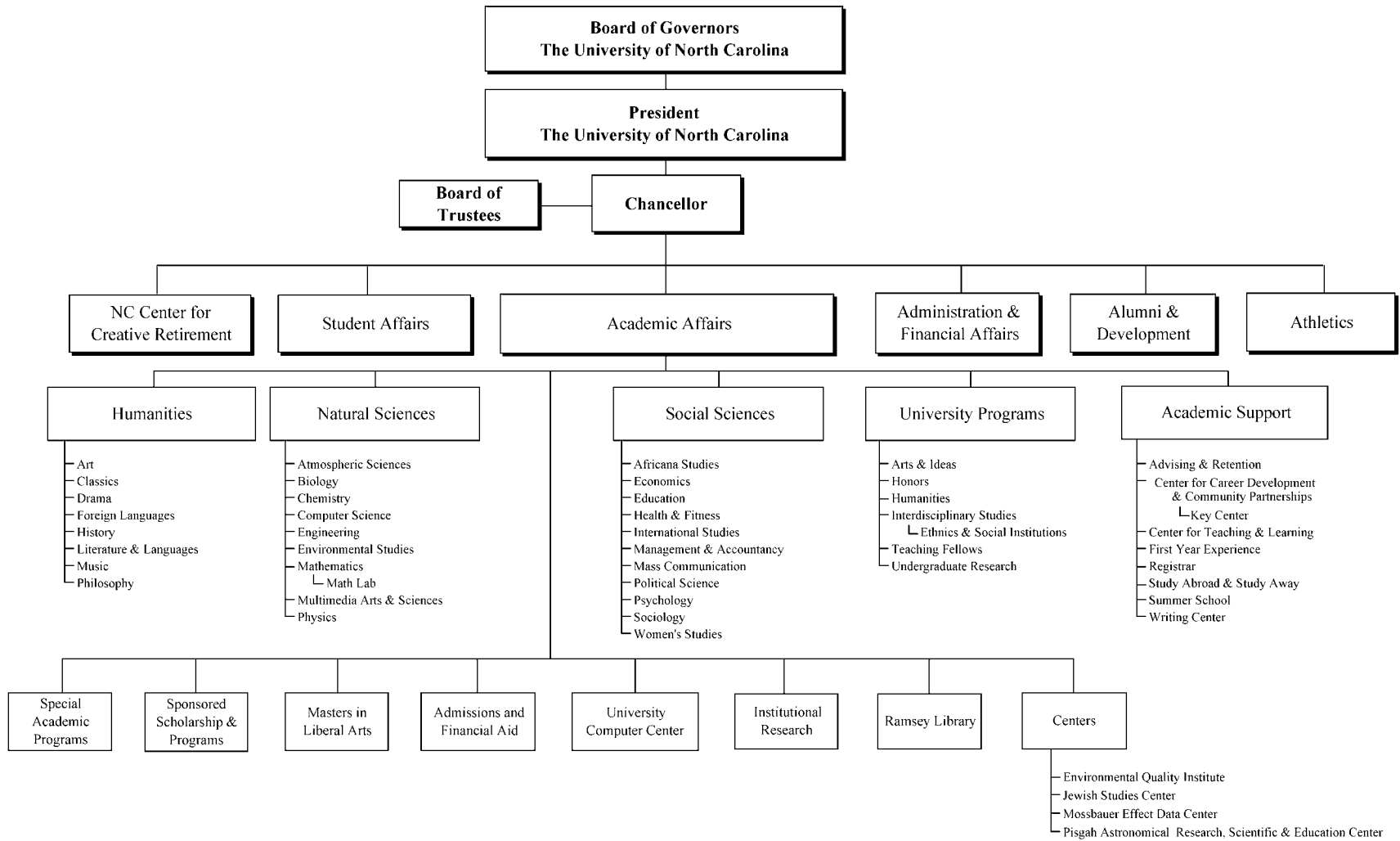
History

Founded in 1927 as Buncombe County Junior College; became Asheville-Biltmore College in 1936; joined the state community college system in 1957. Became a state-supported senior college in 1963 and granted its first baccalaureate degrees in 1966. Joined the UNC system as UNC at Asheville in 1969. Granted first master of liberal arts degrees in 1991. Designated a Liberal Arts College I by UNC Board of Governors in 1992.

Location

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

**Organization Chart of
The University of North Carolina at Asheville, 2003**



The University of North Carolina at Chapel Hill

Statement of Educational Mission



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

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

Brief Description

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

History

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

Location

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

**Organization Chart of
The University of North Carolina at Chapel Hill, 2003**

Chart A

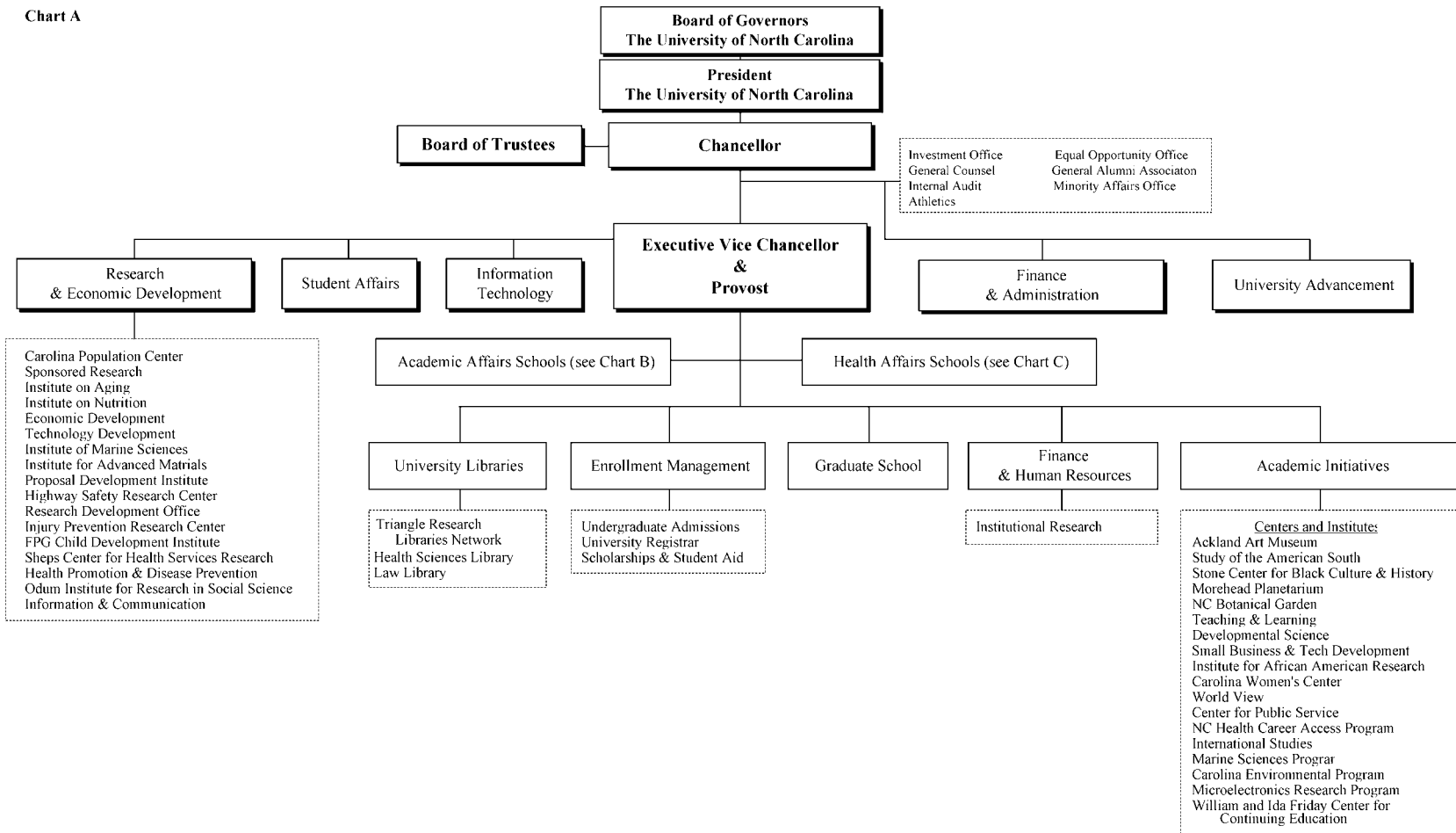


Chart B

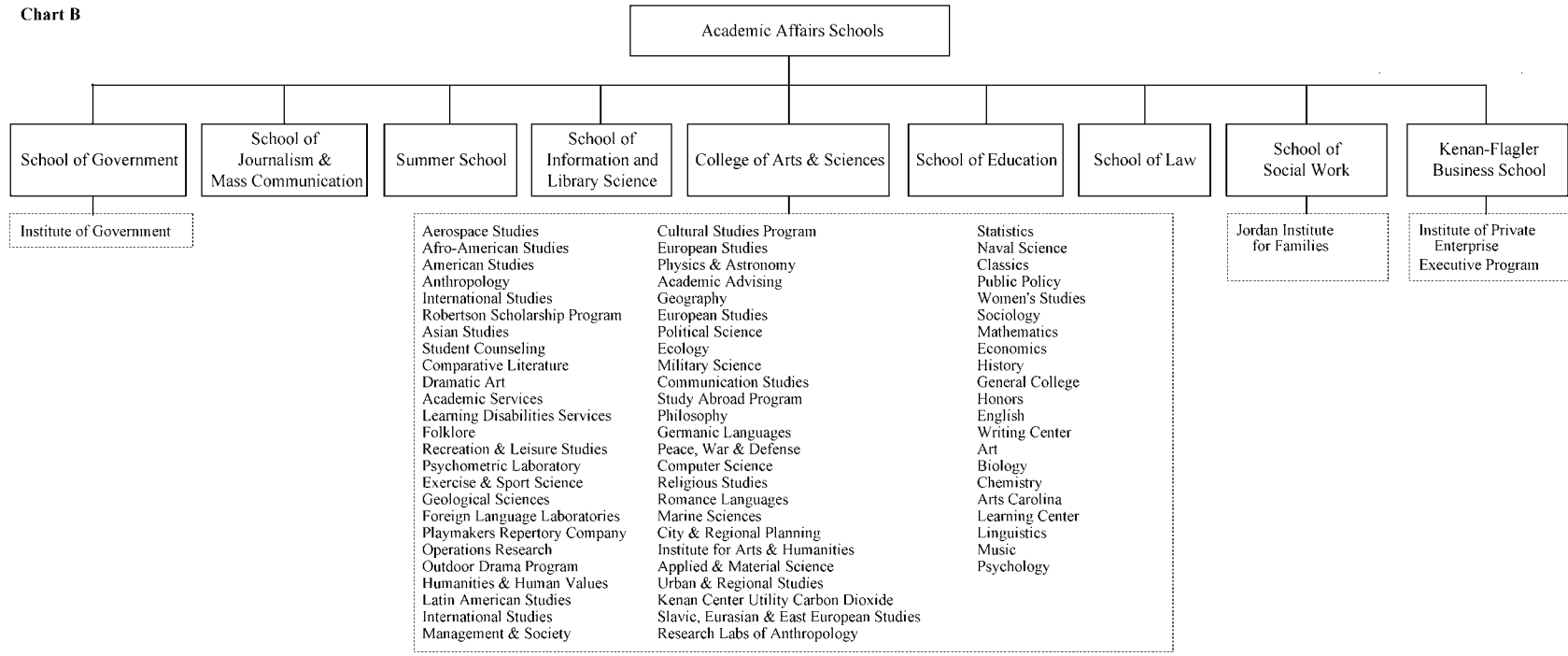
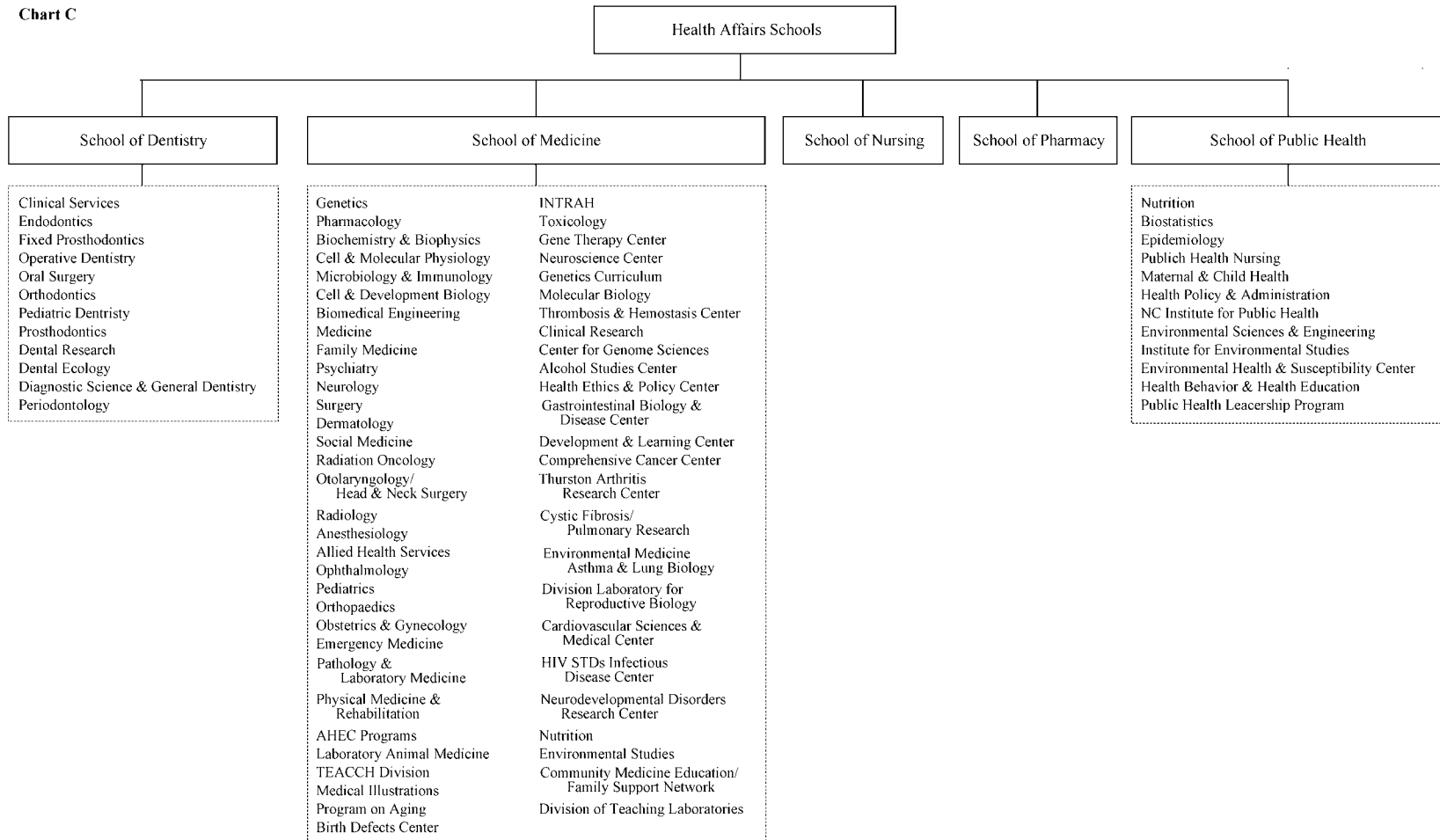


Chart C



The University of North Carolina at Charlotte

Statement of Educational Mission



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

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

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

Brief Description

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

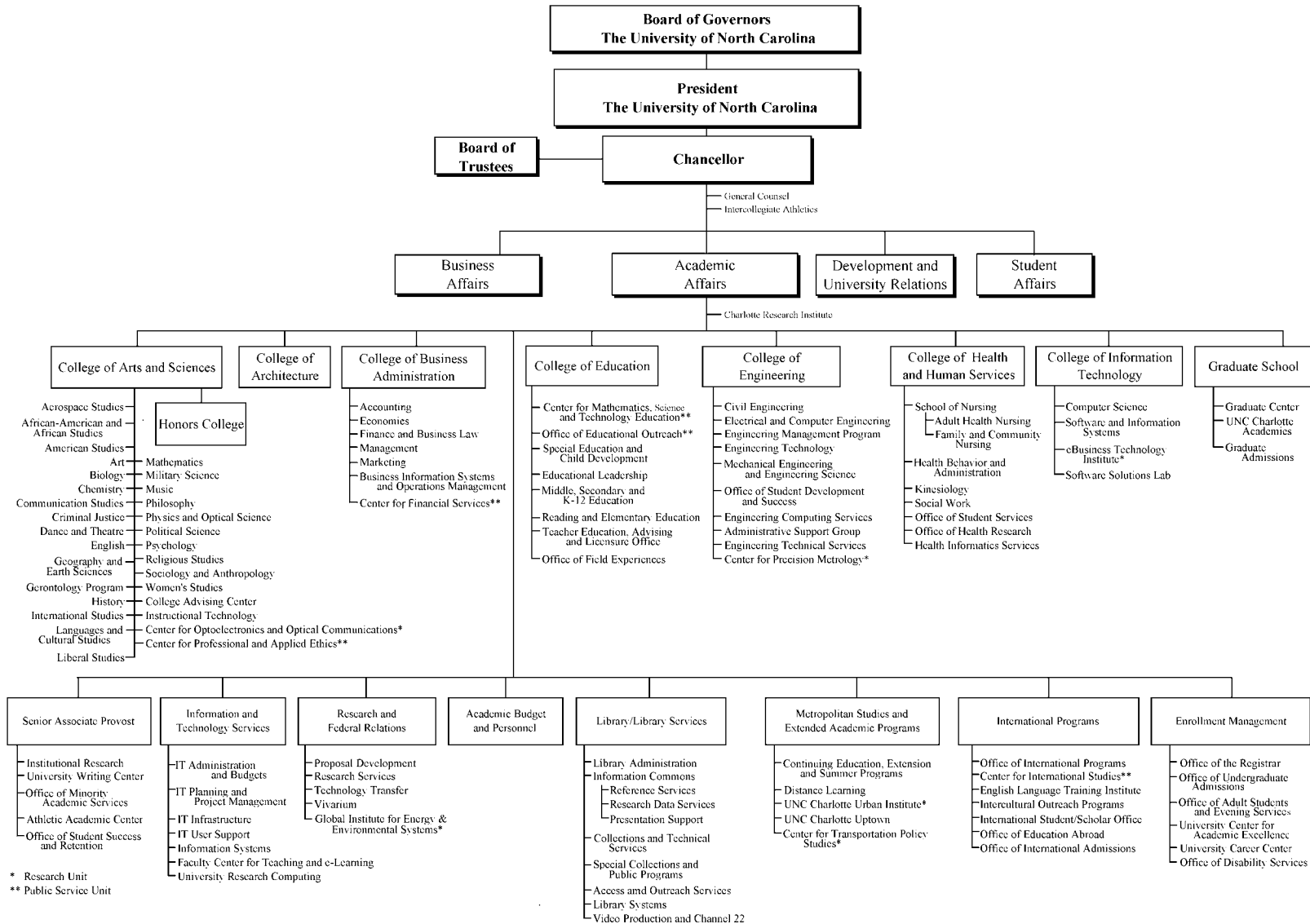
History

Established as Charlotte Center of the University of North Carolina in 1946. Became Charlotte College, a two-year community college, in 1949 and a four-year, state-supported college in 1963. Merged into the University of North Carolina in 1965.

Location

Eight miles from uptown Charlotte, the largest city in the Carolinas with a metropolitan population of more than 1.5 million.

**Organization Chart of
The University of North Carolina at Charlotte, 2003**



* Research Unit
** Public Service Unit

The University of North Carolina at Greensboro

Statement of Educational Mission



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

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

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

Brief Description

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

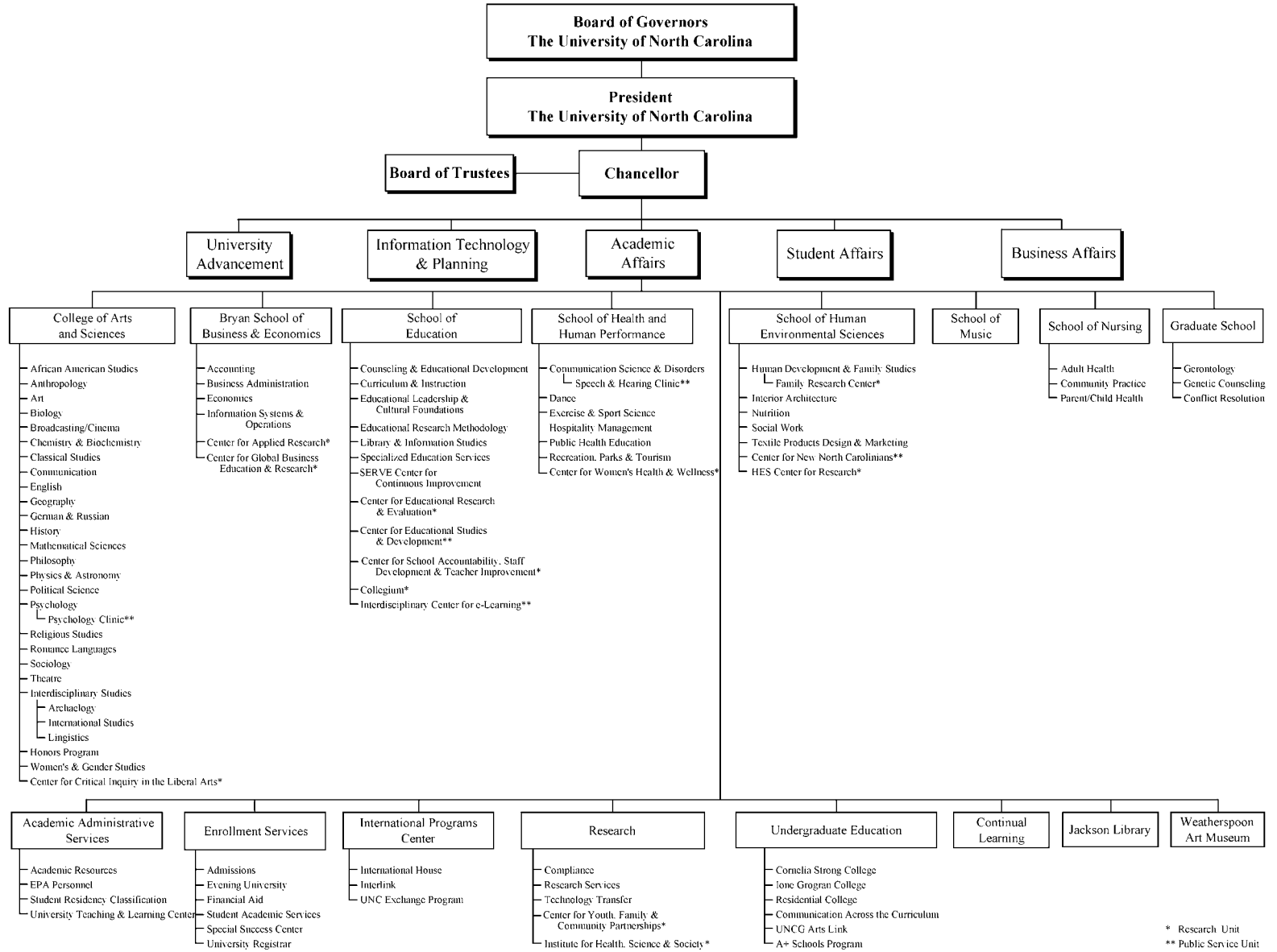
History

Chartered in 1891 as State Normal and Industrial School. Became State Normal and Industrial College in 1896 and North Carolina College for Women in 1919. Merged with the University of North Carolina in 1931 as Woman's College of the University of North Carolina. Renamed the University of North Carolina at Greensboro in 1963.

Location

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

**Organization Chart of
The University of North Carolina at Greensboro, 2003**



The University of North Carolina at Pembroke

Statement of Educational Mission



The University of North Carolina at Pembroke is a comprehensive university committed to academic excellence in a balanced program of teaching, research and service. It offers a broad range of degrees and nationally accredited professional programs at the bachelor's level and selected programs at the master's level. Combining the opportunities available at a larger university with the personal attention characteristic of a small college, the university provides an intellectually challenging environment created by a faculty dedicated to effective teaching,

interaction with students, and scholarship. Graduates are academically and personally prepared for rewarding careers, post-graduate education, and community leadership.

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

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

Brief Description

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

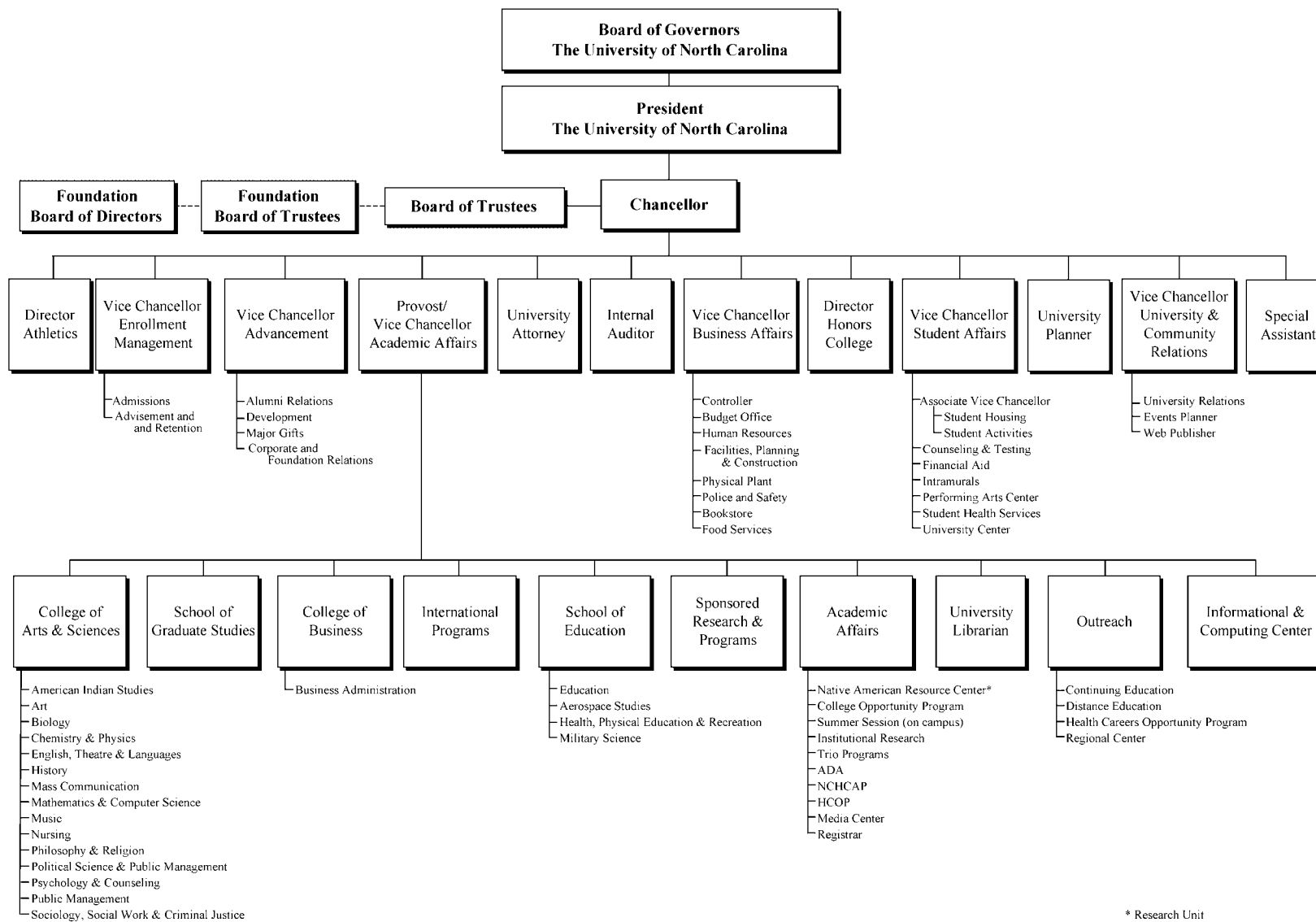
History

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

Location

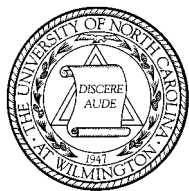
Pembroke (population: 2,700), in the southeastern region of North Carolina, 1-1/2 hours from the coast and 1 hour from Pinehurst. Pembroke is 30 minutes south of Fayetteville, a city of more than 120,000. The university is also near Interstate 95 and U.S. 74, major north-south and east-west arteries.

**Organization Chart of
The University of North Carolina at Pembroke, 2003**



The University of North Carolina at Wilmington

Statement of Educational Mission



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

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

Brief Description

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

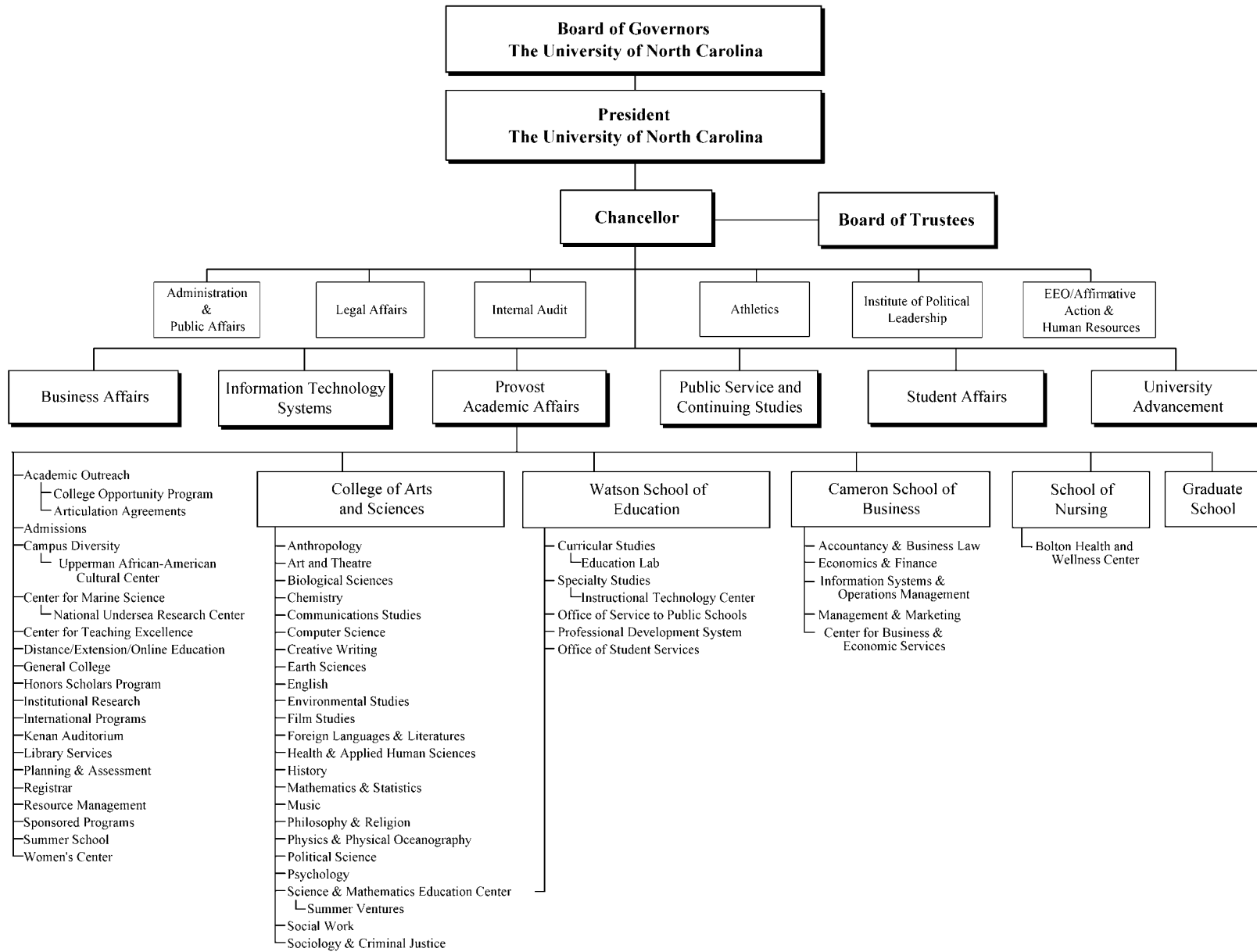
History

Established as a two-year institution in 1947 under direction of the New Hanover County Board of Education. Accredited as a junior college in 1952. Became part of the North Carolina Community College System in 1958. Became a public senior college in 1963. Merged into the University of North Carolina in 1969.

Location

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

**Organization Chart of
The University of North Carolina at Wilmington, 2003**



Western Carolina University

Statement of Educational Mission



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

Brief Description

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

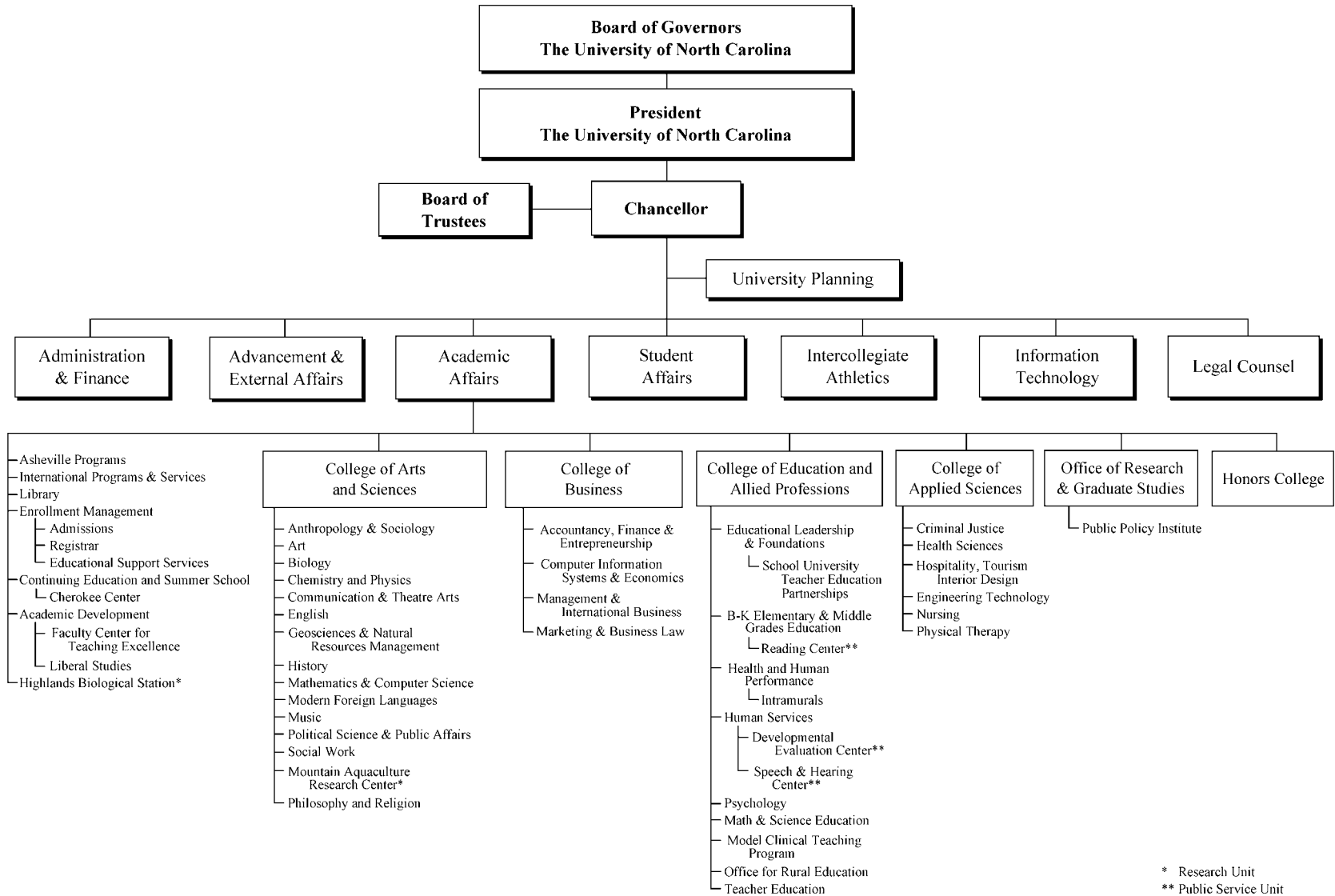
History

Founded in 1889 and chartered in 1891; became Cullowhee State Normal and Industrial School in 1905. Designated Western Carolina Teachers College in 1929. Renamed Western Carolina College in 1953 and designated a regional university in 1967. Became a part of the University of North Carolina system in 1972. Became a College Sponsor of the National Merit Scholarship Corporation in 2000.

Location

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

**Organization Chart of
Western Carolina University, 2003**



Winston-Salem State University

Statement of Educational Mission



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

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

Brief Description

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

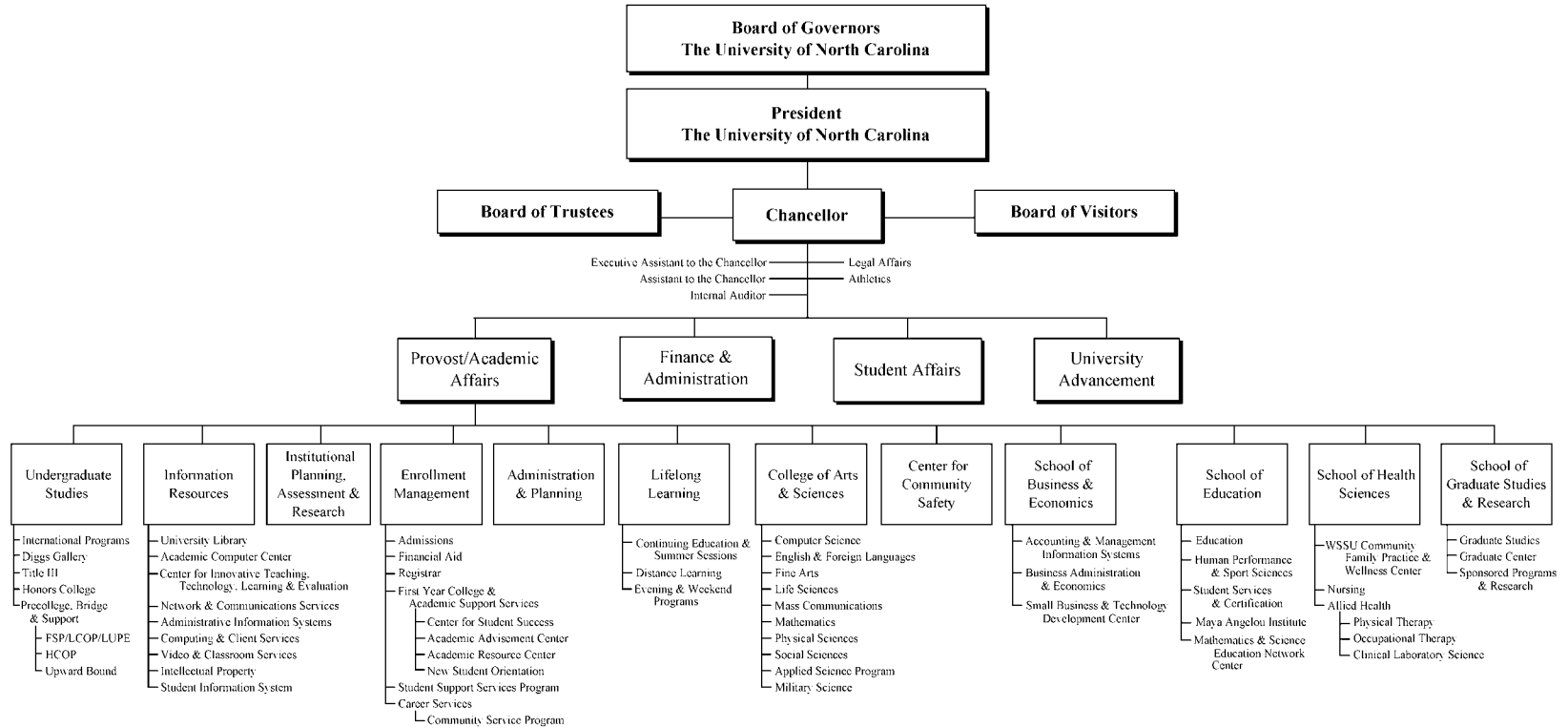
History

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

Location

Winston-Salem (population: 191,000), a manufacturing, industrial, and financial services city, recognized nationally as a cultural center.

**Organization Chart of
Winston-Salem State University, 2003**



XII. Future Planning

This plan will be reviewed in 2005 and plans will continue to be revised biennially thereafter in odd-numbered years. The Board of Governors will issue a revised Long-Range Plan in early 2006, prior to preparation of the biennial budget request for 2007-09. This will ensure close linkage between the University's planning and budget processes.

Comprehensive planning at the institutional level will focus upon the review of the mission of the institution together with further definitions by the Board of Governors of institutional classification, responsibilities, and expectations, including biennial review of low productivity academic degree programs.

The planning process will be coordinated with and supplemented by special planning studies and program evaluations that may be initiated by the Board of Governors, the President, or the General Assembly and will be conducted in consultation with such other agencies, institutions, and organizations as may be required. For example, in the period 2002-2003, the Board conducted, among others, studies of Dentistry, Pharmacy, Health Care Personnel, and Engineering.

Requests for authorization to plan or to establish degree-related programs may be submitted to the President in accordance with Policy 400.1.1: Academic Program Development Procedures. Requests for authorization to plan or to establish new centers or institutes may be submitted to the President at any time in accordance with Regulation 1200.6: Regulations for Planning, Establishing, and Reviewing Institutes and Centers.

Effective planning must recognize the importance of flexibility in responding to changing needs and opportunities. Procedures for the regular, orderly assessment and adoption of plans and of missions are necessary. The University and the constituent institutions recognize that the capacity for change is essential, but so is a measure of stability and continuity.

This plan reflects not only the current judgment of the institutions and the Board of Governors, but also the experience that has shaped the institutions and their programs. In the absence of major and rapid shifts in circumstances, needs, opportunities, and available resources, it is reasonable to anticipate that future program changes will be thoughtful, measured, and incremental.

To avoid dilution of the quality of existing programs by the creation of new ones, the need for new programs must be well documented, potential costs must be assessed realistically, and current programs must be evaluated rigorously.

As the Bond Program moves to completion and the student demand for places at UNC institutions continues to grow, there will need to be careful planning to assure that facilities are available to accommodate demand beyond the initial projections at the time of the 2000 Bond issue. We anticipate the next revision of the Long-Range Plan will initiate detailed assessments of what the needs will be once the initial bond program is completed.

The adoption and implementation of this plan reflect this two-fold commitment by the Board of Governors: to be responsive to the needs of the state and its citizens, and to be responsible in the use of the resources that they make available to the University. These principles will continue to guide future planning.

Appendix A. UNC's Progress toward Achieving the Strategic Directions of the 2002-2007 Long-Range Plan

The Board of Governors approved six interrelated strategic directions to pursue in fulfillment of the University's mission, which are presented in *Long-Range Plan 2002-2007*. Each strategic direction is accompanied by implementation strategies (*italicized*), followed by summaries of UNC system-level accomplishments related to the strategies.

Access: Ensure access to higher education for all qualified citizens and embrace a vision of lifelong learning

Assist North Carolina in reaching its goal of closing the gap between the state and the national average with respect to the percent of residents who have earned a bachelor's degree or higher, with no significant differences between the educational attainment of majority and minority populations.

Continue to promote access, retention, and graduation of traditionally underrepresented segments of North Carolina's population, implementing and monitoring the strategies outlined in the diversity plan adopted by the Board of Governors in 2001

- North Carolina continues to make progress in the percent of adults 25 and older who have earned a bachelor's degree or higher. That percentage has grown from 17.4 in 1990 to 22.4 in 2002. While this is a 28.7 percent increase in percentage, it is slightly below the national rate for the period. There are significant differences among racial and ethnic groups, however, with 26 percent of non-Hispanic whites 25 or older holding a bachelor's degree or higher compared to 14.7 percent for African Americans and 11.3 percent for Hispanics. But current levels of participation by minorities in UNC institutions tell a different story. In 2002, almost the same percentage of African American, Native American, and white new high school graduates attended a UNC institution (29.4, 29.8, and 29.6 percent respectively). In fall 2003, 40,597 African Americans enrolled in UNC, which was a 52.6 percent increase over fall 1990 and 21.9 percent increase over fall 2000. Participation of NC high school graduates in UNC reached the highest level ever in fall 2003 at 31 percent, having increased from 25.9 percent in 1993.
- Each campus was asked to respond to the Diversity Plan and their activities and initiatives are summarized in [Appendix C](#).
- Initiatives expected to contribute to further improvements in the UNC going rate among all racial and ethnic groups include Pathways, a statewide system of guidance information for students in grades 7-12, their families, and school counselors. The program combines web-based information (<http://www.CFNC.org>) and toll-free telephone hotline (866-866-CFNC) counseling to raise the awareness of students about educational opportunities in all sectors of NC higher education. Online application for undergraduate admission is available for all UNC institutions, and over 130,000 online applications have been submitted as of December 2003. New innovations and services include: (1) the addition of a free online SAT tutorial available to every student in North Carolina; (2) replication of the base information of the website into Spanish and the addition of bilingual services through the toll-free hotline; and (3) working with the Department of Public Instruction, the pilot testing in 14 high schools in 2003 to move the official high school transcript electronically through CFNC.org (with a two-year roll-out plan to bring all public high schools on board).
- GEAR UP NC is a five-year outreach initiative, funded with \$7.38 million from the US Department of Education, that is designed to increase the college going rate among low-

income students. The program specifically targets students who reside in 15 NC counties whose college going rate is among the state's lowest and in whose schools, 50 percent or more of the students are eligible for free or reduced lunches. In 2003, an additional grant allowed the program to add five additional school districts. GEAR UP intervention strategies are designed to improve student achievement and to engage parents, counselors, teachers, school administrators, and business and community leaders to provide support in accomplishing the project's objectives. The project uses the Pathways web site for information about college opportunities and provides a coordinator in each of the participating counties. Separate GEAR UP grant programs have also been established at ASU, FSU, and NCA&TSU. Collectively, the state and campus GEAR UP efforts provide services in 27 of North Carolina's 100 counties.

- In 2002, the North Carolina College Access Conference was initiated as a first step to bring together educators and counselors and college admissions staff members around the issue of college access. The conference grew to almost 300 participants in its second year, attracting professionals from pre-college programs, e.g., GEAR UP, TRIO (Upward Bound and Talent Search), MSEN Pre-College, Communities in Schools, and A.V.I.D. among others.
- The university prepares an annual report on graduation and time-to-degree which tracks retention and persistence as well. A number of campuses now offer a variety of first-year experiences that focus on freshman-to-sophomore retention. These efforts range from the freshmen seminar series to the residential learning community concept for students in the same major. One campus is leading an effort to increase attention statewide on academic success and retention, which has involved five of the constituent institutions to date with plans for an additional three to four campuses to become participants.
- The UNC Board of Governors has adopted a need-based financial aid plan that will have a significant positive impact on students who wish to attend UNC institutions. Early data indicates that the formula developed by the Board of Governors for supporting need-based students is on target, and the program is moving swiftly toward full funding.
- In February 2001, the Board of Governors approved the revision of the UNC Minority Presence Plan, entitled "Increasing Access to and Diversity within the University of North Carolina: A Program for Continuing Achievement." The plan outlined strategies for promoting access and increased racial and ethnic diversity at UNC institutions, addressed the role of enrollment planning in this effort, and noted outcome measures that would be used to assess progress. Each campus provided a progress update in 2003, and a number of new efforts are now in place with evidence of significant improvements in faculty recruitment, diversity sensitivity, and student engagement. Details of these reports can be found in [Appendix C](#).

Ensure financial access to North Carolina residents by keeping tuition and fees as low as practicable, while continuing to expand need-based financial aid resources for low-income students.

- As the need-based financial aid plan was developed, UNC trailed other major institutions in the nation in funding for need-based financial aid. To help address this issue, the UNC Need Based Financial Aid Program was inaugurated for the 2000-2001 academic year, using the formula recommended in the report of the Task Force on Student Financial Aid presented to the Board of Governors in November 1999. The formula takes advantage of federal data collection (so no additional application for this program is required) and fully leverages other federal funds such as Pell Grants and tax credits. Over 25,000 students have been aided through this program in 2003-2004. The budget now allows funding for all four classes of undergraduate students. Fund information is offered via the Internet so

that all campuses at which a student expresses an interest are simultaneously notified of grant eligibility and can include the UNC Need Based Grant in their aid offers before an enrollment decision is made.

- In January 2003, the Board of Governors, acting on the recommendation of the Committee on Budget and Finance, decided that it would not consider tuition increases for the 2003-04 academic year. The Board discussions focused on the ability of North Carolinians to incur tuition increases in difficult economic times.
- The State Education Assistance Authority released an affordability study in November 2003. Its finding on three broad measures of affordability—the college-going rate in North Carolina, the net price of college in relation to family income, and average cumulative student debt upon graduation—indicate that “despite increased prices, higher education for North Carolinians remains affordable....”

Implement and monitor annually the 10-year enrollment plan adopted by the Board of Governors in response to the anticipated surge in enrollments, with special attention to efforts to increase enrollments at focused-growth institutions.

- The Board of Governors developed a set of principles to guide the enrollment planning process and, in partnership with UNC chancellors, adopted appropriate targets for each UNC institution in June 2001 to deal with projected enrollment growth of approximately 55,000 (34 percent) for the ten-year period 2000-2010. This plan represented an update and extension of the 1998-2008 enrollment plan. In December 2001, the Board submitted the statutorily required Third Annual Report on the University of North Carolina Enrollment Planning to the General Assembly, which described the enrollment projection process, planning to accommodate enrollment growth, current enrollment trends, and management of capacity. Subsequent reports were provided in December 2002 and December 2003. UNC has achieved and exceeded the 2000-2010 Enrollment Plan each year at each level. Undergraduate enrollment has increased from 129,375 in 1999 to 145,153 in 2003. The 2002-2012 enrollment plan anticipates an increase in enrollment of approximately 57,000 students.
- The Board approved a plan for focused-growth campuses (ECSU, FSU, NCA&TSU, NCCU, UNCP, WCU, and WSSU) to grow at a faster rate than UNC as a whole. Based on funding from the General Assembly, the focused-growth campuses have expanded support services and the capacity to accommodate more students. The bond program is providing facilities at the focused-growth campuses in support of this planned growth. The board included in its 2001-03 biennial budget request a proposal to appropriate additional recurring funds to each of these campuses, and the General Assembly responded with a recurring appropriation of approximately \$2.2 million.
- Since 1998, the focused-growth campuses have added new degree programs, 27 at the bachelor's level, 27 at the master's level and one at the doctoral level for a total of 55 new programs. This provides a richer set of academic programs that make the campuses even more attractive to students.
- Enrollment growth in fall 2002 for the focused-growth campuses was 9.1 percent compared to 4.2 percent for UNC overall. This differential continued in fall 2003 with a rate of 8.4 percent for focused-growth campus and 3.6 percent for UNC. Leading the growth in percentage was WSSU at 17.4, NCCU at 10.3, WCU at 7.5, ECSU at 7.3, with UNCP at 6.5.

Maximize the capacity of UNC institutions to serve the anticipated enrollment growth as well as the need for lifelong learning through more efficient use of on-campus facilities, increased summer school enrollment, expanded use of off-campus instruction sites, new academic programs, and e-learning.

- The space planning standards adopted by the Board of Governors in 1998 represent an aggressive adaptation of space standards promulgated by university systems throughout the nation. Applying these standards, institutions are better able to determine how efficiently they are using existing facilities and how many students they ought to be able to serve on campus, and they can predict the kinds of new facilities they will require in order to meet the long-range enrollment goals.
- Summer school degree-credit instruction receives minimal state funding and is thus essentially self-supporting. This constrains the ability of campuses to make full use of summer session to deliver degree-credit courses. The University's budget request for 2003-05 included a proposal for funding of pilot summer programs at NCA&TSU, NCSU, and UNCW. With year-round utilization of their facilities, UNC campuses would increase their effectiveness in meeting the growing demand for higher education. The 2003 General Assembly did not fund this request.
- Recognizing that some campuses cannot sustain the high rates of growth on campus they have experienced over the past decade, the University's enrollment plan seeks to meet some of the projected demand off campus through distance education and online courses and programs. For fall 2003, UNC institutions served approximately 10,000 students off-campus. This represents 5.5% of the total fall headcount enrollment. By 2012 projections suggest that over 21,000 students will be taught through distance or online programs representing approximately 9% of the total projected enrollment. As of fall 2003, UNC has more than 190 degree programs listed on its distance education inventory serving the needs of the state. Programs are offered on-site in 50 counties and an additional 44 programs are available online via the Internet. There is a gradual shift from site-based programs to Internet-based programs.
- During the 2001 Legislative Session, a special provision was enacted by the North Carolina General Assembly authorizing the UNC Board of Governors to establish a pilot program for participation in the Southern Regional Education Board (SREB) Academic Common Market at the graduate program level. This agreement allows residents in the 16 SREB states access to unique programs offered at public institutions in the other SREB states while paying in-state tuition. Savings to both states and students can be significant because the Academic Common Market provides costly, specialized programs that otherwise would have to be duplicated. UNC initiated participation in January 2002 and through September 2003, 30 NC residents were studying in other states at their resident tuition rates, and 18 students from other SREB states were studying in UNC institutions at resident rates.

Provide a safe, secure, hospitable, and non-discriminatory environment for all who study and work in UNC institutions.

- The campuses report each year on the number of criminal offenses that occur on the campus as required for the federally mandated "Cleary" report. The report also requires an accounting of prevention activities that are provided by the campus. Each campus has numerous prevention programs for safety and drug abuse, among others.

Ensure the timely and cost effective construction and renovation of facilities to accommodate current students and anticipated future growth.

- The 2000 session of the NC General Assembly authorized \$2.5 billion for funding the University's capital plan, subject to approval by a majority of registered voters in North

Carolina. On November 7, 2000, the bond referendum was approved. This progress in addressing UNC's capital facilities needs left \$525 million in repairs and renovations to be addressed using a combination of repair and renovation funds and other funding sources. The University's biennial budget request presents a six-year plan to address these needs.

- The UNC Bond Program continues to progress and as of November 2003 had over 88% of the projects in design or construction, or they have been completed. Contract commitments for projects in design, construction or completed total \$1.1 billion or about 44% of the value of the program. (See Chapter VII for additional details.)

Facilitate educational access through the effective use of information technology to provide information on educational opportunities (e.g., CFNC and Pathways) to offer e-learning courses and programs, to deliver academic and student services, and to promote inter-institutional collaboration in course and program delivery.

- (See Pathways description above. Specific academic and student services information technology initiatives are described in the Transformation and Change section below.) Since spring 2000, the Office of the President has made funds available each year to support proposals from UNC institutions for faculty development activities to improve skills and develop courses for use in distance education. These grants reflect UNC's ongoing commitment to strengthen institutional capacity for faculty use of instructional technology; the development of online courses and programs; and the support of online instruction with online laboratories, databases, and library resources. For 2001-2003, the focus was on fully online degree programs in areas of critical state need: teacher education, health affairs, especially nursing, technology, and business. An additional appropriation from the General Assembly has supported the development of distance and online programs in teacher education.
- The Office of the President has funded an initiative of CFNC to provide an online graduate application for several pilot campuses. (Undergraduate application forms are already online.) This will facilitate access to distance and online degree programs.
- Several collaborative arrangements among campuses have made programs available on several campuses that may have been cost prohibitive for a single campus. Among these are the German Consortium, the Gerontology Consortium and the Educational Technology Consortium.
- The Board of Governors approved a policy in 2003 to allow campus to offer joint degrees. Joint master's and doctoral programs in biomedical engineering have been approved between NCSU and UNC CH, and other joint programs are being developed among the campuses. This policy allows each participating institution's name to appear on a single diploma.

Continue to promote collaboration with community colleges through initiatives such as the North Carolina Comprehensive Transfer Articulation Agreement, delivery of baccalaureate completion and graduate programs at community college sites, and enrollment planning.

- The Chief Academic Officers of UNC and NCCCS established a joint task force to explore collaborative opportunities between the two systems. The final report was delivered to the CAO's this past spring with five areas identified for actively pursuing collaborative opportunities. A number of these efforts are in progress including projects in nursing, teacher education, and technology.
- The Transfer Advisory Committee has also taken up a major effort reviewing the A.S. transfer degree for mathematics, science and engineering programs resulting in several proposed changes to be considered by the committee in the next few months. The level of

cooperation between UNC and NCCCS faculty remains strong as has been reflected in the curriculum review process.

- Programs are currently delivered on site in 50 counties of North Carolina, mostly on community college campuses, and other programs are available online for residents in any county in the State.

Intellectual Capital Formation: Through excellent graduate, professional, and undergraduate programs, develop an educated citizenry that will enable North Carolina to flourish.

Develop strategies to assess and respond in a timely manner to the state's educational needs, including the need for lifelong learning for both career development and personal enrichment.

- Through the biennial program review process and the process for reviewing and establishing new degree programs, the program inventory of UNC is dynamic and responsive to needs of individuals and the broader educational needs of the State.
- The distance education enrollment funding model, implemented in 1998, has supported the development of a wide range of distance education degree programs that meet identified needs of the state. In order of largest number, distance education degree programs are offered in: K-12 teacher education, health professions, business and technology, human services, and liberal arts. As of fall 2003 distance programs were offered in 50 counties in NC including on many community college campuses and over 40 online degree programs were available.
- The UNC Distance Education Learning Forum, now in its sixth year, convenes twice per year at rotating UNC host institutions. Campus representatives make presentations on current issues and discuss collaborative opportunities and topics of common concern. Several system-wide groups of faculty and administrators are having ongoing discussions about development of consortia to meet the state's educational needs in a collaborative and cost-effective manner. Consortia have been formed in the areas of foreign language, aging and gerontology, special education, speech and hearing sciences, and information technology.
- UNC, with NCSU and NCCU in the lead, and the community colleges worked closely with biotechnology and biomanufacturing industries in North Carolina to develop a proposal for establishing industry-needed training facilities to prepare students at all levels for work in the highly regulated biomanufacturing field. The Golden Leaf Foundation provided a \$60 million grant to build the needed facilities and all the campuses are engaged in curriculum development to better serve the needs articulated by the industry.
- The UNC Office of the President Division of Human Resources has developed an inventory of human resources practices and programs that are unique, innovative, or working especially well at UNC institutions. Categories include: benefits and employee orientation, classification and compensation, employee recognition, employee relations, family programs, governance, health and safety, hiring and recruitment, information services, training and development, and wellness.

Ensure the quality of academic programs both on-campus and off-campus through regular review and assessment of degree programs and instruction and through assessment of the quality of and student access to academic resources and services (e.g., academic advising, libraries, laboratories, IT) and student support services (e.g., admissions, financial aid, registrar, retention, counseling, etc.) that promote student development, retention, and graduation.

- UNC does a full-scale biennial review of the productivity of each degree program as measured against BOG standards for academic productivity. The 2003 biennial review of academic degree program productivity recommended that 14 programs be discontinued. These program discontinuations have enabled institutions to reallocate resources to programs of higher priority and greater need. The campuses also presented plans for improvement for other programs that had potential productivity problems. UNC also does a biennial review of newly establish degree programs to determine if they meet initial expectations. The 2003 review found that almost all programs had met or exceeded the projections. In addition, each campus has a program review process to assure quality in the curriculum.
- An interrelated set of assessment activities at the campus and system levels assures that constituent institutions are accountable for the quality of academic programs. The set includes:
 - Annual monitoring of retention, graduation, and persistence rates and time-to-degree;
 - Feedback reports to the high schools and colleges that send new freshmen and transfer students to UNC institutions;
 - Biennial surveys of sophomores, seniors, and alumni, used to evaluate institutional performance in a broad range of areas;
 - Campus self-study and quality improvement processes that address the Institutional Effectiveness requirements of the Southern Association of Colleges and Schools (SACS) Commission on Colleges;
 - Annual monitoring of teaching workloads at the constituent institutions;
 - Monthly reports to the Board of Governors and to the public on a range of topics related to institutional performance; and,
 - Visits by the staff of the UNC Office of the President to constituent institutions to explore new ways in which assessment activities can better support the institutional improvement process.
- In April 2000, the first biennial report, *Expanding Access to Higher Education through UNC Off-Campus/Distance Education Programs*, was submitted to the General Assembly. The report documented the expanded access to higher education made available by UNC distance education programs, compared undergraduate and graduate student ratings of on-campus and distance education in comparable programs, and compared costs of instructional delivery for on-campus and distance education programs by mode of delivery. Overall, student ratings of educational quality in the distance education programs were very positive and generally comparable to student ratings in on-campus programs. The 2002 Distance Learning Report and the 2002 Surveys of graduate and undergraduate students reinforce the initial finding.

Attract and retain exceptional teacher/scholars through competitive compensation and benefits, endowed chairs, start-up funds to initiate research programs and other appropriate support for instructional and research activities, and recognition and reward of outstanding faculty performance.

- Teaching and learning centers on UNC campuses provide instructional and other support for faculty. The Association of Teaching Center Directors meets regularly to share expertise and plan collaborative programming. Faculty members receive assistance in incorporating technology into their courses through the Teaching and Learning with Technology Collaborative and campus instructional technology centers.
- Each year the Board of Governors allocates \$125,000 for Awards for Excellence in Teaching to faculty members at each of the 16 constituent institutions. Award winners are nominated by campuses and selected by a committee of five members of the board. Each institution's winner receives \$7,500 and a medallion at a luncheon hosted by the Board of Governors. In addition, \$125,000 is allocated to the institutions to support campus awards for teaching excellence. Individual teaching awards range from \$250 to \$2,500 and include awards from runners-up for the Board of Governors' Awards for Excellence in Teaching, campus-wide awards for lower-division undergraduate teaching, awards for graduate teaching assistants, and college or departmental teacher of the year awards.
- The Distinguished Professors Endowment Trust Fund was established in 1985 by special legislation to provide the opportunity to each UNC institution to receive and match challenge grants to create endowments for selected distinguished professors. These state funds have been used to leverage substantial gifts from the private sector. As of October 2003, a total of \$45,925,000 from appropriations and interest had been paid to UNC institutions to match private gifts and pledges of \$91,575,000 for the creation of 206 endowed professorships totaling \$137,500,000.
- The Board of Governors proposed in its 2003-2005 Budget Request establishment of a Distinguished Graduate Fellowship Program to attract the best students into doctoral programs and first professional programs. Funding provided by the state would establish a trust fund from which challenge grants of \$100,000 would be made to match private gifts of \$200,000 to establish \$300,000 endowments for distinguished graduate fellowships. The funding from the General Assembly is sought for 2004-2005.
- State budget problems resulting from a downturn in the economy nationally and in NC has severely restricted the ability of the campuses to reward faculty. However, most campuses have used campus-based tuition to provide some rewards to faculty. Funding for salary increases is a high Board priority.

Continue to develop academic programs as well as collaborative strategies in support of critical areas of allied health, nursing, medicine, and related fields in response to the needs of the State for health care providers.

- The Board of Governors initiative to prepare and retain more primary care physicians has been very successful with NC now having more primary care physicians per 10,000 population than the country as a whole.
- Members of the Board of Governors, staff from the Office of the President, and nursing deans from the campuses are serving on a state-wide nursing task force that is charged with assessing the current state of nursing education and employment and making recommendations for improvement where warranted.
- Major studies have been undertaken of dentistry and pharmacy with a number of recommendations for expansion of training in these areas. A novel proposal to establish a

joint degree program in pharmacy between UNC CH and ECSU is now being implemented, which will increase the number of pharmacists and will likely lead to more pharmacists in rural areas in NC. The number of dental students has been increased by six at UNC CH with further increases awaiting facilities.

- New nursing programs have been added and of particular note is the expansion of nursing programs to online delivery. A new doctoral program in Nursing has been established at ECU as well as a MSN in nurse anesthesia. UNCG has been approved to plan a doctoral program in nursing. These two programs combined with the program at UNC CH will help alleviate the shortage in nursing faculty, which has made it difficult for nursing programs to expand.
- The Office of the President produced a major study on Health Care Personnel for the General Assembly in May 2002. The report surveyed critical issues in health care field by field.
- The Council for Allied Health commissioned a study by the Sheps Center in the field of Radiological Sciences, an area with shortages. The report was completed in July of 2003.

Strengthen undergraduates' knowledge and academic skill to improve their chances of being successful in the workplace and in postgraduate studies.

- Biennial surveys of sophomores and seniors ask the following questions related to teaching effectiveness and principles of good practice:

"Please evaluate how well faculty members do each of the following:

1. Set high expectations for you to learn
2. Respect the diverse talents and ways of learning of you and your classmates
3. Encourage you to be an actively informed learner
4. Encourage student-faculty interaction, in and out of the classroom
5. Give you frequent and prompt feedback
6. Encourage you to devote sufficient time and energy to your coursework
7. Develop opportunities for you to learn cooperatively with fellow students
8. Care about your academic success and welfare
9. In general, how would you evaluate your instructors on these eight measures?"

Responding to question 9 above, 85.5 percent of responding sophomores in spring 2002 evaluated faculty as "excellent" or "good" compared to 83.2 percent in spring 2000 and 81.6 percent in spring 1998. For responding seniors in spring 2002, 90.9 percent gave ratings of "excellent" or "good" compared to 90.6 percent in spring 2000 and 90.8 percent in spring 1998. Of responding UNC alumni (1999-00 graduates) who were enrolled in a post-baccalaureate program, 88.1 percent said that they were "well" or "adequately" prepared by their undergraduate program. Of responding full-time employed alumni, 80.1 percent said that their institution prepared them "well" for employment.

Ensure that the facilities and campus environment necessary to support educational excellence are available through the implementation of the Board of Governors' capital plan. Carry out the bond program with efficiency and fiscal accountability and with attention to utilizing historically underrepresented businesses.

- Using its space planning standards, the University was able to compare the number of students projected to enroll over the coming two five-year periods with the estimated capacity at each UNC institution. From this process it was possible to identify the gap between estimated current capacity and target enrollments, thus documenting the need for new enrollment-related facilities. Adoption of the UNC enrollment plan was followed by the development of a ten-year capital plan that included the capital projects required for

institutions to meet their enrollment targets. Many of the projects in this plan were included as a part of the UNC/Community College bond referendum. With the passage of this referendum, the University has developed a schedule that projects when each project will be designed, bid, and ultimately completed.

- The UNC Bond Program is being successfully administered consistent with the capital plan as specified by the Board of Governors and the General Assembly.
- The constituent institutions and affiliates have strategically utilized the Construction Manager at Risk project delivery system as recommended by the Board and authorized by the 2001 General Assembly.
- Bond funded design and construction contracts continue to provide business opportunities to minority firms. Current design and construction contracts reflect total minority participation of 16.5% of the total dollar value of contracts awarded.

K-16 Education: Continue to propose and support initiatives to serve the needs of the State's public schools

Expand efforts in teacher preparation to increase the supply of well qualified and more diverse teachers to serve the rapidly growing needs of North Carolina's schools—using both traditional and innovative approaches, such as incentives to students, lateral entry programs, mid-career opportunities, e-learning and collaborative 2+2 programs with NC Community Colleges.

Continue efforts to develop outstanding teacher and administrator preparation and development programs that include strong discipline content, pedagogy, and clinical training (i.e., integration of Arts and Sciences, accreditation of programs and assessments) to ensure high quality teachers, administrators, and other school personnel who can contribute to closing the achievement gap.

Expand our commitment to the development of comprehensive, high quality programs of continuing professional development of K-12 school personnel from their initial induction to retirement.

Strengthen the partnerships with K-12 and community colleges in the development of programs, curriculum and instructional materials—including materials that advance the use of information technology—to ensure continuous improvement in the academic achievement of North Carolina's students, to promote student success in higher education, and to help close the achievement gap.

Support and strengthen both research and public service programs in the Center for School Leadership Development.

Collaborate with the Department of Public Instruction to ensure that all public school students will have necessary courses available to meet the new minimum course requirements that become effective in 2004 (second language requirement) and 2006 (mathematics requirement).

(NOTE: Many of the activities of the UNC Division of University-School Programs align with multiple strategies; therefore, the activities are addressed collectively below.)

- The mission of the Division of University-School Programs of the UNC Office of the President is to advance public education and high student performance by supporting quality research-based preparation and professional development, educational policy research, and effective application of technology. The guiding principle is to base all actions on research or evidence of effective practice. The Division deals with issues related to recruitment, preparation, professional development, outreach, and research and policy in K-16 education. The Division is comprised of the following components:
 - The UNC Center for School Leadership Development

- Instructional Technology
- Affiliates: NC Education Research Council, Southeast Center for Teaching Quality, and the National Paideia Center
- The Division of University-School Programs works with a number of educational constituencies to promote and achieve the K-16 strategic direction of the University. The Division is the University's designated liaison for K-16 Education to UNC's 15 schools, colleges and departments of education, the NC Department of Public Instruction, the Education Cabinet, the Joint Legislative Education Oversight Committee of the NC General Assembly, and other key educational entities throughout the state.
- The UNC Center for School Leadership Development provides quality professional development and lateral entry support for all public school employees. A state-of-the-art facility was constructed in 2001 to house the professional development programs that comprise the Center. The UNC-CSLD programs include the following:
 - NC Center for the Advancement of Teaching (NCCAT) provides residential seminars for teachers and other K-12 professionals that offer creative experiences and scholarly activities to renew vitality for teaching and learning. The center's main facilities are located in a retreat-style mountain setting in Jackson County, adjacent to the Western Carolina University campus. All NCCAT programming is research-based, and the Center actively involves university faculty and master teachers in seminar design and implementation. NCCAT serves educators from all 117 school systems in North Carolina. During this long-range plan review period, the Center served approximately 6,000 educators per year. Notices of seminar offerings are sent to every public school superintendent, principal and staff development coordinator in the state. Throughout this period, NCCAT has actively sought and received significant external funding to develop and implement programming.
 - NC Math and Science Education Network (NC MSEN), through ten centers located on state university campuses, provides professional development in mathematics, science, and technology for teachers. NC MSEN also offers a pre-college program for middle and high school students designed to encourage them to enter careers in science, mathematics, and related fields. In 2002, the Network was awarded a 5-year, \$21.3 million US Department of Education/National Science Foundation grant. The grant, entitled "NC Partnership for Improving Mathematics and Science" (NC PIMS), is designed to help student achievement in mathematics and science and close achievement gaps in 17 school districts in eastern North Carolina. The NC MSEN centers located on the host site campuses provided professional development in mathematics, science and technology to over 7,000 K-12 teachers during this long range plan review period. The Pre-College Program has provided enrichment activities that include Saturday Academies, Summer Scholars, leadership development, and research experiences. 97% of the Pre-College Program's graduates attend college, and 82% of these students major in mathematics or science.
 - NC Model Teacher Education Consortium (NC MTEC) is a collaborative partnership between 40 school systems, 27 community colleges, 10 four-year colleges and universities, and the NC Department of Public Instruction. This program helps to address the statewide teacher shortage by providing affordable, accessible, high quality education/training to aspiring and practicing educators in participating school systems in North Carolina. NC MTEC has provided many incentives for teachers and paraprofessionals seeking teacher licensure, including reduced tuition for upper-level teacher education courses. During this long-range plan review period, over 2,300 teachers and paraprofessionals, including over 1,300 lateral entry teachers, participated in the program. Overall minority participation in the program exceeds 45%.

- NC Principal Fellows Program (NC PFP) is a merit-based, competitive scholarship loan program that funds full-time study in a Master of School Administration (MSA) degree program at one of ten constituent institutions. The program, which includes enrichment and enhancement activities for participants, provides North Carolina with a cadre of well-trained administrators for public schools. NC PFP works with MSA coordinators and faculty on degree content and internship design. The program has graduated approximately 180 students from MSA programs across nine campuses during this long-range plan review.
 - NC Restructuring Initiative in Special Education (NC RISE) and NC State Improvement Project (NC RISE/NC SIP)—NC RISE is designed to build a model for restructuring teacher education for teachers of students with disabilities in North Carolina and to use this model as a blueprint for systemic improvement in the recruitment, preparation, induction, and retention of special education personnel. NC SIP is establishing and implementing program support services to significantly improve the performance and success of students with disabilities in North Carolina. NC RISE delivers instruction through an online learning system, which offers courses to students through UNC's constituent campuses; during this review period, enrollment in these online courses grew to over 600 students. The UNC Network Coordination Center, a component of the NC DPI State Improvement Project for Special Education (NC SIP), provides research-to-practice reading courses and staff development for teachers, as well as research-to-practice teaching of reading content to special education faculty from universities and colleges across the state.
 - NC TEACH (NC Teachers of Excellence for All Children) recruits, prepares, and supports mid-career professionals as they begin a teaching career in North Carolina's public schools. The program begins with a full-time Summer Institute, followed by seminars that are conducted during the following school year. NC TEACH provides advisement and support by master teachers who are content and methods experts. A team of 70 teacher education faculty and master teachers created the program's curriculum, which has been refined since the program's inception three years ago; this curriculum provides the foundation for blended online courses and modules of instruction. To date, NC TEACH has recruited and prepared over 1,000 teachers for public schools in North Carolina.
 - NC Teacher Academy (NCTA) provides high-quality professional development for teachers in the areas of school leadership, instructional methodology, core content, and the use of technology. NCTA offers up to 36 content hours in areas such as continuous school improvement, curriculum integration, learning styles, English language learners, implementing a balanced literacy program, critical components for K-1 reading, and reading in the content area for middle school and high school students.
 - Principals' Executive Program (PEP) is North Carolina's primary source of professional development for school-based and central office administrators. PEP also provides publications, legal and technical assistance, and programs designed to enhance all aspects of school leadership. PEP professional development offerings include, but are not limited to, the following programs: Developing Future Leaders, Principals as Technology Leaders, Data-Driven Decision Making to Improve Student Achievement, Higher School Performance, and Leadership Programs for Assistant Principals and Principals. Research from PEP's instructional leadership program resulted in the publication of three major studies under the title "North Carolina Lighthouse Project"; the project identified "beating the odds" schools—i.e., schools whose students scored considerably better on standardized tests than would have been predicted from their social demographics.
- In January 2002, the State Board of Education directed the UNC Center for School Leadership Development to commit itself to a two-year project to close the achievement gap

in four school districts: Duplin County, Lexington City, Montgomery County, and Swain County. This project has been dubbed "ASSET" (All Students Succeeding through Excellent Teaching). The UNC-CSLD's mandate for ASSET includes the following goals: (1) Ensure educators in the target schools are taking advantage of existing professional development programs, (2) Design customized programs that address achievement gap issues, and (3) Develop instructional modules based on the customized (successful) strategies that may be delivered in a variety of ways, including electronically, across the state. Since spring 2002, all eight programs of the UNC-CSLD have collaborated across the programs and with the school districts to assess each district's achievement gap needs and have developed customized, tailored professional development plans for each LEA. Professional development plans have been designed for each LEA by planning teams comprised of representatives from all UNC-CSLD programs. Implementation of the plans began in November 2002. Ongoing assessment will continue throughout the project. Strategies that prove successful in helping close the gap in these four districts will potentially be replicated statewide.

- The UNC-CSLD conference facility provides professional development meeting space at a significantly lower rate than other comparable conference facilities statewide. The 50,000 square foot facility includes computer labs, seminar rooms, large classrooms/lecture space, and a dining room with an attached warming kitchen. Each room is wired for Internet access and is equipped with the latest audiovisual technology, with two rooms providing video conferencing capabilities. Usage of the conference facilities has increased dramatically each year since the facility opened in 2001.
- University-School Programs is developing and implementing new strategies and programs to advance the effective uses of technology in teaching and learning. Most significant is NC Catalyst, a three-year federal grant aimed at strengthening North Carolina's administrative, human resource, and technical infrastructure for preservice teacher technology preparation. NC Catalyst has enlisted the 15 schools, colleges, and departments of education in delivering professional development in instructional technology to teacher education and arts and sciences faculty and to cooperating teachers in partnership schools across the state. One outcome is a "teacher technology preparation network" to promote the coordination and cross-fertilization of teacher technology preparation efforts throughout the state. The instructional technology specialists in UNC teacher education programs have formed the UNC Teacher Education Technology Council to address technology issues relating to teacher education and licensure in North Carolina. The Council produced a standards alignment document showing the relationships among three sets of standards that frame the spectrum of teacher preparation, from education candidacy to professional mastery; a common core of standards for beginning teacher licensing and development, issued by the Interstate New Teacher Assessment and Support Consortium (INTASC); the National Educational Technology Standards for Teachers (NETS-T); and the North Carolina Technology Competencies for Educators (NCTCE). The alignment document was developed to serve as a resource for college faculty engaged in preparing teachers and for cooperating teachers mentoring clinical interns.
- As affiliates of the Division of University-School Programs the following three organizations also engage in activities that seek to address and advance the University's K-16 initiatives:
 - The NC Education Research Council (NCERC) coordinates research on major policy issues for the Education Cabinet (Governor, State Board of Education Superintendent, UNC President, and NC Community College System President). NCERC produces the First in America Progress Reports, which provide annual tracking of teacher and administrator quality data for North Carolina's public schools. These reports involve continuous data tracking and reporting on an extensive number of educational indicators, which can be used to inform UNC-CSLD programs and decision making.

During this long range planning review period, NCERC produced two reports designed to inform education leaders and policy makers regarding best practices for closing achievement gaps. Over the last two years, NCERC hosted 10 research symposia on closing the minority achievement gaps in North Carolina's public schools; these symposia were funded by a grant from the Spencer Foundation. The Council is currently working in collaboration with the Education Cabinet to develop a plan to manage teacher supply, demand, and quality on a continuing basis.

- The Southeast Center for Teaching Quality (SECTQ) is engaged in a wide variety of initiatives, all designed to develop and spread information about what works best in recruiting, preparing, compensating, developing, and retaining teachers who can serve all of our public school students well. The Center's research, policy development, and teacher leadership initiatives all hone in on using sound teaching policies and practices that will strengthen the teaching profession and result in higher academic achievement for all students. Since 2002, the Center has published five major policy reports: "The Status of Teaching in the Southeast: Measuring Progress, Moving Forward", "Assessing and Supporting New Teachers", "Meeting the Challenges", "Recruiting Teachers for Hard-to-Staff Schools", and "Recruitment and Retention Strategies in a Regional and National Context". Current initiatives include, but are not limited to, the Teaching Quality Indicators Project, the Teacher Leaders Network, a four-state study of the effects of the No Child Left Behind Act, and two joint studies with SRI International—one to determine the characteristics of effective alternative certification programs, and a second to investigate the impact of National Board Certified Teachers on low-performing schools.
- The National Paideia Center (NPC) fosters active lifelong learning and respectful, democratic dialogue. NPC works primarily with schools to incorporate collaborative discussion and intellectual coaching into the lives of students and adults. The Center strives to enhance the quality of teaching and learning to improve critical thinking and communication skills. Since its inception 15 years ago, NPC has developed a comprehensive set of programs for schools that integrate and put into practice the century's best concepts in the area of pedagogy, educational leadership, and school reform. NPC offers a site-based, whole-school implementation experience that is custom-designed to the unique needs of individual schools. Three "Columns of Instruction" form the core of Paideia's methodology: didactic, seminar, and intellectual coaching. Paideia training and technical support activities are conducted by teams comprised of National Paideia Center staff and Paideia National Faculty. Formerly affiliated with the University of North Carolina at Greensboro, the National Paideia Center became an affiliate of the University-School Programs Division in March 2003.
- In March 2001, the Board of Governors authorized creation of the James B. Hunt, Jr., Institute for Educational Leadership and Policy. The Hunt Institute consults directly with governors and other key policy makers across the nation. To help leaders achieve results, the Institute hosts symposia for governors on key issues in education and strategies for their successful implementation. The Institute assists states in forming multi-sector education leadership teams to serve as allies in carrying out reform. By convening education and policy organizations, businesses, foundations and universities, the Hunt Institute helps build partnerships among them to develop support nationwide for school improvement strategies and initiatives. In partnership with the UNC Center for School Leadership Development, the Hunt Institute is designing a Superintendents Leadership Academy that will explore and study three to four educational issues in-depth over an 18-month period and allow superintendents to network with colleagues as well as national educational experts.
- The University-School Programs Division coordinates with UNC's 15 schools, colleges and departments of education and the UNC Deans' Council on Teacher Education in addressing

issues that impact teacher education. Issues addressed through the Deans' Council include, but are not limited to, University-School Teacher Education Partnerships, Second Academic Concentrations, 2+2 and bilateral agreements with North Carolina Community College campuses, the IHE Performance Report, state and national program approval, teacher licensure, alternative pathways to teaching, and closing the achievement gap.

Creation and Transfer of Knowledge: Expand the frontiers of knowledge through scholarship and research and stimulate economic development in North Carolina through basic and applied research, technology transfer, and public service activities

Promote basic and applied research for the discovery and dissemination of new knowledge as a fundamental mission of the University.

Sustain UNC research, public service, and knowledge transfer activities that enrich the quality of life of North Carolina citizens through economic development, community outreach programs, and improved health, educational, and cultural resources.

Continue to expand the external sponsorship of UNC research and other creative activities for students and faculty. Ensure that a supportive environment exists to promote scholarship in the humanities, social sciences and the arts.

Facilitate collaborative research and partnerships with industry, government, and other entities to advance strategic priorities of great importance to North Carolina's economy, workforce, and quality of life (e.g., biosciences and genomics, marine and environmental sciences, engineering and materials sciences, information technology and optoelectronics).

Encourage technology transfer and the commercialization of UNC's unique research discoveries within a framework of policies and practices consistent with the university's mission and values.

Cooperate with industry and government sectors in adapting information technology for application to R&D, specifically to improve scientific collaborations and knowledge management practices as means to enhance economic development

- UNC sponsored programs and research support all of the strategic directions described in this report. Recent advances in genetics and biotechnology, computers and information technology, public health and medicine and in nano-scale technologies, have raised public awareness of the vital economic and educational role of research-based activities. High-tech industries are sought after by economic development organizations in virtually every state and locality. Policymakers regard universities as catalysts for attracting high-tech economic development both through entrepreneurial activity that spins off from their research and from the concentration of highly trained human resources they attract and generate. Our UNC institutions seek to be net importers of talented individuals that can apply their knowledge to societal and economic development.
- Competitive universities attract sponsored program funds to help pay for student training, facilities enhancement, information technology, and to support core programs in the sciences, engineering, and other scholarly disciplines. In FY 2002 UNC campuses have attracted a total of \$840 million which is up almost 10% from the previous year. UNC ranks third (FY2001) behind the California and Texas systems in attracting federal research dollars (\$475M). Between 1992 and 2002, sponsored program awards to UNC increased by almost 130%, from \$367million to \$840million. The top five federal funding agencies, in order of amount of funding provided, include the National Institutes of Health (\$273M), National Science Foundation (\$66M), Department of Education (\$63M), Department of Health and Human Services (\$31M), and Department of Defense (\$30M).

- One key goal of research administration is to facilitate interinstitutional collaborations and compress the time required to initiate contracting and invoicing. Standardized contracts were recently initiated among all UNC institutions, Department of Public Instruction, and Duke University. Such contracts will be expanded to other state agencies—DHS, DENR and Transportation—to enable rapid response of our faculty to our state's research, engineering, education and social services needs.
- Large-scale research projects need considerable leadership, governance and management. UNC-OP has been able to release the burden of managing such large-scale projects from the individual campuses by providing a key role as the implementation partner. Examples of such projects include: The North Carolina Partnership for Math and Science (NSF \$22M), Southeast Atlantic Consortium for Ocean Observing Systems (ONR \$10M), and GearUp (DoED \$7M).
- The Sponsored Programs and Research Council (SPARC) is a forum of the 16 University of North Carolina institutions and the Office of the President for the advancement of sponsored programs and best practices in their administration. The Council continues activities to streamline University-wide administration of sponsored programs and to encourage collaborative activities, with campus representatives meeting twice-yearly. Additionally, SPARC has implemented a database to centrally gather information on sponsored programs awards and proposals and will be providing online public access to this award information this year.
- The Board of Governors has authorized establishment of 13 new centers and institutes in the last two years. The total of 191 currently authorized centers and institutes includes 14 interinstitutional research centers, 125 institution-based research centers, seven interinstitutional public service centers, and 45 institution-based public service centers. The University of North Carolina Centers and Institutes website (<http://www4.ga.unc.edu/ci/>) provides detailed information about these research and public service units.

Internationalization: Promote an international perspective throughout the University community to prepare citizens to become leaders in a multi-ethnic and global society.

Support and expand student participation in international study and internships.

- Despite the aftermath of September 11, 2001, UNC continued its efforts to expand study abroad and other international education opportunities among UNC students. Most UNC campuses reported increased participation in semester or year-long international education (study abroad, student exchange, international internships, and other activities), although many saw a decline in participation in summer 2002. A number of programs in China and other Asian countries were suspended for summer 2003 as a result of the SARS epidemic.
- The most recent formal survey of campus international education programs (in 2000) found over 300 student exchange and study abroad agreements and over 3000 students participating in some kind of international educational experience. The University Council on International Programs has set as one of its goals for 2003-4 improving data collection concerning participation in international education, which will allow UNC to more accurately track increases in participation rates.

Expand the number of UNC Exchange Program agreements that provide opportunities for UNC students to study abroad and for international students to study on UNC campuses.

- With the anticipated signing of a student exchange agreement with five institutions in Western Cape, South Africa, the UNC Exchange Program (UNC-EP) will bring the number of system-wide exchange agreements established since 1996 to nine:
 - Germany (State of Baden-Württemberg, 1996)
 - Finland (Consortium of Universities of Finland, 1998)
 - Mexico (Monterrey Tech System, 1999)
 - International Student Exchange Program (1999)
 - Israel (Participating Universities of Israel, 1999)
 - Australia (State of New South Wales, 2000)
 - Denmark/Sweden (Øresund University Consortium, 2001)
 - Brazil (State of Paraná, 2002)
 - South Africa (State of Western Cape, expected 2003)
- The UNC Exchange Program Advisory Board, which guides program development and policy for the program, has identified the need for an Asian partner for UNC; a China working group is exploring opportunities for a UNC presence in China or another part of Asia, including student exchange possibilities. Beyond the need for a program in Asia, the Board has recommended that the UNC-EP staff and campus liaisons concentrate on maintaining current agreements and increasing participation from all UNC campuses in existing programs.
- Through 2002-03, participation in UNC-EP programs has shown a steady increase since the first agreement was signed in 1996; a total of 463 UNC students and 411 international students participated in semester or year-long study through UNC-EP auspices from 1996-2003. In 2003-04, UNC-EP expects the total number of participating students to surpass 1000 and the number of participating campuses to increase to 14. The UNC-EP staff and campus liaisons will continue their efforts to involve all 16 UNC campuses, increase participation in UNC-EP programs, and in particular increase the number of students from groups which are traditionally underrepresented in study abroad (including lower-income students, minority students, and students in some majors).

Support the institutional agreements of the constituent institutions that provide for international study and exchanges of UNC students and international collaborative research by UNC faculty.

- Support for the international education activities of UNC campuses takes a number of forms. The most important is the collaborative work of the University Council on International Programs (UCIP), including representatives from all 16 campuses, the UNC Exchange Program, and the NC Center for International Understanding. UCIP provides a forum for discussing policies affecting international education, exchanging information about campus programs available to students across the University, and developing strategies for increasing support for and participation in international education.
- Among the activities sponsored by the Office of the President in response to requests from UCIP during 2002-03 were the following:
 - Initiation of discussions between study abroad and financial aid officials to make it possible for students from more UNC campuses to use their institutional financial aid to support their study abroad;
 - A workshop by a representative of the American Forum on Global Education on federal and foundation funding opportunities;

- A comprehensive needs assessment and identification of potential funding sources for international education activities on UNC campuses and through UNC-EP and through NCCIU;
- Development of a strategy for improved data collection to demonstrate the range of international education activities across the University.
- In addition, the Office of the President participates in visits by international delegations to UNC campuses and involves campus representatives in discussions with delegations visiting the President's Office. During the academic year 2003-2004, the Office of the President hosted seven official delegations and a number of individual visitors from UNC partners and other institutions of higher education around the world.
- In recognition of its leadership in international education, the University of North Carolina was honored with the 2003 award for institutional excellence by the North Carolina Association of International Educators.

Use technology to expand opportunities to exchange knowledge and ideas, and to make academic programs available across national boundaries.

- The 2003-2005 Biennial Budget Request included requests for funds to establish two virtual centers which will enhance international studies and foreign language access across the University. The Virtual International Studies Center, based on a program already in place at UNC Greensboro, would provide curricular information and information about opportunities for international education to students at all UNC campuses. The Virtual Foreign Language Center would provide information about languages taught at UNC campuses, provide access to online language instruction, and serve as a portal for online placement testing in foreign language by UNC campuses. While state funding was not awarded to implement these two virtual centers, UCIP, foreign language departments, and the Office of the President will continue to develop plans and seek funding for these important resources.
- Technological applications within international education are being developed at a number of UNC campuses. One example of the use of technology to support international education is the German Studies Consortium, involving seven UNC campuses (ASU, ECU, NCSU, UNCA, UNCG, UNCW, and WCU). The Consortium uses teleconferencing to broadcast a broad range of distance learning courses for German majors and minors. The Consortium allows German programs on UNC campuses to supplement their course offerings without increasing demands on campus faculty and departments. The German Studies Consortium, authorized in 2001, provides an example of collaborative courses delivered via technology that can be emulated by other consortia, including consortia for foreign language majors and less commonly taught languages.
- An additional example of the successful use of technology to introduce students to institutions and peers in another country is the Virtual International Seminar developed at East Carolina University. In July 2003, 16 instructors and 20 students from ECU and Soochow University in China participated in 10 three-hour sessions on a variety of topics. The program featured live interactive audio and video via the Internet and was presented from 8:00 to 11:00 am and 8:00 to 11:00 pm, to meet the needs of students in countries with a 12-hour time difference. This pilot project, which was received very enthusiastically by students and faculty from both institutions, demonstrates the effective use of technology to foster collaboration among international students and faculty.

Use the resources of UNC to expand the knowledge of North Carolina's citizens about the changing demographics of the state and the nation.

- The North Carolina Center for International Understanding's Latino Initiative is designed to assist communities across the state in finding practical solutions to the challenges posed by changing demographics. As a means to achieve this goal, the Latino Initiative provides study programs to Mexico for educators and community leaders and cross-cultural training for organizations and businesses in the state.
- In 2002-2003, fourteen North Carolinians participated in the Latino Initiative's program for foundation and corporate leaders to Mexico to study the forces behind and implications of Mexican immigration to the state. Experiences and resources offered through the program enabled participants to improve services for Latinos and develop networks to help integrate new immigrants into their communities.
- In addition, 20 educators participated in an educator program to Mexico to study the families, communities, and schools from which their immigrant students come, understand the forces which affect Hispanic student achievement, and develop action plans for their school systems to respond to new Hispanic populations.
- The foundation was laid for two programs for UNC students, faculty, and administrators during 2003-2004. One is a summer study program for teacher education students, which will enable prospective teachers throughout the UNC system to visit Monterey Tec for five weeks; they will serve as teacher assistants in bi-lingual/bi-cultural classrooms, take intensive Spanish courses, and visit local schools and communities. A Mexican immersion experience is also being planned for UNC deans of education and their faculty, to provide a context for developing curricula that will prepare their students to function effectively in multicultural classrooms.
- Through the "Conexiones" cross-cultural training program, 29 educators, 33 law enforcement officers, and 25 agricultural managers received training on communicating with and serving Hispanic populations. In 2002-2003, training was delivered to Johnston County Schools, the Department of Public Instruction's "Closing the Achievement Gap" Section, the Smithfield Police Department, and the North Carolina Farm Bureau. NCCIU staff also made presentations on Hispanic culture to classes at Meredith College and NC State University and at the annual Closing the Gap and North Carolina School Boards Association conferences.

Expand and tap the intellectual resources of UNC faculty, staff, and alumni to establish constructive means by which people throughout the world may communicate to solve political, social, scientific, and economic problems.

- A number of activities and programs reflect UNC's commitment to using the intellectual and human resources of the University to address global problems:
 - The Division of Research has developed a database which allows UNC to track the number and topics of proposals for sponsored programs which involve international research, teaching, and public service. The information available through this database will allow UNC to establish a "baseline" of sponsored program activity and measure increases as the Internationalization strategic direction is increasingly reflected in research and sponsored programs.
 - The Office of the President and the Centers for International Business Education and Research at UNC Chapel Hill and Duke have joined the North Carolina Department of Commerce in planning a conference on trade policy, to be held December 2003. President Broad and a number of UNC faculty and international education program

directors will be involved in the program, to which delegations from all 50 states have been invited.

- UNC was among a number of higher education associations and institutions which met with representatives of the Department of State to plan the Senior Science Fellows program. With initial support from institutions and the Department of State, the program would place faculty members with expertise in science and technology in embassies around the world and in Washington to advise on the science and technology aspects of foreign policy.
- UNC has proposed the establishment of a Center for North Carolina-Mexico Relations, to include opportunities for research and outreach designed to improve the understanding of this important relationship. The Center was identified as one of UNC's federal priorities for the 2004 budget.
- Representatives from the Catholic University of Uruguay (one of five universities in Uruguay with which UNC has a memorandum of understanding for collaboration) and the Zonamerica, a free-trade zone in Montevideo, have visited UNC campuses to explore possibilities for joint projects with Uruguayan industries, particularly in the area of software design.

Expand the presence of international scholars on our campuses.

- Despite the events of September 11, 2001, half of UNC campuses recorded an increase in foreign student enrollment in 2002-2003. The total number of foreign students at UNC campuses (as reflected in their visa status) increased slightly, from 5,121 in fall 2001 to 5,132 in Fall 2002. However, the rate of increase slowed dramatically from the previous year, in which the number of foreign students increased by 15%.
- UNC campuses worked throughout 2002-03 to prepare for the implementation of the Student Exchange Visitor Information System (SEVIS), a database into which information about each foreign student, faculty member, and staff member and their dependents must be recorded and sent to a central federal database managed by the Department of Homeland Security. In the planning for nearly a decade, the SEVIS project was accelerated post-9/11. All campuses were required to enter information on foreign students by August 1, 2003; compliance has required untold hours of staff time and a substantial financial investment on many campuses for additional staff and computer software to upload information into the SEVIS database. The Office of the President sponsored two workshops to assist campuses in preparing for SEVIS implementation and created a listserv for international student advisors to keep them abreast of new developments related to SEVIS and new visa procedures; as of August 2003, all UNC campuses had been certified to participate in the SEVIS program.
- Changes in procedures for issuing visas to students and scholars and a general tightening of U.S. immigration practices post-9/11 will likely lead to a decrease in the number of foreign students successfully seeking to enroll at UNC campuses in 2003. In addition, effective August 1, 2003, anyone seeking a visa to enter the U.S., including those seeking tourist and business visas, will be required to schedule an interview with consular staff in their home countries. Higher education officials fear that increased demand may delay interviews for those seeking visas to work or study at universities.
- While the expected decrease in foreign students and scholars may be temporary, higher education officials acknowledge that students and scholars may choose to pursue education and employment in other countries (particularly within the European Union and in Australia) rather than navigate the difficulties of entry into the U.S. The impact of these changes in procedures will be closely monitored on UNC campuses, and improved data

collection procedures will be implemented to ensure accurate information about foreign students and scholars on our campuses.

Support research initiatives that expand UNC's ability to interact with international scholars on initiatives that are of state, national, and international interest and that benefit North Carolina and its citizens.

- See *item* above, which addresses the involvement of UNC in international research and other sponsored programs. UNC faculty are involved in a number of collaborative international research activities.
- In 2003, UNC explored the possibility of a joint proposal to the USAID Higher Education Assistance and Development program with several other universities to assist in the rebuilding of Iraqi universities. UNC will continue to consider this and similar programs that offer an opportunity for UNC faculty and institutions to share knowledge and resources to address important international issues and to assist higher education institutions around the world to build institutional capacity for instruction, research, and outreach.

Expand the curriculum to recognize the importance of courses and programs that expand students' knowledge of the world, including foreign language instruction.

- In 2002, UNC was one of eleven institutions selected to participate in the Global Access Program (GAP), co-sponsored by the U.S. Department of State and the American Association of State Colleges and Universities. The two-year program, which will be housed at Winston-Salem State University, will provide documentary and human resources from the Department of State to enhance international components of the curriculum; speakers will assist students in understanding and considering opportunities for internships and future employment in the foreign service and other international relations positions.
- Throughout 2001 and 2002, the Foreign Language Access Committee, made up of representatives from UNC campuses and the Office of the President, met to study information on foreign language enrollment within UNC and explore opportunities for improving access to foreign language instruction for UNC students, including access to less commonly taught languages such as Japanese, Chinese, Arabic, and Portuguese, and for strengthening foreign language majors at all UNC institutions. The Committee's recommendations, presented to the Board of Governors in March 2003, included creating consortia for French and other language majors modeled on the successful German Studies Consortium; developing collaborative summer and online programs to provide instruction in a variety of languages to students at campuses where options are limited; strengthening the links between study abroad and foreign language programs; and streamlining placement procedures as UNC campuses prepare for the implementation of the Minimum Course Requirement in second language that will be implemented in 2004.

Find innovative ways to support the public schools to expand international understanding and to implement UNC's 2004 Minimum Course Requirements for two years of a second language.

- A group of UNC representatives from admissions, disability services, and academic affairs and representatives of the Department of Public Instruction met during 2002 to develop guidelines for students who attempt to meet the second language Minimum Course Requirement (MCR) through means other than two units of instruction in a second language. These guidelines will assist students whose native language is not English, students who have received extensive instruction in a second language before grade nine, students who wish to meet the MCR using American Sign Language, and others to demonstrate the competencies required to meet the MCR.

- The Foreign Language Access Committee explored the implications of the second language MCR for university placement, foreign language courses, and articulation between high school and university competencies in foreign language. As a result, the Committee recommended changes in placement procedures; two members of the Committee have been invited by the Department of Public Instruction to meet with foreign language supervisors in September 2003 to discuss the MCR and improved articulation between high schools and UNC campuses.
- UNC Chapel Hill's K-12 International Outreach program, which also involves ASU, UNCC, WCU, and ECSU, matches international students, staff and faculty to requests from local schools and teachers for presentations on international topics. In 2001-02, the program reached 238 schools in 30 counties across the state.
- The NC Center for International Understanding's professional development programs for teachers expand international understanding in public schools by providing tools, knowledge, and skills to teach more effectively about the world. In 2002-2003, thirty-seven K-12 educators participated in short term study programs to Ghana and China/Japan. Upon their return, these teachers reported outcomes such as greater confidence, competence, and accuracy in teaching about the target country; corrected stereotypes; newly acquired artifacts and curriculum materials to help cultures come alive for students; and new curriculum units. North Carolina teachers who hosted Dutch teachers in their classes and homes as part of a reciprocal teacher exchange reported using more cooperative learning and discovery methods as a result of the exchange.
- NCCIU is also coordinating a new initiative, "North Carolina in the World," part of a national initiative to strengthen students' international knowledge and skills. The project, one of 12 in the country, aims to build consensus among leaders in business, government, and education about the immediate and pressing need to strengthen the education that North Carolina students receive about the world. Funded by \$75,000 in grants from foundations, the project's activities will include gathering data on existing international studies and programs, developing a case statement for international education, and engaging all stakeholders in developing an action plan for the state. Universities, community colleges, and public schools will work together to increase teacher knowledge, expand the study of world languages, build international partnerships, and establish international education as a priority in state education policy.

Transformation and Change: Use the power of information technology and more effective educational, administrative, and business practices to enable the University to respond to the competitive global environment of the 21st century

Expand campus teaching and learning with technology (TLT) audiences beyond faculty to include librarians, instructional technologists, academic administrators, staff, and students; expand the portal to a professional development portal, align TLT grants and workshops with e-learning strategies.

- The TLT Collaborative's 2002-05 Strategic Plan identified the following five strategic directions:
 - Promote a strong focus on learning as the center of all TLT efforts.
 - Advocate for the effective use of technology in teaching and learning.
 - Facilitate collaboration at many levels to address TLT issues.
 - Develop the TLTC's role as a leader and transformational agent with respect to the use of technology in teaching and learning.
 - Assess the effectiveness of TLTC activities and projects.

- The TLT Collaborative's 2002-05 Operating Plan identified the following eight project groups for Collaborative activities: TLT Professional Development, UNC Professional Development Portal, UNC TLT Conference, Assessment Initiative, TLT Policy Issues, Building UNC TLT Community, Communication and Information Management, Governance and Organizational Operations.
- The UNC Professional Development Portal (PDP) is fully operational and expanding its offerings. The Portal allows faculty, staff, and administrators to both submit to and access an increasing amount of online resources associated with the four focus areas of teaching and learning, human resources/staff development, administrative leader development, and libraries. (The libraries focus area was added in 2003 at the request of campus libraries.) Use of the UNC PDP more than doubled in the twelve-month period April 2002 to April 2003.
- In March 2003, the fourth annual UNC TLT Conference was held in Greensboro. Nearly 300 faculty and instructional technology staff members representing all sixteen campuses attended this professional development activity to learn about the newest applications of technology in teaching and learning. Participation was up 25% for this year's conference, which featured more than 90 presentations and spotlighted cutting-edge issues such as grid computing, fair use copyright legislation, and faculty recognition for digital scholarship.
- The TLT Collaborative is facilitating the operation of interest groups with membership from across the sixteen campuses to promote professional development in nine selected areas of importance identified in the strategic planning process: Blackboard course management system, Distance Education, e-Learning, Pedagogy, e-Learning Support, IT Professional Development, Librarians, TLT Assessment, Web Accessibility, and WebCT course management system.
- In 2003 the TLT Collaborative published an online compendium of effective practices and innovative uses of technology on the sixteen campuses. This compendium highlighted effective practices that could be transferred and shared among the campuses.
- On the national scene, the TLT Collaborative has managed UNC's role as a founding institutional partner of MERLOT, the organization devoted to providing faculty access to online learning material and helping them incorporate it into their own courses.

Implement coordinated technology platforms and services for e-learning both off-campus and in traditional classrooms. Develop and market existing UNC e-learning programs and courses. Develop policies and standards for coordinated offerings.

- During academic year 2002-03, a sub-group of chancellors worked with key leadership at the UNC OP to refine and focus the discussion of e-learning that occurred at the Chancellors' Retreat in January of 2003. This group reported progress at the March Administrative Council meeting and recommended two initiatives: (1) review past policies addressing student credit hour, tuition and faculty workload; and (2) determine an approach for resolving issues as campuses organize to deliver coordinated programs.
- UNC-OP's website was enhanced and now includes a "quick link" containing all e-learning degree programs available at UNC.
- In July 2003, the UNC-OP issued a white paper on e-Learning, summarizing what has been accomplished and what work lies ahead for UNC in this arena. The UNC E-Learning committee originally recommended in September of 2000 is being reactivated for the academic year 2003-04 to accomplish the following:

- Form a steering committee and University-wide policy group for implementing the e-learning initiative. The steering committee will articulate a set of goals for the initiative and bring their report to the University-wide policy group for review and amendment.
- Identify campuses interested in working on proving the concept at the baccalaureate and graduates levels.
- Organize issues, questions, problems, and the supporting mechanisms; identify working groups to propose solutions, approaches, and recommendations for implementation; align responsibility for coordinating these work groups with members of the steering committee.
- Charge the steering committee with the responsibility for taking proposed directions, solutions, and implementation plans to appropriate policy channels.
- Identify specific actions to be completed this year.

Create a UNC-wide data warehouse to simplify UNC-wide data collection, improve data retention, and provide more efficient and effective reporting capabilities. Plan the next generation of integrated administrative information systems. Align support services with e-learning strategies.

- UNC is working with SCT Corporation to develop a Unified Financial Data Model, a data warehouse that will house summary financial information from all sixteen constituent institutions as well as the UNC General Administration. The warehouse will be updated on a monthly basis and will be interfaced with a web-based decision support tool providing key indicators as well as drill-down capabilities into the information. The UFDM will include financial information beginning with the 2003-04 fiscal year and will be operational during the fall of 2003.
- The Shared Services Alliance is managing the collaborative SCT Banner Project implementation for 13 campuses. SCT Banner is a fully integrated, Oracle-based, Internet-native technology solution for administrative systems. Fourteen campuses are transitioning from their legacy administrative systems to the Banner system for finance, human resources, students, financial aid and advancement.

Complete remaining web-enabled student services and implement the Prospective Student Portal.

- Of the 53 student services identified to be web-enable about 70% have been completed. The remaining services will be addressed during the SCT Banner implementation.

Implement second phase of campus network build out. Expand campus network maintenance; enhance user support and training.

- One hundred percent of the Phase I fund allocation for network baseline services has been expended. With the bond funds that were approved by North Carolinians in the November 2000 election, UNC institutions are completing baseline services and in some cases going beyond baseline services.
- The Coordinated Technology Management Team saved or avoided \$2,360,779 for UNC's campuses in fiscal 2002-03. These savings include purchases of hardware, software and technical services. The team is currently completing a campus inventory of hardware and software to identify additional projects, with more than 20 projects already identified. The TLT Collaborative has used the team's services for the negotiation of teaching and learning assessment software and the Shared Services Alliance has used the team for the acquisition of hardware, software, and negotiation of maintenance contracts.
- Information Resources awarded nearly \$2,000,000 of the \$3 million, five-year SAS Institute grant given to UNC in 2000. In response to the call for proposals, UNC received 29

proposals and approved 14. A forum to share project implementations and outcomes is planned for the spring 2004.

- To support UNC's educational and research needs and to optimize purchasing power, UNC libraries have initiated collaborative purchasing of specialized online databases. Collaborative purchasing of electronic resources has effected significant savings for campuses and allowed libraries to acquire digital resources for use by faculty and by on-campus and distance learning students.
- UNC participates in NC LIVE (North Carolina Libraries for Virtual Education), a public-private partnership that places a virtual library within reach of all North Carolina citizens. NC LIVE partners include UNC libraries, the NC Community College System, 36 private academic libraries, the State Library of North Carolina, and public libraries that serve residents of all 100 North Carolina counties. Additional appropriations will be necessary to support NC LIVE resources at current levels for participating communities, including UNC.

Develop an IT policy framework for acquiring, managing and implementing IT on UNC campuses. Expand and enhance inter-campus and inter-education sector networking.

- Through the auspices of the BOG Education Planning, Program and Policy committee, UNC-OP developed criteria for campuses to receive delegated authority for IT management flexibility. As of December 2003, fourteen campuses have been granted this delegation
- The campuses of UNC continue to work on inter-campus networking solutions through the contract with MCNC for NCREN services. These networking services have been expanded to encourage use by private colleges and universities, community colleges and public schools.

Increase the capacity of the President's office to sponsor strategic initiatives in areas such as research computing, alumni and public relations, fundraising and development, and innovative web applications.

- UNC-OP co-sponsored a two-day forum for researchers, administrators, technology leaders, educators, and representatives from state government to learn about and support its partnership with MCNC to build the first of its kind NC computing grid.
- UNC-OP is sponsoring the development of an Economic Development portal.

Streamline administrative processes and increase managerial flexibility in conducting the affairs of the University and its constituent institutions in areas of classification, acquisition of property, and technology.

- The 2001 General Assembly responded to the Board of Governors' Recommendations for Additional Management Flexibility and Accountability by granting UNC institutions greater flexibility in fixing compensation for senior academic and administrative officers, requesting changes in tuition and fees, and establishing information technology policies—all subject to review by the Board of Governors and the Joint Legislative Education Oversight Committee. Since that time, 14 of the 16 UNC constituent institutions have received Board approval of their IT Management Flexibility Plans.

Improve the ability of the Office of the President to collect, process, and analyze university-wide data for accountability, assessment and policy analysis.

- A project is currently underway, as part of the existing UNC-SAS Partnership, to develop an environment for collecting targeted data via a Web data access portal into a database which can be used for reporting. The initial pilot will provide a full repository for tuition, fees, and miscellaneous student charge data; a second database will include selected position

information needed to produce two required legislative reports on vacant positions and information technology-related EPA positions. Using the tools acquired under this initial phase, future plans are to enable web collection, data storage, and provide access to human resource, financial and other data at the Office of the President.

Appendix B. Constituent Institutions' Progress toward Achieving the Strategic Directions of the 2002-2007 Long-Range Plan

The Board of Governors approved six-interrelated strategic directions to pursue in fulfillment of the University's mission, which are presented in *Long-Range Plan 2002-2007*. Highlights of each UNC constituent institution's progress toward achieving these strategic directions are presented below.

Access: Ensure access to higher education for all qualified citizens and embrace a vision of lifelong learning

ASU has continued to grow its on campus population but major growth is directed to the off-campus sites being served through the Appalachian Learning Alliance, a consortium among ASU and ten community colleges in Northwest North Carolina. Appalachian has cooperated in the establishment of a center in Hickory that will further expand access to ASU's programs.

ECU is a state leader in providing electronic access to courses, programs, and degrees. The distance and online programs are focused in the education, health care, and technological areas, all areas of state priority. The campus has developed advertising and marketing programs to bring the opportunities in electronic learning to place-bound citizens across the state, and the results have been positive with significant increases in enrollment in online master's programs. The campus has developed a wide array of online services to benefit students both on and off campus.

ECSU had the largest enrollment in its history for fall 2003. As a focused-growth campus, it is planning for continuing increases in the size of its student body. ECSU has expanded recruitment activity and the geographical reach of its recruitment activities. Located in a sparsely populated area of the state, it is seeking to provide opportunity for students throughout the state. The campus is planning a major fund raising campaign with scholarships for students a top priority.

FSU has been providing faculty workshops in the summer to assist faculty in developing Internet-based courses. This has resulted in more than 130 online courses at FSU. This will expand access for many students. The Weekend and Evening College and the Distance Learning/Continuing Education Center have extended FSU programs to students who cannot attend traditional residential program. FSU has long served the military and is developing plans to expand that service.

NCA&TSU continues to grow at a fast pace and for fall 2003 grew by 10% over the previous year. The campus is developing online courses and programs to provide broader access and several of the colleges are working to develop specific articulations agreements with community colleges to make it easier for students to have access to a bachelor's degree after completing work at a community college. NCA&T has received grant funding to expand access for minority students to science and mathematics programs. The College of Education has more than 300 students enrolled at distance sites.

NCCU has developed an aggressive enrollment plan to invite and enroll increased numbers of students. This initiative emphasizes: high quality teaching and learning experiences; a substantive academic foundation provided through the general education requirements; a commitment to service learning and community service; a safe, supportive campus climate that promotes intellectual development and scholarly achievement; relationships with business and industry for transition into the world of work; opportunities to experience learning strategies

such as internships; and responding to student needs, academically, personally, and professionally.

NCSA continued to ensure access to the most talented students through efforts designed to broaden and improve the process of student recruitment, particularly for in-state high school students. The campus has expanded the use of information technology in the admission process and has expanded orientation programs for students, faculty and staff. All these efforts are aimed at attracting a talented, diverse student population.

NCSU enrolled the largest freshman class in UNC, with 3,931 new freshmen in the fall 2003 class, 89% of which are from North Carolina. The campus is already one of the most diverse in UNC, but further efforts are underway to expand diversity and create a community that embraces different perspectives. NCSU is a leader in the use of information technology to enhance learning both on and off campus. Engineering has developed 2 + 2 programs with other campuses and community colleges around the state. The campus has several initiatives to improve retention and speed the time to degree.

UNCA has a broad admissions policy that gives it flexibility in recruiting and admitting a diverse student body. To enroll students from underrepresented populations, UNCA engages in a variety of targeted communication, contact and marketing strategies. UNCA is working with the western region's community colleges in developing special articulation agreements, delivering distance learning courses from UNCA, and creating unique opportunities that facilitate transfer of community college students. UNCA's partnership with NCSU has opened access to students in the region seeking an engineering degree.

UNC CH will continue measured but steady enrollment growth to meet the needs of the State. The campus seeks to provide an exceptionally high quality education to continue the two-century tradition of successfully training generations of leaders for North Carolina and the nation. Access to this education should not be dependent on the ability to pay but on merit so the campus has a number of initiatives to assure that this goal continues to be realized. Distance education will serve an increasingly important role in providing access to UNC CH programs throughout the State.

UNCC is on course to expand the campus to accommodate over 25,000 students thus providing access to more than 5,000 additional students over the next few years. It has used 25% of its tuition increase funds for need based financial aid to ensure continued access for those with the least resources. The campus has focused its \$190 million in Bond Program construction funds on facilities that will allow it to accommodate these additional students. The campus is working aggressively to recruit and retain a diverse student body.

UNCG has been expanding its student populations both on campus and by extending its programs through distance and online delivery. The campus now offers at least one degree program in eleven North Carolina counties. It now has an evening university and additional sites in Guilford County for educational delivery. The campus has been supportive of the faculty time needed for course development for online delivery. Enrollment and the awarding of degrees are both at an all time high for the campus. High school students are being served as well through UNCG courses offered in several high schools. The campus is implementing the recommendations of a campus-based retention study.

UNCP emphasizes service to its student population, and student satisfaction surveys reflect this. The campus was identified in a 2000 *US News and World Report* article as the second most racially diverse campus among southern regional universities. In fall 2000 UNCP experienced the largest percentage growth in the UNC system and has continued to grow annually. A new Associate Provost for Outreach has been hired to help increase the number of programs offered at off-campus locations and online.

UNCW has been actively raising private dollars to support the academic mission of the institution including need and merit-based scholarship funds to aid with recruiting students to the campus. The campus has placed a high priority on diversifying the campus and has had recent success both with students and with faculty. The campus has made extensive use of information technology to enhance campus-based courses and to expand offerings to off campus settings. The campus has developed close relationships with community colleges and through a number of programs facilitates access to UNCW. The campus Student Life division is managing resident housing with a concern to control cost thus contributing to the affordability of a college education.

WCU experienced high growth in the fall of 2003 a results of many campus initiatives coming to fruition. WCU has made ten degree programs available to place-bound students with distance learning technologies and through partnerships with area community colleges. The admission office uses the software program Sequitor to organize and manage sequential recruitment activities for new students. For example, it allows the College of Education to identify, contact, and recruit minority students who have expressed interest in teaching as a career.

WSSU is the fastest growing, by percentage, campus in UNC. Not only is the campus population growing, but WSSU has developed a number of programs to be available at distance sites and online. For example, the RN to BSN program is offered at eight sites in Northwest North Carolina and the baccalaureate program in Clinical Laboratory Science is offered online. WSSU is partnering with many other institutions, including Wake Forest and Baptist Hospital to provide access to health care programs.

Intellectual Capital Formation: Through excellent graduate, professional, and undergraduate programs, develop an educated citizenry that will enable North Carolina to flourish

ASU has developed the Appalachian Learning Alliance in cooperation with area community colleges to foster easy transition to upper division work either through programs located on community college campus or through relocating to the campus. ASU has received validation of the high quality of its programs from several sources ranging from accreditation agencies to Time Magazine. ASU was selected by the American Council on Education as one of eight institutions to do a model self-study on internationalization.

ECU is regularly evaluating area and state needs to provide graduates to meet state needs. Among new degree program are a doctorate in nursing, a master's in nurse anesthesia, a master's in public health, and a bachelor's in health services management. ECU is moving many of its programs online, especially master's programs, to provide greater access throughout the state. The Brody School of Medicine continues to lead the nation in making family practice a top choice among graduating medical students.

ECSU's new degree programs include Marine Environmental Science, Mass Communication, and Aviation Science. The campus is working with UNC CH to develop the state's first joint degree program in Pharmacy. ECSU, in partnership with nine high need school districts, has been awarded a \$1.89 million, five-year grant from the US Department of Education to recruit, prepare, place and retain highly qualified teachers.

FSU continues to build on its success in retention by developing Project CHEER (Creating Higher Expectation for Educational Readiness) to prepare students in the summer for the expectations they will face as freshmen. With Title III funds the campus has developed a program to assist students in high attrition courses. The Freshman Fellows program provides an opportunity for students to experience research projects early in their collegiate life.

NCA&TSU has added additional degree programs to meet student needs including undergraduate programs in computation science and liberal studies. The School of Business and Economics continues to strengthen and expand undergraduate and graduate education. The Master of Science in Management Program graduated its second class in May 2003. The School of Agriculture and Environmental Sciences continues to provide programs in cooperative extension and agricultural research to complement academic programs.

NCCU has had nine programs receive accreditation or reaffirmation of accreditation or certification since 2002, and the School of Education has had its accreditation reaffirmed. The School of Business is in candidacy for receiving accreditation by AACSB. The Law School continues to produce more minority lawyers than any other law school in NC and offers its student extensive clinical experience to prepare them for a successful practice. Grant funding continues to increase and is indicative of the growing strength of the faculty.

NCSA continues to produce graduates who gain national and international recognition in the arts. The School continues to be a source of highly skilled and trained artists in dance, music, film, and theatre (acting and design), and is a rich cultural resource for the state and nation. The campus has added resources from the Doris Duke Charitable Foundation and the Surdna Foundations to those in the Steele-Reese Fund to reward and retain outstanding teachers.

NCSU is engaged in many initiatives to improve undergraduate education and teaching effectiveness, including: revising the Honors Program to emphasize research and creativity, providing opportunities for faculty-mentored research, expanding inquiry-guided learning, developing service learning programs, and encouraging engineering undergraduates to test their ideas for new products and services through the Engineering Entrepreneurs Program. In 2002 seven undergraduates won prestigious national awards including the Marshall Award. At the graduate level the campus is integrating research ethics training into graduate curricula.

UNCA has been providing a high quality liberal arts education at the undergraduate level since the mid-1960s. The campus strives to prepare students for meaningful careers and for graduate and professional training. The curriculum stresses critical thinking, communication and analytical skills. The campus has gone through a revision of the curriculum and will add an introductory Liberal Studies Colloquium and a senior-level Liberal Studies Colloquium.

UNC CH considers one of its defining characteristics to provide an outstanding liberal arts education for undergraduates on a major research university campus. In addition to an extensive set of graduate programs, the campus has five health science schools and an academic medical center. One of UNC CH's greatest strengths is the overall balance and mutually reinforcing character of its undergraduate, graduate, and professional programs. Many of its programs across the curriculum rank among the best in the country.

UNCC continues to expand and diversify the curriculum to meet the needs of students and industry, and through the Charlotte Research Institute, which is being developed on a 100 acre tract, will focus on technologies that will enhance and diversify the region's competitiveness. Among the organized initiatives are the Center for Precision Metrology, the Center for Optoelectronics and Optical Communications and the eBusiness Technology Institute.

UNCG has steadily expanded its inventory of degree programs. Recent new programs include an undergraduate program in African American Studies, and in Accounting and Information Systems, master's program in Gerontology, and doctoral programs in Economics, Geography, History, Information Systems and Special Education. The doctoral programs are focused on curricula designed to meet identified needs in North Carolina. The campus has implemented the General Education Program, a unique feature of which is communication across the curriculum both in written and spoken formats.

UNCP has added new graduate programs and renamed several programs in education to attract a wider audience. The campus has established several new international exchange opportunities for students. The campus completed a comprehensive academic planning exercise in 2002 that will result in new and enhanced strategies for academic program development.

UNCW has established a doctoral program in marine biology, building on a strong master's program. The campus was engaged in the self-study process for the Commission on Colleges of SACS's visit to the campus. This resulted in a thorough review of every aspect of the institution. In addition, many other specific programs went through successful review. Faculty support is an important aspect of retaining faculty, and each new faculty member is provided a supported research opportunity after their first year. The campus has numerous initiatives to expand its programs to formats that will allow greater access and is developing a number of professional master's degrees.

WCU has been expanding its degree programs to meet identified needs in Western North Carolina such as two new programs in entrepreneurship, an emergency management program, and is currently working with UNCC to establish a joint bachelor's program in electrical engineering. The Office of Research and Graduate Studies administers a rigorous periodic review of each graduate program. The health sciences programs have been very successful in placing their graduates in western North Carolina.

WSSU has recently added master's degrees in Business Administration, Nursing, and Computer Science, bringing the number of master's degrees to five. The campus also hosts graduate programs from ASU and UNC CH. New initiatives in the curriculum are underway in biotechnology and biomanufacturing at the undergraduate level.

K-16 Education: Continue to propose and support initiatives to serve the needs of the State's public schools

ASU produces the most baccalaureates in education among UNC institutions. The university continues to promote and expand its Public School Partnership program, which emphasizes enhanced teacher preparation and continuing professional development. In the past two years, ASU has generated over two million dollars in grant funds that will benefit both partnership schools and the university. Many continuing education opportunities are offered through such campus programs as the Math and Science Education Center. Advances in the use of technology connect public schools with the university through distance education opportunities for both public school teachers and university students. Education is one of the primary program areas being developed and expanded at two-year campuses through the Appalachian Learning Alliance. The Adult Basic Skills Project, a joint effort with the North Carolina Community College System, provides professional development to literacy teachers in the state's community colleges.

ECU has demonstrated its sustained commitment to working with public schools by initiating numerous professional development programs for clinical teachers who work with interns. In the fall of 2002, the College of Education was awarded a Christa McAuliffe Award for Excellence in Teacher Education with recognition for its leadership in university-school partnerships by the American Association of State Colleges and Universities. The Rural Education Institute provides teaching, research and services that enhance educational opportunities for rural schools and communities of eastern North Carolina. ECU has engaged in the continuous delivery of alternative licensure programs that recruit, prepare, and support mid-career professionals as they enter teaching; these programs include Project ACT, NC TEACH, and a Master of Arts in Teaching. ECU established 2+2 Partnership East Centers at Craven and Edgecombe Community Colleges, allowing students in these programs to complete their four year degree requirements at the community college campus. The College of

Education delivers more than 123 sections of distance education courses each semester, many of them online. The Center for Science, Mathematics, and Technology has established an e-mentor program to aid in the mentoring of novice science teachers.

ECSU's School of Education and Psychology serves 21 counties in northeastern NC. ECSU is collaborating with school districts and area community colleges to create and implement programs to increase the state's teacher supply. The School of Education and Psychology received \$1.9 million in federal grant funds to implement a Transition to Teaching project, which is aimed at increasing the number of highly qualified teachers in northeastern North Carolina. As evidenced in their professional development offerings for faculty and cooperating teachers, ECSU continues to promote and support the use of technology in the teaching and learning process.

FSU joined with Cumberland County Schools to establish a Character Education Partnership that brings together teachers and administrators to explore effective means for implementing character education in NC schools. The School of Education has expanded its commitment to online course development. Through a collaborative e-learning grant, FSU and UNC Pembroke are offering alternative delivery of instruction for lateral entry teachers who are pursuing NC teaching licenses. The university, through its Mathematics and Science Education Center, has designed a program to enhance the high school component of the Center's Precollege Program, offering students in grades 9-12 an opportunity to participate in the year-round programs Summer Scholars and Saturdays Academy. FSU has renewed its Education Talent Search Program, which is aimed at middle and high school students and designed to help students from disadvantaged backgrounds attend college.

NCA&TSU has made a commitment to work with K-12 schools to improve teaching and learning, most notably through their University-School Teacher Education Partnership. Through these partnerships with public schools, the School of Education has worked to increase opportunities for teachers to obtain master's degrees, provide mentors and tutors for high school students, and recruit and license special education teachers through Project PICES. The GEAR UP program at NCA&TSU recruits and prepares students for college.

NCCU's School of Education works collaboratively with NCCU's College of Arts and Sciences and University College, four community college campuses, and six partnership school districts to strengthen teacher preparation in a wide geographic area. To meet the needs of partnership schools and community agencies, NCCU has expanded program offerings to include a Master's in School Administration and Rehabilitation Counseling. The partnership created a customized course on instructional planning and classroom management for lateral entry teachers in six schools. The School of Education offers the Ron Edmonds 4-year full scholarship to individuals who will major in education at NCCU. Focused 2+2 programs exist for Elementary Education, English Education, and Art Education with three regional community colleges, allowing students to align community college course work with course work for teacher education majors.

NCSA offers its pre-professional dance program in Winston-Salem public schools. NCSA offers an outreach program, the Community Music School, which offers a wide variety of arts instruction to students of all ages and is an outstanding addition to local arts training efforts in the public schools. Through the School's affiliation with the Kenan Institute for the Arts, major arts initiatives offer enrichment to a wide range of public schools.

NCSU faculty and students actively contribute to learning at the Centennial Campus Middle School, which opened in summer 2000. The university announced the establishment of the William and Ida Friday Institute for Educational Innovation, through which five "collaboratories" will allow education professionals to work together in interdisciplinary teams focusing on mathematics and science education, leadership for educational effectiveness, middle grades education, cultural connections in education, and instructional technologies to

enhance teaching and learning. The Science House has established six regional offices across the state to offer teacher training, on-going school support, and student science programs.

UNCA students, following the liberal arts model, major in a content area while simultaneously taking courses to fulfill the competencies for licensure. UNCA increasingly serves nontraditional licensure students, including lateral entry and post-baccalaureates. Diversity placement profiles are being completed for methods class field placement to track student experiences in public schools and ensure experiences with special needs populations and varied socioeconomic, rural and urban environments. In service to partnership schools, UNCA hosts annual week-long institutes for initially licensed teachers; NBPTS preparation; AP training in subject areas such as English, Mathematics, and Science; and educational technology.

UNC CH brings broad faculty expertise in education, childhood development, and public health, among other fields, to bear on the needs of K-12 education in North Carolina and beyond. Working with the Carolina Teaching Network, the School of Education has partnered with school districts across the state. The School of Education has doubled enrollment in the last five years, developed a dynamic distance education agenda, and expanded licensure programs for prospective middle grades and kindergarten teachers. The Frank Porter Graham Child Development Center has examined the ability of schools to assess the readiness of children to enter kindergarten.

UNCC's College of Education successfully completed a national reaccreditation review from NCATE in fall 2000, which noted strengths in strong outreach to public schools and in the intellectual vitality of the faculty. UNCC is engaged in two statewide initiatives to increase the supply of well-qualified teachers in NC: the University-Schools Teacher Education Partnerships (U-STEP), which emphasizes early clinical experiences and yearlong internships, and NC TEACH, an innovative effort to recruit, prepare, and support mid-career professionals who enter the teaching profession. The university's new Master of Arts in Teaching program represents a new opportunity to develop large numbers of qualified K-12 teachers. The College of Education offers a "Teacher Education Learning Community" for incoming freshmen as a means of encouraging and sustaining an early commitment to the teaching profession. UNCC is a host site for the Mathematics and Science Education Network through which they offer a Pre-College program and Summer Ventures in addition to professional development activities for teachers.

UNCG offers extensive services to K-12 education through several centers and programs: the Collegium for the Advancement of Schools, Schooling, and Education; the Piedmont Triad Educational Consortium; the Center for Educational Studies and Development; NC TEACH; SERVE; and the Teaching Resource Center. UNCG's SERVE supports research and development efforts throughout the Southeast that address education issues and provide technical assistance to school personnel. The School of Education supports efforts to recruit, prepare, and retain teachers through 1) Project RESTART, which recruits non-traditional students for careers in Special Education; 2) Project ETAP, which encourages undecided students to explore education; and 3) Collaborating for Successful Performance-Based Licensure, a summer leadership institute.

UNCP's School of Education was named one of the exemplary programs in North Carolina as measured by the 2000, 2001, and 2002 IHE performance report. The School is actively involved with the University-Schools Teacher Education Partnerships, NC TEACH, and the NC Model Teacher Education Consortium and continues to use an annual grant from GlaxoSmithKline Corporation to fund action research grants to teachers and teams of teacher throughout the UNCP service region. Bilateral articulation agreements in education exist between UNCP and regional community colleges.

UNCW's Watson School of Education is the third largest producer of teachers in the state and has many initiatives underway that contribute to the supply of qualified and more diverse teachers, including minority recruitment initiatives and support for lateral entry teachers. NC TEACH and the Coalition for Transition to Teaching (CT3) are two grant supported initiatives designed to assist mid-career professional transitions. The School of Education collaborates with ten school systems in the southeastern region to provide ongoing professional development and in-service to teachers and administrators. UNCW's Information Technology Systems Division, in collaboration with the School of Education, has assisted in efforts to support public schools through course development, utilizing handheld computers in clinical settings, providing teachers with palm pilots or iPAQ's, and strengthening school connectivity through the Columbus/UNCW Network Collaborative. The UNCW Mathematics and Science Education Center is a member of the UNC Mathematics and Science Education Network.

WCU's College of Education and Allied Professions faculty involvement in K-12 schools is an ongoing tradition that is substantial and varied, and extends well beyond the service area and region of the university. Faculty in special education extend their work in K-12 schools to support research-to-practice groups involved in approximately ten projects developing research-based curricula and pedagogies to improve outcomes for students with disabilities. Through a federal grant, two public schools now have wireless Internet access points installed and maintained by the College of Education and Allied Professions' technology team. WCU hosts Teacher Academy training activities during the summer and works with the NC Center for the Advancement of Teaching in sponsoring approximately five programs a year. The North Carolina Mathematics and Science Education Network, housed in the College of Education and Allied Professions, conducts approximately 20 programs per year with an average of 20 teachers per program.

WSSU's School of Education, in collaboration with Forsyth Technical Community College and Winston-Salem Forsyth County Schools, has developed the Teacher Academy. This program is aimed at addressing the severe teacher shortage in North Carolina and providing a seamless web of articulation for community college transfers and lateral entry teachers. The university has developed a strong partnership with Winston-Salem Forsyth County Schools in the preparation of science teachers and offers programs for teachers and students in this area. WSSU continues to provide year-round SAT preparation programs and academic enrichment programs to prepare K-12 students to enroll in a college track curriculum in high school and to prepare for post secondary education.

Creation and Transfer of Knowledge: Expand the frontiers of knowledge through scholarship and research and stimulate economic development in North Carolina through basic and applied research, technology transfer, and public service activities

ASU has increased external funding activity through increased proposal submissions and awards, most of which focus benefits primarily on North Carolina residents. The Task Force on Technology Transfer was established to allow ASU to play a greater role in the economic development of North Carolina. ASU continues to serve as a cultural center of northwest North Carolina, and the newly opened Turchin Center for the Visual Arts, the largest in the region, will showcase world-class works of art. The Performing Arts and Forum Lecture series attract internationally known artists and speakers, and Appalachian Summer, ASU's month-long festival of art, music, and drama, is enjoyed by thousands of citizens during the month of July.

ECU has created a Research Ethics Oversight Committee to oversee all research compliance activities and advise university officials on courses of action regarding violations and policy creation. The Community Engagement group is also newly established, and charged to create "Intellectual Capital/Resources" utilizing ECU Connect—the electronic portal to ECU's knowledge base—in order to undertake revitalization efforts in partnership with the city. ECU

continues efforts to build relationships with industry, establishing internship programs, adjunct appointments for experts, joint projects, and faculty leave for research in these areas. The Technology Transfer Center for Entrepreneurial and Leadership Development held workshops and hosted experts to speak on issues related to small business start-up and they have begun marketing the SpeechEasy stuttering device and participated in Hemocellular, a joint UNC CH/ECU venture. ECU also has a lead role in the development of the Southeastern Crescent Authority, which now has a proposal before the United States Congress.

ECSU houses the Community Development Program, a federally sponsored program that offers counseling services to local residents who are facing housing related problems, and the regional office of the Small Business and Technology Development Center, which supports economic development in the region. The Center for Entrepreneurship was established in 2001 to place students from all academic backgrounds into internships with local small companies to stimulate the students' interests in entrepreneurship and participation in society. The program has received funding from the Ewing Marion Kauffman Foundation, and is also supported through funds from participating firms.

FSU: The Fayetteville Business Center opened in Fall 2001 to assist new small businesses by offering reduced rates on office or light manufacturing space, as well as consulting support from the students and faculty, for an average period of two years. Three companies have moved into the incubator complex, and several more are expected soon. In March 2003, FSU held the first annual research colloquium through the Research Initiative for Scientific Enhancement (FSU-RISE), a program funded by NIH to highlight student and faculty research activities and encourage underrepresented students to pursue graduate education in the biomedical and behavioral sciences. FSU's Office of Sponsored Research continues to provide technical and grant-writing workshops for faculty.

NCA&TSU: The NC Cooperative Extension at NC A&T continues to improve North Carolina's economic, environmental, and social sustainability. Recent successes include helping 40 goat producers establish a statewide cooperative that now sells to grocery chains, and assisting Northwest Community Organization to obtain 501.C.3 status and open a community food pantry. NC A&T also participates in the Tech Transfer Outreach Initiative, a partnership with the UNCG Office of Technology Transfer housed at the Nussbaum Center for Entrepreneurship. The initiative is operating with a three-year funding commitment from Action Greensboro and has enhanced technology transfer and economic development activities by conducting small business counseling and training, arranging student internship opportunities, and assisting university-developed technologies to market.

NCCU: The Julius L. Chambers Biomedical/Biotechnology Research Institute (BBRI) at NCCU continues to advance the fundamental knowledge of human diseases, particularly those that disproportionately affect under-represented minority groups. The National Center for Minority Health and Health Disparities recently awarded BBRI \$7.5 million, the largest single research grant that the university has ever received. This award will help to strengthen the infrastructure for research and training related to minority health concerns and support research related to cardiovascular disease, drug abuse and addiction, and cancer. NCCU also reaches out to assist non-profit organizations in the area and is increasing collaborations with research universities across the country. Also, a sustainable Animal Resources Program is being established to support mechanism-based biomedical research programs and the new Center for Domestic and International Criminal Justice Research and Policy is active in research and education relating to crime and delinquency to promote public safety, particularly among persons of African descent.

NCSA serves as a major cultural driving force in North Carolina, offering more than 350 public performances per year. The school ensures a supportive environment for creative/research work by encouraging student and faculty participation in educational forums such as the

Prague Quadrennial and appearances in theatres around the United States. Faculty fellowships are also supported, such as the Fulbright Teaching Fellowship in Klagenfurt, Austria, that was awarded to a NCSA faculty member for 2003-2004. NCSA continues to develop initiatives to found professional arts companies in North Carolina and to provide film activities initiated through the School of Filmmaking that add to the state's economic base.

NCSU continues to excel in technology transfer activities, currently holding more than 350 patents for a wide range of technologies. It is ranked in the top 20 American universities for launching start-up companies, 13 of which are hosted on the Centennial Campus, in addition to the 48 other private companies at the campus. The Centennial Campus continues to be a primary focus of NCSU's engagement activities, and is the future site of the Institute of Textile Technology (formerly located in Charlottesville) which will enhance research and educational opportunities, while lending assistance to textile companies throughout the Southeast. NCSU is enhancing the technology transfer and collaborative activities of the university with a number of new units and partnerships such as the Agribusiness Innovation Alliance Resource Center, University Economic Development Partnership, Technology Education and Commercialization Clinic, and the Supply Chain Resource Consortium.

UNCA established the Office of Sponsored Scholarship and Programs in 2001-2002 and hired a three-quarter time director in 2002-2003 to encourage pursuit of external funding support by faculty and staff. UNCA will soon incorporate research, scholarship, and creative activity more centrally in the reappointment, tenure, and promotion decision process. In September 2003, the National Science Foundation awarded a \$412,000 grant to establish a Center for Imaging and Nondestructive Chemical Analysis, the largest grant ever awarded to UNCA by NSF. The Center, scheduled to open in fall 2004, will allow UNCA students and faculty to use state-of-the-art equipment for a wide range of research projects, including investigating historic and prehistoric artifacts, properties of nano-scale materials, regional bedrock, insects and tropical plants. A number of other research projects are currently underway in collaboration with the Western Carolinas Biotechnology Consortium and the Pisgah Astronomical Research Institute and through the work of the Environmental Quality Institute.

UNC CH has continued to increase external funding, bringing in \$488.3 million in 2001-2002 and jumping ten percent to secure \$537.4 million in 2002-2003, reflecting increases in funding across all categories of research. Recently, the UNC CH School of Medicine was selected to join the Southeast Regional Center of Excellence for Emerging Infections and Biodefense, a consortium including five other lead institutions which will develop vaccines and tests to combat emerging diseases and germ warfare agents. Funded for five years by NIH and DHS, the Center will begin research in fall 2003. The university also continues its success in promoting economic development through technology transfer activities. The transfer of new technologies into the marketplace is accelerating, and in 2003 there were 119 invention disclosures, 83 patent applications, 34 new U.S. patents issued to the University (bringing the number of U.S. and foreign patents issued to UNC CH to 602). Also, 53 inventions were licensed, contributing to the total of \$1,083,504 in license income.

UNCC: The growing research emphasis at UNCC revolves around the continued success of programs and initiatives such as the C. C. Cameron Applied Research Center, home to interdisciplinary applied scientific, technological and policy research; the Center for Precision Metrology, with expanded work in manufacturing and microinstrumentation applications; the eBusiness Technology Institute, addressing the needs of essential technologies for Internet commerce; the Center for Optoelectronics and Optical Communications; the Metropolitan Studies Group; and the Office of Technology Transfer. The Charlotte Research Institute will benefit from significant facilities enhancements permitted by the November 2000 bond referendum, and the Global Institute for Energy and Environmental Systems, established October 2002, will contribute to research, educational policy and outreach activities at UNCC,

with a focus on environmental issues associated with industrial, civil and energy infrastructure development and operation.

UNCG has identified five areas of research emphasis to discover new knowledge and improve the quality of life including: learning and development; human diversity and culture; health and the life sciences; environment and society; and performance, composition, and communication. Additionally, several grant-writing workshops have been offered to increase the faculty competitiveness in procuring outside funding and the campus research magazine has been redesigned, more than tripling circulation. In 2002, UNCG hired a Director of Technology Transfer to enhance the institution's ability to commercialize faculty research. UNCG's first spin-off company, Ecogenomix, has been established and a second, Senior Project, has been developed. Also, the Jackson Library staff patented and marketed their software program JournalFinder. In September 2003, plans for the 150 acre Joint Millennial Campus were announced. This project is a partnership with NC A&T to develop a state-of-the-art science research park with areas of research from key academic areas of both campuses. The project will help create jobs, foster new research, and drive the region's economy.

UNCP continues to steadily expand externally funded research and public service activities over the level of grant-supported activity in place five years ago. The institution serves the community and broader region by maintaining two public service centers, including the Native American Resource Center and the Regional Center for Economic, Community, and Professional Development which broke ground in April 2003 at a new 12,000 square foot headquarters at the Carolina Commerce and Technology Center (COMtech). UNCP is also in the early stages of planning the UNCP Fermentation and Bioprocessing Facility at COMtech. This facility will produce valuable biological products for agriculture, food, animal and pharmaceutical applications.

UNCW provides a variety of outreach activities to the local community and region, including professional training courses, non-credit lifelong learning, and educational seminars offered by the Division for Public Service to businesses, government agencies, retirees, and other community members. The North Carolina Small Business and Technology Development Center and the Marine Trade Association at UNCW help small business owners meet the challenges of today's business environment and plan for the future of their business through management counseling and educational services. Faculty research activity is recognized in the tenure review process and research-active faculty enjoy benefits such as reduced teaching loads, merit pay increases, and other recognition.

WCU: Research and Graduate Studies promotes research through grant administration, information dissemination, and grant-writing workshops. The College of Arts and Sciences has expanded to include new programs in environmental science and biotechnology and has dedicated facilities, personnel, and general resources to support the evolution of knowledge, scholarship, and economic development. Existing programs in Criminal Justice, Health Sciences, Nursing, and Physical Therapy are particularly active in knowledge transfer and public service to stimulate economic development, serving the community and state. Additionally, WCU has two faculty members jointly appointed to their home departments (Economics and Political Science) and the Center for Regional Development, spending one-third of their time working on economic issues of the western region of North Carolina.

WSSU received a Research Infrastructure in Minority Institutions grant from the National Center on Minority Health and Health Disparities to provide support for a Biomedical Research Infrastructure program. Three major research projects related to neuroscience/hypertension, drug addiction, and gene expression are ongoing, with two pilot projects also underway. The WSSU Maya Angelou Institute for Improvement of Child and Family Education and the Comprehensive Cancer Center at Wake Forest University are collaborating on a three-year planning grant from NIH to develop research projects on cancer. WSSU's newest center, the

Center for Community Safety, continues to receive funding to support outreach focused on reducing and preventing juvenile crime in the community, and the Community Family Practice and Wellness Center (renamed from the University Community Wellness Center) has been expanded to meet the primary care needs of more Forsyth County residents.

Internationalization: Promote an international perspective throughout the University community to prepare citizens to become leaders in a multi-ethnic and global society.

ASU was one of eight institutions selected by ACE to conduct a model self-study of internationalization across the institution. The results of the self-study are guiding internationalization efforts on the campus, including a curriculum inventory through which information is being gathered about international education for all undergraduates. Appalachian was recognized by the Institute of International Education as one of the top ten Comprehensive institutions in the number of students studying abroad. ASU is one of five UNC institutions participating in a K-12 outreach program coordinated by UNC CH, working with schools in Watauga, Ashe, Caldwell, and Wilkes counties. Requests from 200 teachers resulted in 176 cultural presentations by ASU international students to public schools.

ECU has an active Russian Studies program, with faculty projects supported by a Department of Education Title VI-A grant. In May 2002, twenty faculty and students traveled to southern Russia to participate in a bi-lingual conference co-sponsored by ECU and Saratov State University, supported by a grant from the Department of State's New Independent States College and University Partnership Project which focuses on faculty exchanges in special education, educational innovation and reform, and social work and child advocacy. In 2002, ECU hosted a number of visiting professors, including faculty members from South Africa, Ukraine, Russia, and Czechoslovakia. The Department of Foreign Languages maintains an active regional collaborative with language teachers in the public schools.

ECSU has strengthened its Office of International Studies; a committee is studying requirements for internationalization across the curriculum. Faculty with international backgrounds enhance the multicultural nature of the campus and have strengthened international offerings in Business and Music. Honors students from ECSU participate in study abroad each summer; in 2002, 13 students traveled to Scotland, England, Italy, Australia, and New Zealand. ECSU has been chosen as one of the lead institutions in a USAID partnership between the six U.S. HBCUs and six African countries which will provide 4.5 million textbooks for African elementary school students. ECSU's International Week attracts both the campus and the community to a week of events celebrating multiculturalism through panel discussions, films, and an international dinner and exhibits.

At **FSU**, an International Education Committee has been established to oversee activities across the university, part of a Title III Planning Project on Internationalizing the Curriculum. The university also allocated 10% of its campus-initiated tuition increase for international activities, including celebration of International Education Week. In addition to other study abroad opportunities, students at FSU will be able to study in South Africa as part of a program developed by a consortium of UNC institutions.

NCA&TSU's Office on International Programs coordinates faculty development workshops, cross-cultural awareness workshops for students, and a week-long observance on International Education Week, as well as sponsoring guest lecturers as part of its global awareness series. Faculty in the School of Agriculture and Environmental Sciences maintain a number of research collaborations with faculty in other countries, including Japan, Israel, and Nigeria in developing edible and medicinal mushrooms. A&T will begin a Global Studies Certificate Program in 2004, which will encourage foreign language proficiency and international education experiences.

NCCU is committed to providing a global perspective to the educational experiences of its students. Curriculum includes offerings at the undergraduate and graduate level that expose students to a variety of cultures and the contributions of their people. Students have the opportunity to study abroad in summer programs through NCCU's programs and those of neighboring institutions; such programs have taken NCCU students to Ghana, Dominican Republic, Russia, Germany, Mexico, China, and several countries in the Caribbean.

Approximately 5% of **NCSA's** student body is composed of international students. Because of budget constraints, the international touring program in the Schools of Dance and Music have been suspended; however, small group study abroad programs were piloted in 2003 as an alternative. The School is prepared to comply with the Minimum Course Requirement in second languages by offering its high school students at least two years of study in a foreign language.

NCSU's faculty have established formal linkages with faculty at 333 institutions in 77 countries, including 151 joint research efforts. Many of these agreements provide for exchange of NCSU students and their counterparts from foreign institutions; approximately 500 NCSU students study abroad each year. The College of Engineering, Management, and Textiles provides digital training and teaching abroad. The Colleges of Education and Humanities and Social Sciences organized a virtual trip to Russia for 5,000 North Carolina 6th graders and their teachers through an interactive website. The NC Japan Center, located at NCSU, assists citizens, universities, and companies in their relations with the Japanese.

UNCA: Since 1996-97, the percentage of the graduating class at UNCA that has participated in a study abroad program has increased from 3.7% to 10.6%. During the summer of 2003, 46 students participated in summer study abroad programs in England, Ecuador, Spain, Ireland, and Italy. UNCA's new Interdisciplinary Studies program includes a concentration in International Studies and Global Issues. UNCA works closely with such organizations as the World Affairs Council of Western North Carolina and the Western North Carolina Model United Nations to offer international programming for students and the community. Various programs have sponsored student workshops on South Asia, Africa, and the Middle East and a faculty exchange program with a consortium of colleges in Bombay, India. The Humanities Program is working with the East-West Center to establish a regional center for Asia Studies at UNCA.

UNC CH aspires to be a leader in a broad array of area studies in which faculty from multiple academic and health affairs units work to deepen understanding of economic, cultural, historical, religious, and social issues. Programs reflecting this goal include African and Afro American Studies, American Studies, Asian Studies, Jewish Studies, Latin American Studies, Native American Studies, and Southern Studies. The institution seeks to expand its international presence through linkages with strategically selected sister institutions and joint projects and partnerships with American and foreign universities, research institutions, and governmental organizations.

At **UNCC**, international understanding is one of seven themes for campus development. The institution is committed to increasing the number of UNC Charlotte students who study abroad and the number of international students who study on the campus. New international exchanges are focused on Latin America because of faculty strengths and the Charlotte region's ties to that area. A new B.A. in International Studies has been established, and a B.A. in Latin American Studies is under development. Other programs in support of Latin American Studies include the Belk College of Business's cooperative graduate international business program and growing strength in Portuguese language and Brazilian studies. Among the campus's many outreach activities, the annual International Festival attracts 10,000 visitors to campus to experience the cultures of over 50 nations.

At **UNCG**, a task force has outlined goals for the internationalization of the campus which will be incorporated into the 2003-2008 strategic plan; goals include internationalizing the curriculum through expanded foreign language offerings and incorporating more international content into courses and programs. Internationalizing the faculty, expanding opportunities for students to study abroad, attracting more foreign students to campus, and expanding outreach programs to immigrant groups in the community are also included as campus goals. International experiences for students sponsored by academic departments are expanding; in addition, through its 43 exchange programs, UNCG attracted 112 international students and over 70 international scholars to campus in 2002-2003, while 79 UNCG faculty members received institutional funding to support international professional travel.

UNCP has received several grants from the Department of State to support its internationalization efforts, including a grant from the International Research and Exchanges Board (IREX) to host undergraduate exchange students, a Partners In Education (PiE) grant to host and train nine Russian K-12 educators, and a Junior Faculty Development Programs (JFDP) grant to host two Ukrainian Scholars. UNCP has organized an International Consortium with five local community colleges. Since UNCP was chosen by AASCU to participate in the first-phase of Sino American Leadership Training Program (SALT), the institution has signed several new agreements with Chinese institutions. The number of international students on campus has tripled in the last three years; funds have been identified to provide scholarships for three international students and to support UNCP students studying abroad.

At **UNCW**, the curriculum for many majors now incorporates international components. The number of international scholars on campus is increasing, as is the number of UNCW faculty participating in international exchanges. In 2002-2003, students received financial assistance for international education in sixteen countries through several campus-based awards programs; in addition, three UNCW students were awarded Fulbright grants. Joint degree programs in Education and Nursing have been delivered in partnership with four universities in Japan and one in Mexico through the Global Virtual University, an Internet-based academic and service collaborative coordinated by Public Service and Continuing Studies with support from Information Technology Systems. Business has developed a multi-country consortium leading to an international business degree. UNCW has a number of outreach programs with an international focus. An international advisory cabinet has been established to assist the campus in expanding its international dimension. The Marine Quest program hosts students from around the world at its summer marine and environmental camps and has provided environmental education programs to a number of Caribbean countries. The Cape Fear Foreign Language Consortium brings together elementary, middle school, high school, and university foreign language instructors.

Many departments and colleges at **WCU** have developed international opportunities for their students and faculty. Criminal Justice co-sponsors an international program in British Studies, giving students an opportunity to study comparative justice. The Gerontology program has an internationally focused course which includes a travel component. Human Environmental Sciences is developing an exchange agreement in Ireland. Nursing offers opportunities for service learning projects abroad in such locations as Jamaica and the Virgin Islands. The College of Education and Allied Professions has a long-standing partnership with the Jamaican Ministry of Education and offers degree programs for Jamaican teachers. Business has several student exchange programs, some of which offer the option of earning a degree from the foreign institution as well as WCU. The International Programs and Services office has a goal of 300 students per year studying abroad by 2007. In addition, the office hopes to increase international awareness on campus and within the community, in part by assisting international students to enroll at WCU.

WSSU is the host institution for the UNC Global Awareness Program, co-sponsored by the Department of State and AASCU. The program is designed to prepare campuses to build and sustain internationalization efforts while increasing student interest in careers in international relations. The institution uses curricular, extracurricular, and study abroad opportunities to expand the international perspective. Departments and colleges have incorporated international education into their programs in a variety of ways, including an international marketing and finance option in Business. Language requirements are built into many new degree programs. WSSU hosted its first exchange students in 2002-2003 and is developing agreements with institutions in South Africa and the West Indies. The university received a grant from the United Negro College Fund/Special Programs Project as part of its Cross Hemispheric Partnership; results will include the development of a Latin American Studies minor with an emphasis on Afro Latinos.

Transformation and Change: Use the power of information technology and more effective educational, administrative, and business practices to enable the University to respond to the competitive global environment of the 21st century

ASU takes a mission-oriented approach to IT services, exemplified by programs designed explicitly to support the educational mission of the university. Several classrooms have been set up to enable the use of multimedia materials and capabilities by instructors in educational settings. The recent formation of the Instructional Computing Services (ICS) division of ITS focuses on the appropriate integration of computer technologies into the curriculum by providing training and consulting services to teaching faculty in both pedagogy and use of computing in the classroom. A new "smart classroom" facility, purchased by ICS for the Hubbard Center for Faculty and Staff Support, provides a high tech environment in which faculty can learn to use and can solicit assistance in using some of these newer technologies.

ECU continues to make significant capital investments in strategically deployed IT, including a campus-wide fiber optic backbone and highly advanced IT infrastructure. The campus participates with multiple collaborative groups focused on expanding teaching and learning with technology, including the Department of Defense Programming and Training Grant and The National Computational Science Leadership Program. Two teaching and learning conferences—the Southeastern Regional Technology and Teaching Conference's Distance Learning Institute and the UNC Teaching and Learning with Technology Collaborative—were hosted on the ECU campus during 2002 and 2003. ECU has also made significant progress in implementing and improving technological solutions to student services and other critical services, particularly in the area of financial aid operations. Exemplifying its commitment to total campus involvement in IT operations, the first ITCS Student Advisory Committee was formed in 2001; student members are asked to review various current and potential project on which ITCS is working and provide feedback from a student perspective. The Brody School of Medicine's TeleMedicine program continues to be a leader in the deployment of IT to address delivery of critical medical services and support.

ECSU is planning to open a Center for Teaching Excellence in the near future, which will utilize instructional technology specialists, Virtual College staff and other support staff to expand opportunities for teaching and learning with technology. In addition, the university has organized a formal Teaching and Learning with Technology Roundtable to provide a forum for expression and exchange of measures and best practices. The university sponsors an annual technology expo at which vendors provide demonstrations and faculty make presentations on their teaching innovations. Academic Computing offers group workshops, one-on-one training and instructional design assistance, as well as customized training when needed, for faculty and staff. Online training resources are also available via the campus web site. Wireless technology has been installed in all residence halls, and the second phase of the campus network infrastructure upgrade is scheduled for completion in 2003. Working in conjunction

with the UNC Shared Services Alliance, ECSU is in the process of migrating all of its administrative applications to the Banner product line.

FSU has merged its voice, video, and data service organizations into a new unit, Information Technologies and Telecommunication Services, under the oversight of a newly-appointed Chief Information Officer. The university has now achieved 100% Internet connectivity across campus, as well as providing wireless access to several campus locations. Over the past two years, 35 classrooms have been deployed with multimedia presentation technologies, and additional support staff has been provided for instructional technology. As a member of the UNC Shared Services Alliance, FSU has begun implementation of Banner as its ERP system. To address cyber security concerns, the university has installed a redundant firewall system.

NCA&TSU is enhancing its network with IP convergence technology to reduce overall cost of operation and minimize staffing needs. The university is currently developing a High Performance Network Connections grant proposal to the National Science Foundation that will enable access to the campus network equipment for high performance computing and a network linkage to the NCA&T farm. In May 2003, NCA&T was recognized by the New Media Consortium as a world leader in its innovative approaches to the use of technology for proven leadership among higher education institutions in the application of technology to teaching, learning, research or creative expression, which places it among a group of 125 colleges, universities, and museums worldwide that have received this distinction.

NCCU has used the power of information technology and more effective administrative and business practices with the following initiatives: Center for Teaching and Learning with Technology, which provides faculty with high performance electronic teaching, development, and research facilities; distance education, with creation of the Faculty Den, which provides training to faculty in using technology to deliver high quality distance education programs; and student services that will provide students with learning environments and one-stop service centers almost anywhere on or off campus. Training was provided to 259 faculty and staff members during academic year 2002-03

NCSA is making progress in completing the fiber-optic backbone for the entire campus; wireless technology has been implemented in several common areas on campus and wireless laptops provided to most faculty members. NCSA, as a member of the Winston-Salem Point of Presence (rPoP) is in pursuing the ability to provide new opportunities in video teleconferencing to its students and faculty. The School of Filmmaking, for example, will be able to provide its students with access to top writers and directors in the film and television industries by linking with new state of the art teleconferencing facilities at the Directors Guild of America and the Writers Guild of America West.

NCSU has launched a comprehensive, strategic planning effort called "Learning in a Technology-Rich Environment" to develop a plan for enhancing the learning environment through technology and for studying the effect on learning. The university's libraries recently opened a Learning and Research Center for a Digital Age, which provides a digital media lab, a usability research lab, and other resources to educate faculty, students and staff in all aspects of new information technologies as they relate to knowledge of and training in the digital environment of the information age. The university has improved the ability of faculty to manage the administrative side of their workload with an electronic Internet service (designed by NC State physics department members) that accepts and grades homework electronically; a software package for assisting faculty with managing the assessment-based portion of undergraduate academic program review has also been deployed on campus. NCSU's College of Engineering has begun a pilot program of implementing wireless computing in the classroom that will explore how the use of laptop computers and wireless connectivity can enhance the undergraduate academic experience in engineering.

UNCA maintains campus-wide support of WebCT as a learning management system. Faculty are provided frequent development opportunities by the Center for Teaching and Learning (CTL), and the CTL supports a faculty-dedicated instructional technology lab. Bond funding was used to turn 26 general-purpose classrooms into "smart" classrooms. UNCA actively participates in the UNC Shared Services Alliance, and has begun a five-year migration to the Banner software. Administrative Computing has provided a number of web-enabled services, including student registration, course grading and advising support for faculty.

UNC CH's Carolina Computing Initiative (CCI) is the first program for technology delivery of its kind on any research campus in the nation. The CCI, funded largely by campus reallocation of resources, provides all undergraduates, faculty, and staff with appropriate computer technology and support, transforming the educational process. Among the classroom trends seen on this campus are course management systems that help teachers create websites for individual classes. The Center for Teaching and Learning (CTL) has invested heavily in helping faculty and teaching assistants make effective use of information technologies.

UNCC has created the Faculty Center for Teaching and e-Learning to facilitate effective use of technology in both physical and virtual classrooms. In May 2003, UNCC launched a student portal designed to deliver information and provide direct access to services. UNCC has made a substantial investment in hardware, software, and networking, and has established a set of nine principles that will guide the development and coordination of its various computing environments.

UNCG's completed campus telecommunications network, including a campus-wide fiber optic backbone and wiring in all buildings for high speed information technology, has enhanced the capabilities of faculty, staff and students. The university has made significant progress in response to its Campus Information Technology Plan: web-based improvements in the form of increased numbers of electronic databases, e-journals and e-books have been made available in the Jackson Library; web-based payment systems have been implemented; and extensive use has been made of Web resources to facilitate and document the Self-Study for institutional accreditation. UNCG's Bryan School of Business and Economics and the Department of Information Systems and Operations Management sponsor an international conference to focus on the relationship between IT and business worldwide and to promote examination of IT issues and dissemination of strategies.

UNCP is moving to implement all major components of the UNC IT strategy. The Teaching and Learning Center is sponsoring campus involvement in the Teaching and Learning through Technology training workshops. The new Associate Provost for Outreach is developing a comprehensive distance education strategy. As a member of the UNC Shared Services Alliance, UNCP has begun the migration to the Banner suite of administrative software products.

UNCW has established over 10,000 data ports and pervasive wireless coverage zones in 90% of its building; in addition, all new facilities are being connected to the fiber network. The university has enhanced its web-based systems for students to include roommate postings and a ride board for commuter students, orientation and online registration for freshman and transfer students, and a fully automated and secure online housing application with an associated credit card payment system

WCU fully supports and participates in activities of the UNC Teaching and Learning with Technology Collaborative and the UNC Shared Services Alliance. Recently the university has implemented a single Course Management System recommended by a campus task force. WCU has begun its migration to the Banner suite of administrative software services. The library continues to expand its use of electronic resources and has established a major web presence to provide "any time, any place" access to library information and services.

WSSU has created a wireless environment throughout the campus. Proxy servers have been installed to provide individuals virtual access to electronic databases and the online catalog in the library. The university participates in Access WinstonNet, a project to provide CITRIX application access to the Community Knowledge Centers and other nonprofit organizations in the Winston-Salem/Forsythe County area. The campus participates in the UNC Alliance for Shared Services and has begun its migration to the Banner suite of administrative software services.

Appendix C. Increasing Access to and Diversity within the University of North Carolina: A Program for Continuing Achievement

As a part of the 2004-2009 long-range planning process, each campus was asked to provide information related to the Board of Governors' revisions of the Minority Presence Plan. Recognizing that the campuses first responded to this initiative in 2002, we asked them to share with us their successes in implementation as well as future plans. There are many ways for campuses to assess their own programs and successes; and some campuses have a great deal of information to report. This section summarizes both the Office of the President and the campus responses to this issue which, in the report, had called for each campus to develop a strategic plan and an enrollment plan that would include the following:

- A goal of reaching a "critical mass" of "minority" students on each campus
- A goal of reaching racial and ethnic parity in retention and graduation rates
- Development of meaningful opportunities for students to experience a diverse environment that will prepare them for the real world of the 21st century

University-wide goals are to increase the following:

- UNC college-going rate in North Carolina
- Community college-to-UNC transfer rate
- Retention and graduation rate

Campuses were asked to consider the following questions as they formed the response to this section of the long-range plan:

Administrative Commitment

1. Is diversity a campus priority?
2. Do affirmative action policies ensure that diverse candidates are included in the process?
3. Do you have programs to build cultural sensitivity among administrators, faculty, and staff?
4. Are financial aid policies sufficient to ensure that all students are equally eligible for merit-based scholarships?
5. Does your administration and faculty reflect the diversity of the national pools from which they are hired?
6. In what ways does the evaluation process for administrators include measuring the success in establishing and maintaining a supportive climate for students, faculty, and staff?

Faculty Recruitment and Support

1. Does the campus have incentives to hire highly sought-after candidates?
2. What support is provided to new employees from underrepresented populations to find housing and to "fit in" to the community?
3. What are you doing to expand the pool of potential faculty from underrepresented populations?
4. What faculty development programs exist on campus?
5. What mechanisms are used to ensure widespread advertising of positions for faculty and staff to attract a diverse pool of candidates?

Strategic Planning and Assessment

1. In what ways does the campus planning process integrate diversity planning into all facets of the strategies and outcomes?
2. How does the campus assess accountability for student learning?
3. How is resource allocation tied to strategic planning and assessment?

Admissions

1. Do you have holistic admissions criteria?
2. How does the campus communicate admissions criteria to students and parents?
3. What relationships have you established with public schools and community colleges?

Financial Aid

1. How does financial aid information reach students and their families?
2. What technical assistance is provided for first generation college students?
3. How do financial aid policies governing merit-based and financial need scholarships ensure support for a diverse student body?

Transition Programs

1. How does the campus help first generation students make the transition?
2. How do you work with community college students in the transfer process?
3. How do you monitor the effectiveness of articulation policies and entrance requirements?

School Outreach Programs

1. How is the campus working with parents, public schools, and community colleges to broaden the diversity of the student body?
2. What outreach programs exist to reach communities and families?
3. How have you communicated the new MCRs in your campus publications?
4. How has your campus integrated Pathways into your outreach program?
5. How is technology being used to reach students and families?

Climate for Students

1. In what ways does the campus orientation program address diversity?
2. How does the campus address diversity issues for returning students, faculty, and administrators?
3. What is the role of residence halls in furthering the campus diversity initiatives?
4. What programs, clubs, spaces provide opportunities for students from underrepresented groups to gather?
5. What campus programs reflect international, multilingual, and multicultural heritages of students?
6. What departments offer courses or majors in diverse cultures?
7. How are all students introduced to possibilities for graduate or professional education?
8. How are satisfaction surveys or other studies used to monitor the campus's success in improving the climate for all students?

Learning Assistance

1. What academic support assistance is provided to students?
2. What assistance is provided in study skills, note taking, test preparation?
3. What role do faculty members play in providing academic assistance?

Commitment to Student Success

1. How do you identify students in danger of failing?
2. How is advising used to retain students?
3. What support is provided on campus for students to be successful?

Teaching Improvement

1. What assistance is provided to faculty to improve their effectiveness with diverse student populations?
2. How does the reward system encourage faculty to spend time with students outside of regular classes?
3. When was the curriculum last reviewed to ensure that it reflects diversity in the offerings and/or the general education requirements?

4. How are teaching evaluations used for faculty review?

Success at Achieving Diversity

1. What are the changing demographics for your campus, particularly with attention to the Hispanic population?
2. Have you added additional programs to expand diversity?
3. What barriers are there to expanding faculty and staff diversity?
4. What plans are there for modifying your strategic plan for achieving greater diversity?
5. What are some examples of your success at achieving diversity?

Office of the President

In 2001, the Office of the President recommended that the Board of Governors adopt the policy statement, "Increasing Access to and Diversity within the University of North Carolina: A Program for Continuing Achievement." This document changes the philosophy of access and diversity in significant ways, placing the responsibility for program design and execution on the individual campuses. Measures of success will be determined by outcomes rather than adherence to a list of required activities. To carry out this policy, the Office of the President has implemented a number of strategies.

- Conducted a system-wide workshop on the results of the recent decisions in the Michigan cases for provosts, general counsel, admissions officers and enrollment managers, attended by over 80 campus representatives.
- Work with the Southern Education Foundation to assess North Carolina's activities to promote access.
- Work with NCSEAA to consolidate minority presence grants.
- Created (and hired) the new position for a Director for Academic and Student Affairs to work with the expansion of access and student affairs issues.
- Hired a new Associate Vice President for Academic Affairs with responsibility for academic programming at the focused-growth institutions.
- Lobbied to fully fund the state-supported UNC Need-Based Grant Program.
- Distributed funds to focused-growth institutions to support programs that will enhance diversity efforts.
- Work with campuses on enrollment planning.
- Foreign student enrollment was 5,132 (undergraduate and graduate students) for the Fall 2002 semester.
- Place renewed emphasis on community college partnerships. Research data show that minority students do not transfer to UNC at the same rate as non-minority students.
- Change long-range planning document to require responses from each campus on diversity efforts.
- Hired Associate Vice President for Access and Outreach with primary responsibilities for access and outreach; CFNC, GEAR UP, and Transfer Advisory Council all report to this administrator. Associate Vice President for Access and Outreach has visited each campus to review the diversity planning with visits to the CAO, Enrollment Management Office, Admissions, Financial Aid, Retention Office, and others involved with student recruitment and retention. Similar visits are now planned to meet with the chief student affairs officers, SGA presidents, ADA/EEO officers, and health directors at each campus.
- Has established the UNC Leadership Institute under the direction of a second Associate Vice President who is responsible for faculty support programs such as Phased Retirement and Post-Tenure Review as well as institutes, programs, and web-based support for faculty and staff development. Programs have offered in 2001, 2002, and 2003, all of which had sessions on diversity.
- Created the Senior Executive Fellow of the UNC Leadership Institute for 2002-2003 with a faculty member from NCCU to assist with preparing responses and input into the Higher Education Reauthorization Act and potential impact on minority students.

- Hosted an ACE Fellow during 2002-2003 who studied issues related to faculty retention.
- Conducted a joint workshop (by Dr. Barbara Mawhiney from Arizona State University) for Chief Academic Officers and EEO Officers on the recruitment of diverse faculty.
- Submit biennial budget request to support the SREB Doctoral Scholars Program for minority Ph.D. students.
- Representatives sent to the SREB Doctoral Scholars Conference to recruit minority faculty for the third consecutive year.
- Submit biennial budget request for institutions to expand opportunities for minority students to participate in international exchange programs.
- Work through University-School Programs to improve outreach and training activities with teachers, counselors, administrators, and parents in grades K-12.
- Increase Minimum Course Requirements as a means of improving college preparation and retention.
- Increase use of technology to expand access (e.g., CFNC, Prospective Student Portal, Web for Students, e-learning programs and courses).
- Expanded the statewide Gear up effort from 15 to 20 counties in 2003.
- CFNC marketing efforts have included targeted marketing strategies for minority youth and young adults.
- CFNC website has been replicated in Spanish (static information) to focus on parents in the rapidly growing Hispanic population of North Carolina.
- Creation of the NC College Access Conference to promote the increase of low-income, first generation students to complete high school and pursue a postsecondary education.
- Will introduce a Hispanic theme into the 2004 NC College Access Conference.
- Working with DPI and LEARN NC to extend AP course offerings to low-wealth and GEAR UP school districts across North Carolina.

Individual Campus Responses

Each campus was asked to summarize its initial response to the changes in diversity planning for UNC. These responses varied from campus to campus, sometimes reflecting institutional actions and offices and sometimes using data to demonstrate increases in student, faculty, and student numbers. The compilation of this material provides an overview of the seriousness with which the campuses are approaching this issue, and the reports will be helpful to all campuses as they review the breadth of activities carried out by each campus. These lists are not complete and do not repeat for each campus the overall increased efforts in Student Affairs offices, admissions, and academic affairs; rather, the lists provide some of the specific efforts as examples of the commitment to increasing diversity on the sixteen constituent campuses.

Appalachian State University

- Board of Trustees adopted the ASU Diversity Plan in March 2002.
- July 2002, ASU creates an Associate Vice Chancellor for Diversity to oversee implementation of the diversity plan.
- Has declared a goal of increasing the diversity of ASU's student population to 10% by 2008.
- Hired two professional admissions counselors to focus on minority recruitment.
- Established the Diversity Advisory Council to advise on admissions and enrollment.
- Multicultural Center has been established.
- Active involvements in minority faculty vitae bank.
- Has increased the recruitment of minority faculty twofold in 2002-2003.
- Has increased campus support for the GEAR UP and TRIO programs.

East Carolina University

- ECU Office of Diversity and Equity (ODE) was established in April 2003.
- ODE provides technical assistance and training to faculty to improve their effectiveness with diverse student populations.

- Diversity has been integrated into strategies and outcomes in the ECU Strategic Plan (Goal 2(C) 2000-2005).
- Have initiated the Minority Family Weekend for students, parents, and grandparents.
- Have added two recruitment officers (one African American and one Native American) to focus on minority student recruitment.
- In Summer 2003, an advisor in Undergraduate Advising for the transition program was assigned as primary contact for first generation students.
- Has supported clubs and programs for the specific concerns of certain populations (e.g., Hillel for Jewish students and STAR Mentoring program for African Americans).
- Have initiated an aggressive recruitment strategy for minority faculty resulting in 25 new minority faculty members in the 2003.
- Z. Smith Reynolds Foundation grant for a race relations initiative.

Elizabeth City State University

- In 2002, ECSU was ranked 10th nationally among HBCU as a multi-racial diverse institution.
- ECSU strives to maintain a racially diverse admissions staff.
- Has expanded efforts to increase minority participation in the new student orientation program, Vikings Assisting New Students (VANS).
- Expanded the new student orientation program to include concurrent sessions targeted to minority students.
- Has expanded professional development programs for faculty to include sensitivity training on managing an increasing multicultural student body.
- Actively soliciting greater participation of minority alumni into the General Alumni Association.

Fayetteville State University

- FSU is one of the most diverse institutions among UNC institutions.
- Freshman Seminar program encourages students to reflect on diverse cultures and perspectives.
- Faculty actively promote interaction between military and non-military students.
- UNC Campus Scholarship Program will continue to commit a portion of funds of an amount at least equal to the funds formerly awarded as Minority Presence Grants to promote diversity.
- Publications are designed to reflect the university's diversity.
- Various recruitment documents are now published in Spanish.
- A special information session is now held each year for Hispanic students.
- Has begun a major new initiative to promote diversity in the curriculum called "Internationalizing the Curriculum."
- Collectively provides assistance to more than 2,500 students through Upward Bound, Educational Talent Search, Educational Opportunity Centers Program, and GEAR UP.

North Carolina A&T State University

- Admissions counselor has been appointed to target recruitment and enrollment of minority students.
- Developing admissions and marketing materials in Spanish.
- Have taken initial step to establish a Hispanic Student Club for students.
- Admissions Office sponsored a luncheon for minority students to seek their input and suggestions.
- All minority students are contacted each fall by the Office of Minority Affairs to remind them of available services and to solicit from them names of potential candidates for enrollment.
- Annual orientation session held each fall to welcome minority students.

- All freshmen minority students are tracked to assess their academic progress.
- Annual Lunch/Rap Session is held to recognize minority students.
- Annual survey of minority students to assess their experience at NCA&TSU.

North Carolina Central University

- Developing initiatives to increase the diversity of the freshmen class.
- Develop long-term relationships with minority students and parents from inquiry through enrollment.
- Offering special events, on and off campus, for targeted groups of student prospects.
- Ensuring that NCCU provides a nurturing, safe environment for all students that is conducive to and promotes an intellectual community of learning.
- Using technology in the delivery of instruction—online services, user-friendly web-based services.
- Provide international opportunities.

North Carolina School for the Arts

- Board of Trustees has established a Task Force charged with the goal of increasing cultural diversity on campus.
- Division of Student Life has established a task force to oversee the diversity needs of student life, activities, and services.
- Chancellor has established a Diversity Committee including students, staff, and faculty to serve as advisors for the administration.
- The campus's Diversity Action Plan defines its top priority the formation of a central diversity program with a director to initiate programs in support of the campus diversity goals.
- The Diversity Plan also calls for the campus to:
 - Establish and communicate a clearly defined institutional philosophy regarding diversity;
 - Develop and implement student recruitment activities to increase diversity on campus;
 - Develop and implement student retention activities related to the campus climate for students;
 - Plan and implement sensitivity training for students, faculty, and staff;
 - Evaluate inclusiveness of curriculum and resources and modify as appropriate; and
 - Evaluate faculty and staff recruiting, hiring practices and retention, and implement changes as necessary.

North Carolina State University

- One of NCSU's three primary university goals is "Building a diverse and inclusive university community that fosters demographic and intellectual diversity."
- Created the Office of the Vice Provost of Diversity and African American Affairs in 2000.
- Established the campus Diversity Advisory Committee to assist the Vice Provost.
- Have achieved one of the most diverse campuses among predominantly white institutions with 23% of student body made up of minority and international students and a faculty and staff composed of 24% minority and international members.
- Have established financial aid policies to reflect the intent to encourage diversity within the pool of eligible candidates for merit-based scholarships.
- The Chancellor's Leadership Award favors applicants who can elucidate their views of diversity, and how their selection for the award will foster a more diverse environment at NCSU.
- In selecting recipients for need-based academic scholarships, the campus makes every effort to assure diversity in the recipient pool.
- NCSU offers several academic support programs to aid minority and majority students including a tutorial center, supplemental instruction, and academic skills training.

- Orientation courses that focus on transition issues unique to African American, Native American, women students, and student athletes are available to all students.
- NCSU is currently conducting climate surveys to monitor the university's success in improving the climate for all students.

University of North Carolina at Asheville

- Diversity is stated as one of the university's seven Institutional Goals and was one of three goals selected by the Chancellor as a focus goal for 2002-2004.
- Has created Office of Diversity and Multicultural Affairs.
- Hired Special Assistant to the Chancellor for Diversity and Multicultural Affairs.
- Established Latino/Hispanic student organization.
- Worked with Asian/Asian American students to establish ASIA—Asian Students in Asheville.
- Admissions counselor to focus on recruitment of minority students.
- Conducting an analysis of the impact of financial aid awards on ability to recruit minority students.
- UNCA works closely with local programs, (e.g., AVID, TRIO, and summer camp programs) to enhance minority recruitment.
- Have achieved retention and graduation rates for black students that are equal to or higher than white students at UNCA.
- Has been reviewing the General Education curriculum and initial draft includes six credit hours of diversity intensive integrative liberal studies courses.
- University Planning Council conducts annual reviews of the quality and effectiveness of indicators to measure success in incorporating diversity.

University of North Carolina at Chapel Hill

- Chancellor's Cabinet includes the Assistant to the Chancellor for Minority Affairs.
- Equal Opportunity/ADA Officer, whose responsibilities include minority presence and diversity issues.
- Chancellor's Committee on Community and Diversity is an advisory board that includes faculty, staff, and students.
- Diversity has been incorporated into the strategic plan of the university.
- Diversity is addressed in new student orientation for all students.
- Organizations for African American, Native America, Hispanic, and South East Asian students have been established.
- Expanded curriculum in ethnic studies provides opportunities to major or minor in areas such as Native American Studies, Latin American Studies, or African American Studies.
- First year academic warning system to identify students at risk and to provide tutoring and mentoring by upper-class minority students.
- Center for Teaching and Learning provides assistance to help faculty integrate diversity into content and methods.
- Cultural diversity requirements are included as a part of undergraduate curriculum and are currently under review as a part of the larger general education curriculum.
- Office of Minority Affairs provides support for programs like Project Uplift, High School Honors Days, National Achievement Scholar Day, Tar Heel Target, Native American Outreach, Hispanic Student Outreach, campus visitation, Decision Days events, North Carolina Renaissance for rural high school juniors, Pre-orientation, and the Minority Student Recruitment Committee.

University of North Carolina at Charlotte

- A new Minority Presence Plan has recently been completed as a part of the university's strategic planning process and is in final review by campus constituencies.
- Office of Undergraduate Admissions has developed focused recruitment plans for African American, Native American, and Latino students.

- Referral Mailings—minority students and graduates are asked to provide names of potential students as part of a direct mail campaign to enhance the pool of prospective students.
- Admissions officers have identified NC secondary schools with high concentrations of minority students for special visits.
- A Native American recruitment brochure was developed by the Native American Advisory Committee this year with advice from the Native American Student organization.
- In addition, the Native American Student organization makes personal telephone calls to encourage admitted students to enroll.
- University Transition Opportunities Program is targeted toward minority incoming freshmen to help build a peer support network and provide academic support and advising prior to the first fall semester of enrollment.
- Seven historically black Greek organizations have chapters at UNCC.
- Multicultural Resource Center has been established to promote campus-wide awareness of multicultural, diversity, and human relations issues.
- Target of Opportunity program focuses on the recruitment of diverse faculty.
- College of Education engaged an outside consultant to assist with its efforts to diversify its faculty.
- Council on University Community provides oversight and coordination of all multicultural programs and activities.
- UNCC in 2003 began a major initiative in launching the Office of Student Success and Retention with a full-time director from the faculty. Among the responsibilities of the Office will be assessment of campus efforts to enhance minority student success and retention.

University of North Carolina at Greensboro

- The university’s new long-range plan for 2003-2008 lists “a diverse community” as one of UNCG’s Core Values, and issues a call for UNCG to “Celebrate diversity while strengthening community.”
- The university has increased its representation in over 100 national and international associations which address specific minority issues.
- Teaching and Learning Center provides professional development for faculty on diverse learning environments. External funding has increased in support of this effort.
- Fourteen area receptions and seven open house events including a Black Student Visitation Day, six information sessions for adult and transfer students, guidance counselor workshops are held annually by the admissions office.
- Office of Admissions also host campus visits for special populations, e.g., Upward Bound students and GEAR UP students, including middle school students.
- The university’s Human Relations Council is an integral part of diversity planning initiatives for the campus.
- Diversity and global awareness are also being promoted by increasing number of international students on campus and the development of new international programs.

University of North Carolina at Pembroke

- One of the most racially diverse campuses in the South.
- University Early Alert Program is used to identify students at risk academically and provide support services to assist these students.
- Student Support Services Program which provides services such as counseling, tutoring, career development and financial aid assistance is specifically aimed at low-income and first-generation students.
- Has developed an aggressive minority student recruitment plan.
- Curriculum that includes a major in American Indian Studies and minor in African American Studies.
- Student organizations include the African American Student Organization, the Native American Student Organization, and the American Indian Science and Engineering Society.
- The Multicultural Center was established in fall 2001.

- In 2003, a new position for Director of Minority Affairs was added to the staff of the Multicultural Center.

University of North Carolina at Wilmington

- In 2002, the Chancellor convened a “Blue Ribbon Committee” of four former chancellors of UNC campuses to examine the status of ethnic diversity at UNCW, which was presented in October 2002.
- Report recommended establishing an associate provost for diversity and a commission on diversity. Also stressed need for scholarships if UNCW is to be more successful in recruiting minority students.
- In response to recommendations, the Chancellor’s Task Force on Diversity was created to follow up on the Blue Ribbon Committee report.
- As a result, UNCW has conducted a survey of campus climate for students, faculty and staff; and held three open forums in early 2003.
- The Task Force has made the following recommendations which was endorsed by the UNCW Board of Trustees in April 2003:
 - Diversity must permeate mission, academic programs, curriculum, and public service.
 - Create a Commission on Diversity to develop a long-range diversity plan.
 - Create a senior-level administrative position to focus on diversity.
 - UNCW provide regular opportunities for diversity training.
 - Reform curricular offerings to ensure students are exposed to the diversity of an increasing global environment.
 - Enhance efforts to recruit and retain diverse faculty and staff.
 - Enhance orientation sessions on diversity for all new students.
 - Enhance efforts to engage communities in southeastern NC increase participation of underrepresented groups in higher education.
 - UNCW allocate funds to implement these recommendations and support work of the Commission on Diversity.

Western Carolina University

- Honors College has increased efforts to recruit and retain minority students.
- Departments have recently revised undergraduate and graduate curricula to address diversity issues. For example, writers recently invited to speak have included Native Americans, African Americans, and Latinos.
- Established and hired the first Sequoyah Chair of Cherokee Studies, who is a Cherokee.
- Writer in residence has been hired to augment offerings in Cherokee.
- Increased effort by WCU to send faculty and students to conferences focused on diversity.
- Strategic vision statement reflects WCU’s commitment to diversity, “...the university encourages its students, faculty, and staff to display the following traits of citizenship...awareness of and sensitivity to the concerns of diverse people and cultures.”
- The campus view book used by the admissions office for recruitment now includes a section devoted entirely to diversity.
- Student Support Service program offers an academic support program for first-generation, low-income, or disabled students.
- Established Project C.A.R.E. (Committed to African American Retention in Education) to assist in the transition from high school to college for first year, African American students.
- WCU is working with the Cherokee Center to meet with middle school and high school students to stress importance of attending college. The Center also provides one-on-one pre-admissions advisement, assistance with financial aid and registration as well as ongoing support through the college experience.
- Have added two new events to the campus Foreign Language contest to reflect the participation of Hispanic students.
- Have included an information session during orientation for minority students and their families.

- WCU annually supports programs to celebrate diversity including MLK, Jr. celebration, Kwanza, Black History Month, Native American History Month, Native American Powwow, International Festival, Hispanic Heritage Month, and Diversity Week.

Winston-Salem State University

- Diversity is a part of the university's mission and encompasses gender, age, culture, disability, academic ability, nationality, religion, socio-economic status.
- Addressing diversity is reflected in the goals of the 2002 strategic plan.
- In 2002, WSSU achieved a diversity of staff and faculty with 73% of staff African American, 24% white, and 3% Asian or Hispanic; and 53% of faculty African American, 37% white, and 10% Asian, Hispanic, or other.
- Recruitment efforts for faculty and staff now include radio spots and print ads targeted at underrepresented populations.
- Expanded efforts to attract diverse students by implementing a series of pre-college and bridge programs including a new pre-college program (2001) for Hispanic sixth graders and their parents.
- Emphasis on support services for commuters, many of whom are minority.
- Required freshman orientation course was redesigned to include cultural diversity discussion.

Appendix D. UNC Academic Program Inventory

In addition to the Academic Program Inventory of each constituent institution of the University of North Carolina (as of February 2004), this appendix presents a summary of new programs established ([Table D.2, p.210](#)) and programs discontinued ([Table D.2, p. 211](#)) by the Board of Governors from July 1972 through November 2003.

APPALACHIAN STATE UNIVERSITY

 Discipline Division, CIP Code, CIP Discipline
 Degree Abbreviation and Degree Program Title

 Discipline Division, CIP Code, CIP Discipline
 Degree Abbreviation and Degree Program Title

Architecture and Related Services**04.0301 City/Urban, Community and Regional Planning**

BS Community and Regional Planning

Area, Ethnic, Cultural, and Gender Studies**05.0199 Area Studies, Other**

MA Appalachian Studies

Communication, Journalism, and Related Programs**09.0401 Journalism**

BS Communication, Journalism

09.0701 Radio and Television

BS Communication, Electronic Media/Broadcasting

09.0902 Public Relations/Image Management

BS Communication, Public Relations

09.0903 Advertising

BS Communication, Advertising

Computer and Information Sciences and Support Services**11.0701 Computer Science**

BS Computer Science

MS Computer Science

Education**13.0301 Curriculum and Instruction**

MA Curriculum Specialist

13.0401 Educational Leadership and Administration, General

EdD Educational Leadership

EdS Educational Administration

13.0403 Adult and Continuing Education Administration

EdS Higher Education, Adult Education

MA Higher Education, Adult Education

13.0406 Higher Education/Higher Education Administration

EdS Higher Education, Administration

EdS Higher Education, Developmental Studies

EdS Higher Education, Teaching

MA Higher Education, Administration

MA Higher Education, Developmental Studies

MA Higher Education, Teaching

13.0409 Secondary School Administration/Principalship

MSA School Administration

13.0501 Educational/Instructional Media Design

MA Educational Media

13.1001 Special Education and Teaching, General

BS Habilitative Science

MA Special Education: Cross Categorical

MA Special Education: Teaching Parent Specialty

13.1011 Education/Teaching of Individuals with Specific Learning Disabilities

BS Special Education: Learning Disabilities

13.1101 Counselor Education/School Counseling and Guidance Services

MA Counseling and Guidance

13.1102 College Student Counseling and Personnel Services

MA College Student Development

MA Community Counseling

13.1202 Elementary Education and Teaching

BS Elementary Education

MA Elementary Education

13.1203 Junior High/Intermediate/Middle School Education and Teaching

BS Middle Grades Education

MA Middle Grades Education

13.1209 Kindergarten/Preschool Education and Teaching

BS Child Development: Birth-Kindergarten

MA Child Development: Birth-Kindergarten

13.1302 Art Teacher Education

BS Art Education (K-12)

13.1303 Business Teacher Education

BS Business Education

13.1305 English/Language Arts Teacher Education

BS English, Secondary Education

MA English, Education

13.1307 Health Teacher Education

BS Health Education, Secondary Education

13.1308 Family and Consumer Sciences/Home Economics Teacher Education

BS Family and Consumer Sciences, Secondary Education

MA Family and Consumer Sciences, Education

13.1309 Technology Teacher Education/Industrial Arts Teacher Education

BS Technology Education

MA Technology Education

13.1311 Mathematics Teacher Education

BS Mathematics, Secondary Education

MA Mathematics, Education

13.1312 Music Teacher Education

BM Music Education

MM Music Education

13.1314 Physical Education Teaching and Coaching

BS Physical Education, K-12

MA Health and Physical Education

13.1315 Reading Teacher Education

MA Reading Education, General

13.1317 Social Science Teacher Education

MA Social Science, Education

13.1318 Social Studies Teacher Education

BS Social Sciences, Education (With Emphasis Options in Various Disciplines)

13.1322 Biology Teacher Education

BS Biology, Secondary Education

APPALACHIAN STATE UNIVERSITY

Discipline Division, CIP Code, CIP Discipline Degree Abbreviation and Degree Program Title	Discipline Division, CIP Code, CIP Discipline Degree Abbreviation and Degree Program Title
13.1323 Chemistry Teacher Education	Liberal Arts and Sciences, General Studies, and Humanities
BS Chemistry, Secondary Education	24.0101 Liberal Arts and Sciences/Liberal Studies
13.1324 Drama and Dance Teacher Education	BA Interdisciplinary Studies
BS Teaching Theatre Arts, K-12	Library Science
13.1325 French Language Teacher Education	25.0101 Library Science/Librarianship
BS French, Education	MLS Library Science, General
13.1328 History Teacher Education	Biological and Biomedical Sciences
BS History, Secondary Education	26.0101 Biology/Biological Sciences, General
MA History, Education	BA Biology
13.1329 Physics Teacher Education	BS Biology, Pre-Professional
BS Physics, Secondary Education	MS Biology
13.1330 Spanish Language Teacher Education	26.1301 Ecology
BS Spanish, Education	BS Biology/Ecology and Environmental Biology
13.1399 Teacher Education and Professional Development, Specific Subject Areas, Other	Mathematics and Statistics
BS Geology, Secondary Education	27.0101 Mathematics, General
Engineering Technologies/Technicians	BA Mathematics
15.0303 Electrical, Electronic and Communications Engineering Technology/Technician	BS Mathematics
BS Industrial Technology, Electronics	MA Mathematics
15.0612 Industrial Technology/Technician	27.0501 Statistics, General
BS Industrial Technology	BS Statistics
MA Industrial Technology	Multi/Interdisciplinary Studies
15.9999 Engineering Technologies/Technicians, Other	30.1101 Gerontology
BS Industrial Technology, Construction	MA Gerontology
Foreign Languages, Literatures, and Linguistics	Parks, Recreation, Leisure and Fitness Studies
16.0901 French Language and Literature	31.0301 Parks, Recreation and Leisure Facilities Management
BA French	BS Recreation Management
16.0905 Spanish Language and Literature	31.0504 Sport and Fitness Administration/Management
BA Spanish	MA Sports Management
16.0999 Romance Languages, Literatures, and Linguistics, Other	31.0505 Kinesiology and Exercise Science
MA Romance Languages, French	BS Exercise Science
MA Romance Languages, French (Teaching)	MS Exercise Science
MA Romance Languages, Spanish	Philosophy and Religious Studies
MA Romance Languages, Spanish (Teaching)	38.9999 Philosophy and Religious Studies, Other
Family and Consumer Sciences/Human Sciences	BA Philosophy and Religion
19.0101 Family and Consumer Sciences/Human Sciences, General	Physical Sciences
MA Family and Consumer Sciences	40.0501 Chemistry, General
19.0501 Foods, Nutrition, and Wellness Studies, General	BA Chemistry
BS Foods and Nutrition	BS Chemistry
19.0706 Child Development	40.0601 Geology/Earth Science, General
BS Child Development	BA Geology
19.0901 Apparel and Textiles, General	BS Geology
BS Apparel and Textiles	40.0801 Physics, General
English Language and Literature/Letters	BA Physics
23.0101 English Language and Literature, General	BS Physics
BA English	MS Applied Physics
MA English	Psychology
23.1001 Speech and Rhetorical Studies	42.0101 Psychology, General
BS Communication, Organizational/Public	BA Psychology
	BS Psychology
	MA Psychology, General Experimental

APPALACHIAN STATE UNIVERSITY

Discipline Division, CIP Code, CIP Discipline Degree Abbreviation and Degree Program Title	Discipline Division, CIP Code, CIP Discipline Degree Abbreviation and Degree Program Title
42.0201 Clinical Psychology	50.0903 Music Performance, General
MA Clinical Psychology	BM Music Performance
42.0901 Industrial and Organizational Psychology	MM Performance
MA Industrial-Organizational Psychology and Human Resource Management	50.0909 Music Management and Merchandising
42.1701 School Psychology	BS Music Industry Studies
CAS School Psychology	Health Professions and Related Clinical Sciences
MA School Psychology	51.0201 Communication Disorders, General
Security and Protective Services	BS Communication Disorders
43.0104 Criminal Justice/Safety Studies	MA Communication Disorders
BSCJ Criminal Justice	51.0701 Health/Health Care Administration/Management
Public Administration and Social Service Professions	BSBA Health Care Management
44.0401 Public Administration	51.0913 Athletic Training/Trainer
MPA Public Administration	BS Athletic Training
44.0701 Social Work	51.1005 Clinical Laboratory Science/Medical Technology/Technologist
BSW Social Work	BS Clinical Laboratory Sciences
Social Sciences	51.1505 Marriage and Family Therapy/Counseling
45.0201 Anthropology	MA Marriage and Family Therapy
BA Anthropology	51.2207 Public Health Education and Promotion
BS Anthropology	BS Health Promotion
45.0601 Economics, General	51.2305 Music Therapy/Therapist
BA Economics	BM Music Therapy
BSBA Economics	51.2310 Vocational Rehabilitation Counseling/Counselor
45.0701 Geography	MA Health Psychology
BA Geography	Business, Management, Marketing, and Related Support Services
BS Geography	52.0201 Business Administration and Management, General
MA Geography	BSBA Management
45.1001 Political Science and Government, General	MBA Business Administration
BA Political Science	52.0301 Accounting
BS Political Science	BSBA Accounting
MA Political Science	MS Accounting
45.1101 Sociology	52.0801 Finance, General
BA Sociology	BSBA Finance and Banking
BS Sociology	52.0901 Hospitality Administration/Management, General
Visual and Performing Arts	BSBA Hospitality and Tourism Management
50.0404 Industrial Design	52.1101 International Business/Trade/Commerce
BS Industrial Technology, Industrial Drafting and Design	BSBA Accounting
50.0408 Interior Design	52.1201 Management Information Systems, General
BS Interior Design	BSBA Information Systems
50.0409 Graphic Design	52.1401 Marketing/Marketing Management, General
BFA Graphic Design	BSBA Marketing
BS Graphic Arts and Imaging Technology	52.1701 Insurance
50.0501 Drama and Dramatics/Theatre Arts, General	BSBA Risk and Insurance
BA Theatre Arts	History
50.0701 Art/Art Studies, General	54.0101 History, General
BA Art	BA History
50.0702 Fine/Studio Arts, General	BS History
BFA Studio Art	MA History
50.0704 Arts Management	
BS Art Management	

APPALACHIAN STATE UNIVERSITY

Discipline Division, CIP Code, CIP Discipline
Degree Abbreviation and Degree Program Title

Discipline Division, CIP Code, CIP Discipline
Degree Abbreviation and Degree Program Title

**54.0105 Public/Applied History and Archival
Administration**

MA Public History

EAST CAROLINA UNIVERSITY

Discipline Division, CIP Code, CIP Discipline Degree Abbreviation and Degree Program Title	Discipline Division, CIP Code, CIP Discipline Degree Abbreviation and Degree Program Title
Architecture and Related Services	13.1203 Junior High/Intermediate/Middle School Education and Teaching
04.0301 City/Urban, Community and Regional Planning	BS Middle Grades Education
BS Urban and Regional Planning	MAEd Middle Grades Education
Area, Ethnic, Cultural, and Gender Studies	13.1209 Kindergarten/Preschool Education and Teaching
05.0207 Women's Studies	BS Birth-Kindergarten (B-K) Teacher Education
BA Women's Studies	13.1299 Teacher Education and Professional Development, Specific Levels and Methods, Other
05.9999 Area, Ethnic, Cultural, and Gender Studies, Other	MAT Master of Arts in Teaching
MA International Studies	13.1302 Art Teacher Education
Communication, Journalism, and Related Programs	BFA Art Education
09.0101 Communication Studies/Speech Communication and Rhetoric	MAEd Art Education (K-12)
BA Communication	13.1303 Business Teacher Education
09.0402 Broadcast Journalism	BSBE Business and Marketing Education
BS Communication	BSBE Business Education
Computer and Information Sciences and Support Services	13.1305 English/Language Arts Teacher Education
11.0701 Computer Science	BS English, Secondary Education
BA Computer Science	MAEd English
BS Computer Science	13.1307 Health Teacher Education
MS Computer Science	BS School Health Education
Education	MAEd Health Education
13.0401 Educational Leadership and Administration, General	13.1308 Family and Consumer Sciences/Home Economics Teacher Education
EdD Educational Leadership	BS Family and Consumer Sciences Education
EdS Educational Administration and Supervision	13.1310 Sales and Marketing Operations/Marketing and Distribution Teacher Education
MSA School Administration	BSBE Marketing Education
13.0403 Adult and Continuing Education Administration	13.1311 Mathematics Teacher Education
MAEd Adult Education	BS Mathematics, Secondary Education
13.0501 Educational/Instructional Media Design	MAEd Mathematics, Secondary Education
MAEd Instructional Technology Education	13.1312 Music Teacher Education
MS Instructional Technology	BM Music Education
13.1005 Education/Teaching of Individuals with Emotional	MM Music Education
BS Special Education, Behaviorally-Emotionally Handicapped	13.1314 Physical Education Teaching and Coaching
13.1006 Education/Teaching of Individuals with Mental Retardation	BS Physical Education
BS Special Education, Mentally Handicapped	MAEd Physical Education
MAEd Special Education, Mental Retardation	13.1315 Reading Teacher Education
13.1011 Education/Teaching of Individuals with Specific Learning Disabilities	MAEd Reading Education
BS Special Education, Learning Disabled	13.1316 Science Teacher Education/General Science Teacher Education
MAEd Special Education	BS Science Education
13.1101 Counselor Education/School Counseling and Guidance Services	MA Science Education
EdS Counselor Education	MAEd Science Education
MS Counselor Education	13.1318 Social Studies Teacher Education
13.1202 Elementary Education and Teaching	BS History, Secondary Education
BS Elementary Education (K-6)	13.1319 Technical Teacher Education
MAEd Elementary Education	MS Vocational Education
	13.1324 Drama and Dance Teacher Education
	BFA Dance Education
	BFA Theatre Arts Education

EAST CAROLINA UNIVERSITY

Discipline Division, CIP Code, CIP Discipline
Degree Abbreviation and Degree Program Title

Discipline Division, CIP Code, CIP Discipline
Degree Abbreviation and Degree Program Title

13.1325 French Language Teacher Education

BS French

13.1326 German Language Teacher Education

BS German

13.1328 History Teacher Education

MAEd History, Education

13.1330 Spanish Language Teacher Education

BS Hispanic Studies Education

13.1399 Teacher Education and Professional Development, Specific Subject Areas, Other

MAEd Teacher Education, Specific Academic and Vocational Programs, Other

Engineering Technologies/Technicians**15.0612 Industrial Technology/Technician**

BS Industrial Distribution and Logistics

BS Industrial Technology

MS Industrial Technology

15.0613 Manufacturing Technology/Technician

BS Manufacturing

15.0699 Industrial Production Technologies/Technicians, Other

BS Design

15.1201 Computer Engineering Technology/Technician

BS Information and Computer Technology

15.9999 Engineering Technologies/Technicians, Other

BS Construction Management

Foreign Languages, Literatures, and Linguistics**16.0501 German Language and Literature**

BA German

16.0901 French Language and Literature

BA French

16.0905 Spanish Language and Literature

BA Hispanic Studies

Family and Consumer Sciences/Human Sciences**19.0501 Foods, Nutrition, and Wellness Studies, General**

MS Nutrition

19.0701 Human Development and Family Studies, General

MS Child Development and Family Relations

19.0706 Child Development

BS Child Life

19.0707 Family and Community Services

BS Family and Community Services

19.0901 Apparel and Textiles, General

BS Merchandising

English Language and Literature/Letters**23.0101 English Language and Literature, General**

BA English

MA English

23.1101 Technical and Business Writing

PhD Technical and Professional Discourse

Liberal Arts and Sciences, General Studies, and Humanities**24.0101 Liberal Arts and Sciences/Liberal Studies**

BA Multidisciplinary Studies

BS Multidisciplinary Studies

Library Science**25.0101 Library Science/Librarianship**

CAS Library Science

MLS Library Science

Biological and Biomedical Sciences**26.0101 Biology/Biological Sciences, General**

BS Biology, General

MS Biology

26.0202 Biochemistry

BS Biochemistry

PhD Biochemistry

26.0203 Biophysics

PhD Biomedical Physics

26.0204 Molecular Biology

MS Molecular Biology and Biotechnology

26.0401 Cell/Cellular Biology and Histology

PhD Anatomy and Cell Biology

26.0503 Medical Microbiology and Bacteriology

PhD Microbiology and Immunology

26.0901 Physiology, General

PhD Physiology

26.0908 Exercise Physiology

BA Exercise and Sport Science

BS Exercise Physiology

26.0999 Physiology, Pathology, and Related Sciences, Other

PhD Bioenergetics

26.9999 Biological and Biomedical Sciences, Other

PhD Interdisciplinary Biological Sciences

Mathematics and Statistics**27.0101 Mathematics, General**

BA Mathematics

MA Mathematics

Multi/Interdisciplinary Studies**30.9999 Multi-/Interdisciplinary Studies, Other**

MA Maritime Studies

PhD Coastal Resources Management

Parks, Recreation, Leisure and Fitness Studies**31.0301 Parks, Recreation and Leisure Facilities Management**

BS Management of Recreation Facilities and Services

MS Recreation and Leisure Facilities and Services Administration

31.0505 Kinesiology and Exercise Science

MA Exercise and Sport Science

EAST CAROLINA UNIVERSITY

Discipline Division, CIP Code, CIP Discipline Degree Abbreviation and Degree Program Title	Discipline Division, CIP Code, CIP Discipline Degree Abbreviation and Degree Program Title
31.0599 Health and Physical Education/Fitness, Other	45.1001 Political Science and Government, General
BS Physical Activity and Fitness	BA Political Science
Philosophy and Religious Studies	BS Political Science
38.0101 Philosophy	45.1101 Sociology
BA Philosophy	BA Sociology
Physical Sciences	BS Applied Sociology
40.0501 Chemistry, General	MA Sociology
BA Chemistry	Visual and Performing Arts
BS Chemistry	50.0301 Dance, General
MS Chemistry	BFA Dance
40.0601 Geology/Earth Science, General	50.0408 Interior Design
BS Geology	BS Interior Design
MS Geology	50.0501 Drama and Dramatics/Theatre Arts, General
40.0801 Physics, General	BA Theatre Arts
BA Physics	BFA Theatre Arts
BS Physics	50.0701 Art/Art Studies, General
BSAP Applied Physics	BA Art
MS Physics	50.0702 Fine/Studio Arts, General
Psychology	BFA Art
42.0101 Psychology, General	MFA Art
BA Psychology	50.0703 Art History, Criticism and Conservation
MA Psychology, General-Theoretic	BA Art History and Appreciation
42.0201 Clinical Psychology	50.0903 Music Performance, General
MA Clinical Psychology	BM Performance
42.1701 School Psychology	MM Performance
CAS School Psychology (Level II)	50.0904 Music Theory and Composition
MA School Psychology	BM Theory-Composition
Security and Protective Services	MM Theory-Composition
43.0104 Criminal Justice/Safety Studies	Health Professions and Related Clinical Sciences
BS Criminal Justice	51.0204 Audiology/Audiologist and Speech-Language Pathology/Pathologist
MS Criminal Justice	BS Speech and Hearing Sciences
Public Administration and Social Service Professions	MS Speech, Language, and Auditory Pathology
44.0401 Public Administration	PhD Communication Sciences and Disorders
MPA Public Administration	51.0701 Health/Health Care Administration/Management
44.0701 Social Work	BS Health Services Management
BSW Social Work	51.0706 Health Information/Medical Records Administration/Administrator
MSW Social Work	BS Health Information Management
Social Sciences	51.0912 Physician Assistant
45.0201 Anthropology	BS Physician Assistant
BA Anthropology	MS Physician Assistant
MA Anthropology	51.0913 Athletic Training/Trainer
45.0601 Economics, General	BS Athletic Training
BA Economics	51.1005 Clinical Laboratory Science/Medical Technology/Technologist
BS Economics	BS Clinical Laboratory Science
45.0602 Applied Economics	51.1201 Medicine (MD)
MS Applied and Resource Economics	MD Medicine
45.0701 Geography	51.1501 Substance Abuse/Addiction Counseling
BA Geography	MS Substance Abuse and Clinical Counseling
BS Applied Geography	
MA Geography	

EAST CAROLINA UNIVERSITY

Discipline Division, CIP Code, CIP Discipline Degree Abbreviation and Degree Program Title	Discipline Division, CIP Code, CIP Discipline Degree Abbreviation and Degree Program Title
51.1505 Marriage and Family Therapy/Counseling	52.0407 Business/Office Automation/Technology/Data Entry
MS Marriage and Family Therapy	BSBE Information Technologies
PhD Medical Family Therapy	52.0801 Finance, General
51.1601 Nursing - Registered Nurse Training (RN, ASN, BSN, MSN)	BSBA Finance
BSN Nursing	52.0904 Hotel/Motel Administration/Management
51.1608 Nursing Science (MS, PhD)	BS Hospitality Management
PhD Nursing	52.1201 Management Information Systems, General
51.1699 Nursing, Other	BSBA Decision Science
MSN Nursing	52.1401 Marketing/Marketing Management, General
51.2003 Pharmaceuticals and Drug Design (MS, PhD)	BSBA Marketing
PhD Pharmacology	History
51.2201 Public Health, General (MPH, DPH)	54.0101 History, General
MPH Master of Public Health	BA History
51.2202 Environmental Health	MA History
BS Environmental Health	54.0105 Public/Applied History and Archival Administration
MSEH Environmental Health	BS Public History
51.2206 Occupational Health and Industrial Hygiene	
MS Occupational Safety	
51.2207 Public Health Education and Promotion	
BS Health Education and Promotion	
MA Health Education	
51.2305 Music Therapy/Therapist	
BM Music Therapy	
MM Music Therapy	
51.2306 Occupational Therapy/Therapist	
BSOT Occupational Therapy	
MSOT Occupational Therapy	
51.2308 Physical Therapy/Therapist	
MPT Physical Therapy	
51.2309 Therapeutic Recreation/Recreational Therapy	
BS Recreational Therapy	
MS Recreational Therapy Administration	
51.2310 Vocational Rehabilitation Counseling/Counselor	
BS Rehabilitation Services	
MS Rehabilitation Counseling	
MS Vocational Evaluation	
PhD Rehabilitation Counseling and Administration	
51.3101 Dietetics/Dietician (RD)	
BS Nutrition and Dietetics	
Business, Management, Marketing, and Related Support Services	
52.0201 Business Administration and Management, General	
BSBA Management	
MBA Business Administration	
52.0301 Accounting	
BSA Accounting	
MSA Accounting	
52.0305 Accounting and Business/Management	
BSBA Management Accounting	

ELIZABETH CITY STATE UNIVERSITY

Discipline Division, CIP Code, CIP Discipline Degree Abbreviation and Degree Program Title	Discipline Division, CIP Code, CIP Discipline Degree Abbreviation and Degree Program Title
Communication, Journalism, and Related Programs	Physical Sciences
09.0101 Communication Studies/Speech Communication and Rhetoric	40.0501 Chemistry, General
BA Communication Studies	BS Chemistry
Computer and Information Sciences and Support Services	40.0601 Geology/Earth Science, General
11.0701 Computer Science	BS Geology
BS Computer and Information Science	40.0607 Oceanography, Chemical and Physical
Education	BS Marine Environmental Science
13.1006 Education/Teaching of Individuals with Mental Retardation	40.0801 Physics, General
BSEd Special Education: Mental Retardation	BS Physics, General
13.1011 Education/Teaching of Individuals with Specific Learning Disabilities	Psychology
BSEd Special Education: Learning Disabilities	42.0101 Psychology, General
13.1202 Elementary Education and Teaching	BS Psychology
BSEd Elementary Education (K-6)	Security and Protective Services
MEd Elementary Education	43.0104 Criminal Justice/Safety Studies
13.1203 Junior High/Intermediate/Middle School Education and Teaching	BS Criminal Justice
BSEd Middle Grades Education	Public Administration and Social Service Professions
13.1302 Art Teacher Education	44.0701 Social Work
BA Art Education	BSW Social Work Curriculum
13.1305 English/Language Arts Teacher Education	Social Sciences
BS English, Secondary Education	45.1001 Political Science and Government, General
13.1311 Mathematics Teacher Education	BA Political Science
BS Mathematics, Secondary Education	45.1101 Sociology
13.1314 Physical Education Teaching and Coaching	BA Social Work Curriculum
BS Physical Education	BA Sociology
13.1322 Biology Teacher Education	Transportation and Materials Moving
BS Biology Education	49.0101 Aeronautics/Aviation/Aerospace Science and Technology, General
13.1323 Chemistry Teacher Education	BS Aviation Science
BS Chemistry, Secondary Education	Visual and Performing Arts
13.1328 History Teacher Education	50.0702 Fine/Studio Arts, General
BA History, Secondary Education	BA Art (Studio)
Engineering Technologies/Technicians	50.0901 Music, General
15.0612 Industrial Technology/Technician	BA Music
BS Industrial Technology	50.0909 Music Management and Merchandising
English Language and Literature/Letters	BS Music Industry Studies
23.0101 English Language and Literature, General	Business, Management, Marketing, and Related Support Services
BA English	52.0201 Business Administration and Management, General
Biological and Biomedical Sciences	BS Business Administration
26.0101 Biology/Biological Sciences, General	52.0301 Accounting
BS Biology	BS Accounting
BS Pharmaceutical Sciences	History
MS Biology	54.0101 History, General
Mathematics and Statistics	BA History
27.0101 Mathematics, General	
BS Mathematics	
MS Mathematics	

FAYETTEVILLE STATE UNIVERSITY

Discipline Division, CIP Code, CIP Discipline
Degree Abbreviation and Degree Program Title

Discipline Division, CIP Code, CIP Discipline
Degree Abbreviation and Degree Program Title

Computer and Information Sciences and Support Services**11.0701 Computer Science**

BS Computer Science

Education**13.0401 Educational Leadership and Administration, General**

EdD Educational Leadership

MSA School Administration

13.1202 Elementary Education and Teaching

BS Elementary Education (K-6)

13.1203 Junior High/Intermediate/Middle School Education and Teaching

BS Middle Grades (6-9)

13.1210 Early Childhood Education and Teaching

BS Birth-Kindergarten

13.1299 Teacher Education & Professional Development, Specific Levels & Methods, Other

MEd Master of Education

13.1303 Business Teacher Education

BS Business Education, Secondary

13.1305 English/Language Arts Teacher Education

BS English Language and Literature, Secondary Education

13.1307 Health Teacher Education

BS Health Education (K-12)

13.1310 Sales and Marketing Operations/Marketing and Distribution Teacher Ed.

BS Marketing Education for Teachers

13.1311 Mathematics Teacher Education

BS Mathematics, Secondary Education

13.1312 Music Teacher Education

BS Music Education (K-12)

13.1314 Physical Education Teaching and Coaching

BS Physical Education (K-12)

13.1317 Social Science Teacher Education

BS Social Sciences, Secondary Education

13.1322 Biology Teacher Education

BS Biology, Secondary Education

13.1330 Spanish Language Teacher Education

BS Spanish Education (K-12)

Foreign Languages, Literatures, and Linguistics**16.0905 Spanish Language and Literature**

BA Spanish

English Language and Literature/Letters**23.0101 English Language and Literature, General**

BA English, Language and Literature

MA English

Biological and Biomedical Sciences**26.0101 Biology/Biological Sciences, General**

BS Biology

MS Biology

Mathematics and Statistics**27.0101 Mathematics, General**

BS Mathematics

MS Mathematics

Physical Sciences**40.0501 Chemistry, General**

BA Chemistry

BS Chemistry

Psychology**42.0101 Psychology, General**

BS Psychology

MA Psychology

Security and Protective Services**43.0104 Criminal Justice/Safety Studies**

BS Criminal Justice

Public Administration and Social Service Professions**44.0701 Social Work**

MSW Social Work

Social Sciences**45.0701 Geography**

BA Geography

45.1001 Political Science and Government, General

BA Political Science

MA Political Science

45.1101 Sociology

BA Sociology

MA Sociology

Visual and Performing Arts**50.0599 Dramatic/Theatre Arts and Stagecraft, Other**

BA Speech and Theatre

50.0701 Art/Art Studies, General

BA Visual Arts

50.0901 Music, General

BA General Music

Health Professions and Related Clinical Sciences**51.1601 Nursing - Registered Nurse Training (RN, ASN, BSN, MSN)**

BSN Nursing (RN/BSN) (Jt. Program with UNC-Pembroke)

Business, Management, Marketing, and Related Support Services**52.0201 Business Administration and Management, General**

BS Business Administration

MBA Business Administration

52.0301 Accounting

BS Accounting

52.0601 Business/Managerial Economics

BS Managerial Economics

52.0801 Finance, General

BS Banking and Finance

FAYETTEVILLE STATE UNIVERSITY

Discipline Division, CIP Code, CIP Discipline
Degree Abbreviation and Degree Program Title

Discipline Division, CIP Code, CIP Discipline
Degree Abbreviation and Degree Program Title

History

54.0101 *History, General*

BA History

MA History

NORTH CAROLINA A&T STATE UNIVERSITY

Discipline Division, CIP Code, CIP Discipline Degree Abbreviation and Degree Program Title	Discipline Division, CIP Code, CIP Discipline Degree Abbreviation and Degree Program Title
Agriculture, Agriculture Operations, and Related Sciences	
01.0000 Agriculture, General	
BS	Agricultural Science, Natural Resources
BS	Earth and Environmental Sciences
01.0103 Agricultural Economics	
BS	Agricultural Economics
MS	Agricultural Economics
01.0901 Animal Sciences, General	
BS	Animal Science
01.0903 Animal Health	
MS	Animal Health Science
01.0999 Animal Sciences, Other	
BS	Laboratory Animal Science
01.1102 Agronomy and Crop Science	
MS	Plant, Soil and Environmental Science
Architecture and Related Services	
04.0601 Landscape Architecture (BS, BSLA, BLA, MSLA, MLA, PhD)	
BS	Landscape Architecture
Communication, Journalism, and Related Programs	
09.0102 Mass Communication/Media Studies	
BS	Journalism and Mass Communication
Computer and Information Sciences and Support Services	
11.0701 Computer Science	
BS	Computer Science
MS	Computer Science
Education	
13.0409 Secondary School Administration/Principalship	
MSA	School Administration
13.0501 Educational/Instructional Media Design	
MS	Instructional Technology
13.1001 Special Education and Teaching, General	
BS	Special Education
13.1101 Counselor Education/School Counseling and Guidance Services	
MS	Counselor Education
13.1102 College Student Counseling and Personnel Services	
MS	Adult Education
MS	Human Resources
13.1202 Elementary Education and Teaching	
BS	Elementary Education
MAEd	Elementary Education
13.1203 Junior High/Intermediate/Middle School Education and Teaching	
MS	Middle Grades Education
13.1209 Kindergarten/Preschool Education and Teaching	
BS	Child Development: Early Ed & Family Studies (B-K) (Teaching)
13.1301 Agricultural Teacher Education	
BS	Agricultural Education
MS	Agricultural Education
13.1302 Art Teacher Education	
BS	Visual Arts, Art Education
13.1303 Business Teacher Education	
BS	Business Education
13.1305 English/Language Arts Teacher Education	
BS	English, Secondary Education
MS	English Education
13.1308 Family and Consumer Sciences/Home Economics Teacher Education	
BS	Family and Consumer Science Education
13.1309 Technology Teacher Education/Industrial Arts Teacher Education	
BS	Technology Education
MS	Technology Education
13.1311 Mathematics Teacher Education	
BS	Mathematics, Secondary Education
MS	Mathematics Education
13.1312 Music Teacher Education	
BS	Music Education
13.1314 Physical Education Teaching and Coaching	
BS	Health and Physical Education (Teaching)
MS	Physical Education
13.1322 Biology Teacher Education	
BS	Biology, Secondary Education
MS	Biology Education
13.1323 Chemistry Teacher Education	
BS	Chemistry, Secondary Education
MS	Chemistry, Secondary Education
13.1325 French Language Teacher Education	
BS	Romance Languages and Literatures, French Secondary Education
13.1328 History Teacher Education	
BS	History, Secondary Education
MS	History Education
13.1329 Physics Teacher Education	
BS	Physics, Secondary Education
13.1330 Spanish Language Teacher Education	
BS	Romance Languages and Literatures, Spanish Secondary Education
Engineering	
14.0301 Agricultural/Biological Engineering and Bioengineering	
BS	Bioenvironmental Engineering
14.0401 Architectural Engineering	
BS	Architectural Engineering
14.0701 Chemical Engineering	
BS	Chemical Engineering
MS	Chemical Engineering
14.0801 Civil Engineering, General	
BS	Civil Engineering
MS	Civil Engineering

NORTH CAROLINA A&T STATE UNIVERSITY

 Discipline Division, CIP Code, CIP Discipline
 Degree Abbreviation and Degree Program Title

 Discipline Division, CIP Code, CIP Discipline
 Degree Abbreviation and Degree Program Title

14.1001 Electrical, Electronics and Communications Engineering

BS Electrical Engineering
 MS Electrical Engineering
 PhD Electrical Engineering

14.1201 Engineering Physics

BS Engineering Physics

14.1901 Mechanical Engineering

BS Mechanical Engineering
 MS Mechanical Engineering
 PhD Mechanical Engineering

14.3501 Industrial Engineering

BS Industrial Engineering
 MS Industrial Engineering
 PhD Industrial Engineering

Engineering Technologies/Technicians**15.0303 Electrical, Electronic and Communications Engineering Technology/Technician**

BS Electronics Technology

15.0612 Industrial Technology/Technician

BS Manufacturing Systems
 MSIT Industrial Technology

15.9999 Engineering Technologies/Technicians, Other

BS Construction Management

Foreign Languages, Literatures, and Linguistics**16.0999 Romance Languages, Literatures, and Linguistics, Other**

BA Romance Languages and Literatures, French
 BA Romance Languages and Literatures, Spanish

Family and Consumer Sciences/Human Sciences**19.0101 Family and Consumer Sciences/Human Sciences, General**

BS Family and Consumer Science

19.0501 Foods, Nutrition, and Wellness Studies, General

BS Food and Nutritional Sciences
 MS Food and Nutritional Sciences

19.0706 Child Development

BS Child Development

English Language and Literature/Letters**23.0101 English Language and Literature, General**

BA English

23.1001 Speech and Rhetorical Studies

BA Speech

23.9999 English Language and Literature/Letters, Other

MA English and African American Literature

Liberal Arts and Sciences, General Studies, and Humanities**24.0101 Liberal Arts and Sciences/Liberal Studies**

BA Liberal Studies

Biological and Biomedical Sciences**26.0101 Biology/Biological Sciences, General**

BS Biology
 MS Biology

Mathematics and Statistics**27.0101 Mathematics, General**

BS Mathematics

27.0301 Applied Mathematics

BS Applied Mathematics
 MS Applied Mathematics

Parks, Recreation, Leisure and Fitness Studies**31.0301 Parks, Recreation and Leisure Facilities Management**

BS Recreation Administration

31.0501 Health and Physical Education, General

BS Health and Physical Education

Physical Sciences**40.0501 Chemistry, General**

BS Chemistry
 MS Chemistry

40.0801 Physics, General

BS Physics
 MS Physics

Psychology**42.0101 Psychology, General**

BA Psychology

Security and Protective Services**43.0104 Criminal Justice/Safety Studies**

BS Criminal Justice

Public Administration and Social Service Professions**44.0701 Social Work**

BSW Social Work
 MSW Social Work (Jt. with UNC-G)

Social Sciences**45.0601 Economics, General**

BS Economics

45.1001 Political Science and Government, General

BA Political Science

45.1101 Sociology

BA Sociology

Visual and Performing Arts**50.0409 Graphic Design**

BS Graphic Communication Systems

50.0501 Drama and Dramatics/Theatre Arts, General

BFA Professional Theatre

50.0701 Art/Art Studies, General

BA Visual Arts, Design

50.0901 Music, General

BA Music

NORTH CAROLINA A&T STATE UNIVERSITY

 Discipline Division, CIP Code, CIP Discipline
 Degree Abbreviation and Degree Program Title

 Discipline Division, CIP Code, CIP Discipline
 Degree Abbreviation and Degree Program Title

Health Professions and Related Clinical Sciences**51.1601 Nursing - Registered Nurse Training (RN, ASN, BSN, MSN)**

BSN Nursing

51.2206 Occupational Health and Industrial Hygiene

BS Occupational Safety and Health

Business, Management, Marketing, and Related Support Services**52.0201 Business Administration and Management, General**

BS Business Administration

BS Management

MS Management

52.0209 Transportation/Transportation Management

BS Transportation

52.0301 Accounting

BS Accounting

52.0801 Finance, General

BS Finance

52.1401 Marketing/Marketing Management, General

BS Marketing

History**54.0101 History, General**

BA History

NORTH CAROLINA CENTRAL UNIVERSITY

Discipline Division, CIP Code, CIP Discipline Degree Abbreviation and Degree Program Title	Discipline Division, CIP Code, CIP Discipline Degree Abbreviation and Degree Program Title
Natural Resources and Conservation	13.1302 Art Teacher Education
03.0104 Environmental Science	BA Art Education
BS Environmental Sciences	13.1305 English/Language Arts Teacher Education
Communication, Journalism, and Related Programs	BA English, Secondary Education
09.0102 Mass Communication/Media Studies	MA English, Secondary Education
BA Mass Communications	13.1307 Health Teacher Education
Computer and Information Sciences and Support Services	BS Health Education
11.0401 Information Science/Studies	13.1308 Family and Consumer Sciences/Home Economics Teacher Education
BS Computer Information Systems	BS Family and Consumer Sciences Education
MIS Information Sciences	MS Family and Consumer Sciences Education
11.0701 Computer Science	13.1311 Mathematics Teacher Education
BS Computer Sciences	BS Mathematics, Secondary Education
Education	MS Mathematics, Secondary Education
13.0301 Curriculum and Instruction	13.1312 Music Teacher Education
MEd Curriculum and Instruction (Elementary and Middle Grades)	BA Music Education
13.0409 Secondary School Administration/Principalship	13.1314 Physical Education Teaching and Coaching
MSA School Administration	BS Physical Education
13.0501 Educational/Instructional Media Design	MS Physical Education (K-12)
MA Educational Technology	13.1322 Biology Teacher Education
13.1001 Special Education and Teaching, General	BS Biology, Secondary Education
MAT Master of Arts in Teaching in Special Education	MS Biology, Secondary Education
13.1005 Education/Teaching of Individuals with Emotional Disturbances	13.1323 Chemistry Teacher Education
MEd Special Education, Emotionally Handicapped	BS Chemistry, Secondary Education
13.1006 Education/Teaching of Individuals with Mental Retardation	MS Chemistry, Secondary Education
MEd Special Education, Mentally Handicapped	13.1324 Drama and Dance Teacher Education
13.1009 Education/Teaching of Individuals with Vision Impairments, Including Blindness	BA Theatre Arts Education, K-12
MEd Special Education, Blind and Visually Handicapped	13.1325 French Language Teacher Education
13.1011 Education/Teaching of Individuals with Specific Learning Disabilities	BA French, Secondary Education
MEd Special Education, Learning Disabilities	13.1328 History Teacher Education
13.1101 Counselor Education/School Counseling and Guidance Services	BA History, Secondary Education
MA School Counseling	MA History, Secondary Education
13.1102 College Student Counseling and Personnel Services	13.1329 Physics Teacher Education
MA Agency Counseling	BS Physics, Secondary Education
MA Career Counseling and Placement	13.1330 Spanish Language Teacher Education
13.1202 Elementary Education and Teaching	BA Spanish, Secondary Education
BA Elementary Education (K-6)	Foreign Languages, Literatures, and Linguistics
MEd Elementary Education (K-6)	16.0901 French Language and Literature
13.1203 Junior High/Intermediate/Middle School Education and Teaching	BA French
BA Middle Grades Education (6-9)	16.0905 Spanish Language and Literature
MEd Middle Grades (6-9)	BA Spanish
13.1209 Kindergarten/Preschool Education and Teaching	Family and Consumer Sciences/Human Sciences
BS Early Childhood Ed B-K Licensure	19.0101 Family and Consumer Sciences/Human Sciences, General
	BS Family and Consumer Sciences
	MS Family and Consumer Sciences
	Legal Professions and Studies
	22.0101 Law (LL.B., J.D.)
	JD Law
	LLB Law

NORTH CAROLINA CENTRAL UNIVERSITY

Discipline Division, CIP Code, CIP Discipline
Degree Abbreviation and Degree Program Title

Discipline Division, CIP Code, CIP Discipline
Degree Abbreviation and Degree Program Title

English Language and Literature/Letters**23.0101 English Language and Literature, General**

BA English

MA English

Library Science**25.0101 Library Science/Librarianship**

MLS Library Science

Biological and Biomedical Sciences**26.0101 Biology/Biological Sciences, General**

BS Biology

MS Biology

Mathematics and Statistics**27.0101 Mathematics, General**

BS Mathematics

MS Mathematics

Parks, Recreation, Leisure and Fitness Studies**31.0301 Parks, Recreation and Leisure Facilities Management**

BS Recreation Administration

MS Recreation Administration

31.0501 Health and Physical Education, General

BS Physical Education, General

MS Physical Education

Physical Sciences**40.0501 Chemistry, General**

BS Chemistry

MS Chemistry

40.0601 Geology/Earth Science, General

MS Earth Sciences

40.0801 Physics, General

BS Physics

Psychology**42.0101 Psychology, General**

BA Psychology

MA Psychology

Security and Protective Services**43.0103 Criminal Justice/Law Enforcement Administration**

MS Law Enforcement and Corrections

43.0104 Criminal Justice/Safety Studies

BS Criminal Justice

Public Administration and Social Service Professions**44.0401 Public Administration**

MPA Public Administration

44.0701 Social Work

BSW Social Work

Social Sciences**45.0701 Geography**

BS Geography

45.1001 Political Science and Government, General

BA Political Science

45.1101 Sociology

BA Sociology

MA Sociology

Visual and Performing Arts**50.0501 Drama and Dramatics/Theatre Arts, General**

BA Theatre

50.0701 Art/Art Studies, General

BA Art

50.0901 Music, General

BA Music

50.0910 Jazz/Jazz Studies

BM Jazz

Health Professions and Related Clinical Sciences**51.0201 Communication Disorders, General**

MEd Communication Disorders

51.0913 Athletic Training/Trainer

BS Athletic Training

51.1601 Nursing - Registered Nurse Training (RN, ASN, BSN, MSN)

BSN Nursing

51.2207 Public Health Education and Promotion

BS Community Health Education

51.2309 Therapeutic Recreation/Recreational Therapy

MS Adapted Physical Education

Business, Management, Marketing, and Related Support Services**52.0201 Business Administration and Management, General**

BBA Business Administration

MBA Business Administration

52.0301 Accounting

BBA Accounting

52.0901 Hospitality Administration/Management, General

BS Hospitality and Tourism Administration

History**54.0101 History, General**

BA History

MA History

NORTH CAROLINA SCHOOL OF THE ARTS

 Discipline Division, CIP Code, CIP Discipline
 Degree Abbreviation and Degree Program Title

 Discipline Division, CIP Code, CIP Discipline
 Degree Abbreviation and Degree Program Title
Visual and Performing Arts**50.0101 *Visual and Performing Arts, General***

4D Four-year College Diploma in Fine Arts

50.0301 *Dance, General*

BFA Dance

50.0501 *Drama and Dramatics/Theatre Arts, General*

BFA Drama

50.0502 *Technical Theatre/Theatre Design and Technology*

BFA Design and Production

MFA Design and Production

50.0602 *Cinematography and Film/Video Production*

BFA Filmmaking

50.0699 *Film/Video and Photographic Arts, Other*

MFA Film Music Composition

50.0903 *Music Performance, General*

BM Music

MM Music

NORTH CAROLINA STATE UNIVERSITY

Discipline Division, CIP Code, CIP Discipline
Degree Abbreviation and Degree Program Title

Discipline Division, CIP Code, CIP Discipline
Degree Abbreviation and Degree Program Title

Agriculture, Agriculture Operations, and Related Sciences**01.0000 Agriculture, General**

AAS General Agriculture

01.0101 Agricultural Business and Management, General

AAS Agribusiness Management

01.0102 Agribusiness/Agricultural Business Operations

BS Agricultural Business Management

01.0103 Agricultural Economics

M Agricultural and Resource Economics

MS Agricultural and Resource Economics

01.0302 Animal/Livestock Husbandry and Production

AAS Livestock Management and Technology

01.0304 Crop Production

AAS Field Crops Technology

01.0401 Agricultural and Food Products Processing

AAS Food Processing and Distribution

01.0605 Landscaping and Groundskeeping

AAS Ornamentals and Landscape Technology

01.0607 Turf and Turfgrass Management

AAS Turfgrass Management

01.0801 Agricultural and Extension Education Services

BS Agricultural Extension

M Agricultural Extension

MS Agricultural Extension

01.0901 Animal Sciences, General

BS Animal Science

M Animal Science

MS Animal Science

PhD Animal Science and Poultry Science

01.0907 Poultry Science

BS Poultry Science

M Poultry Science

MS Poultry Science

01.1001 Food Science

BS Food Science

M Food Science

MS Food Science

PhD Food Science

01.1102 Agronomy and Crop Science

BS Agronomy

M Crop Science

MS Crop Science

PhD Crop Science

01.1103 Horticultural Science

BS Horticultural Science

M Horticultural Science

MS Horticultural Science

PhD Horticultural Science

01.1105 Plant Protection and Integrated Pest Management

AAS Agricultural Pest Control

01.1201 Soil Science and Agronomy, General

M Soil Science

MS Soil Science

PhD Soil Science

Natural Resources and Conservation**03.0101 Natural Resources/Conservation, General**

BS Fisheries and Wildlife Sciences

M Fisheries and Wildlife Sciences

MS Fisheries and Wildlife Sciences

03.0104 Environmental Science

BS Environmental Sciences

03.0201 Natural Resources Management and Policy

BS Natural Resources

M Natural Resources

MS Natural Resources

03.0501 Forestry, General

M Forestry

MS Forestry

PhD Forestry

03.0506 Forest Management/ Forest Resources Management

BS Forest Management

03.0509 Wood Science and Wood Products/Pulp and Paper Technology

BS Paper Science and Engineering

BS Wood Products

M Wood and Paper Science

MS Wood and Paper Science

PhD Wood and Paper Science

Architecture and Related Services**04.0201 Architecture (BArch, BA/BS, March, MA/MS, PhD)**

BArch Architecture (5-Year)

MArch Architecture

04.0401 Environmental Design/Architecture

BEDA Environmental Design in Architecture

PhD Design

04.0601 Landscape Architecture (BS, BSLA, BLA, MSLA, MLA, PhD)

BLA Landscape Architecture

MLA Landscape Architecture

Communication, Journalism, and Related Programs**09.0101 Communication Studies/Speech Communication and Rhetoric**

BA Communication

09.0901 Organizational Communication, General

MS Communication

NORTH CAROLINA STATE UNIVERSITY

Discipline Division, CIP Code, CIP Discipline Degree Abbreviation and Degree Program Title	Discipline Division, CIP Code, CIP Discipline Degree Abbreviation and Degree Program Title
Computer and Information Sciences and Support Services	
11.0701 Computer Science	13.1011 Education/Teaching of Individuals with Specific Learning Disabilities
BS Computer Science	MEd Special Education, Learning Disabilities
M Computer Science	MS Special Education, Learning Disabilities
MS Computer Science	13.1101 Counselor Education/School Counseling and Guidance Services
PhD Computer Science	MEd Counselor Education
11.0901 Computer Systems Networking and Telecommunications	MS Counselor Education
MS Computer Networking	PhD Counselor Education
Education	13.1102 College Student Counseling and Personnel Services
13.0101 Education, General	MEd Agency Counseling
BS Education, General Studies	MEd Counselor Education, Student Personnel in Higher Education
13.0301 Curriculum and Instruction	MS Agency Counseling
MEd Curriculum and Instruction	MS Counselor Education, Student Personnel in Higher Education
MS Curriculum and Instruction	13.1202 Elementary Education and Teaching
PhD Curriculum and Instruction	MEd Curriculum and Instruction, Elementary Education
13.0401 Educational Leadership and Administration, General	MS Curriculum and Instruction, Elementary Education
EdD Educational Leadership	13.1203 Junior High/Intermediate/Middle School Education and Teaching
MSA School Administration	BS Middle Grades Education
13.0403 Adult and Continuing Education Administration	MEd Middle Grades Education
EdD Adult and Community College Education	MS Middle Grades Education
MEd Adult and Community College Education	13.1301 Agricultural Teacher Education
MEd Training and Development	BS Agricultural Education
MS Adult and Community College Education	M Agricultural Education
MS Training and Development	MS Agricultural Education
13.0406 Higher Education/Higher Education Administration	13.1305 English/Language Arts Teacher Education
EdD Higher Education Administration	BA English, Teacher Education
MEd Higher Education Administration	MA Literature, English and American, Teacher Education
MS Higher Education Administration	MEd Curriculum and Instruction, English Education
13.0501 Educational/Instructional Media Design	MS Curriculum and Instruction, English Education
MEd Curriculum and Instruction, Instructional Technology Specialist-Computers	13.1309 Technology Teacher Education/Industrial Arts Teacher Education
MS Curriculum and Instruction, Instructional Technology Specialist-Computers	BS Technology Education
13.0601 Educational Evaluation and Research	EdD Technology Education
PhD Educational Research and Policy Analysis	MEd Technology Education
13.1001 Special Education and Teaching, General	MS Technology Education
MEd Special Education	13.1310 Sales and Marketing Operations/Marketing and Distribution Teacher Ed.
MS Special Education	BS Business and Marketing Education
13.1005 Education/Teaching of Individuals with Emotional	13.1311 Mathematics Teacher Education
MEd Special Education, Behavior Disorders	BS Mathematics Education
MS Special Education, Behavior Disorders	MEd Mathematics Education
13.1006 Education/Teaching of Individuals with Mental Retardation	MS Mathematics Education
MEd Special Education, Mental Retardation	PhD Mathematics Education
MS Special Education, Mental Retardation	13.1315 Reading Teacher Education
	MEd Curriculum and Instruction, Reading
	MS Curriculum and Instruction, Reading

NORTH CAROLINA STATE UNIVERSITY

Discipline Division, CIP Code, CIP Discipline Degree Abbreviation and Degree Program Title	Discipline Division, CIP Code, CIP Discipline Degree Abbreviation and Degree Program Title
13.1316 Science Teacher Education/General Science Teacher Education	14.0801 Civil Engineering, General
BS Science Education	BS Civil Engineering
MEd Science Education	M Civil Engineering
MS Science Education	MS Civil Engineering
PhD Science Education	PB Prof Civil Engineering
	PhD Civil Engineering
13.1317 Social Science Teacher Education	14.0901 Computer Engineering, General
MA Sociology, Teacher Education	BS Computer Engineering
13.1318 Social Studies Teacher Education	MS Computer Engineering
BA History: Social Studies Teacher Education	PhD Computer Engineering
BA Political Science: Social Studies Teacher Education	14.1001 Electrical, Electronics and Communications Engineering
BA Sociology: Social Studies Teacher Education	BS Electrical Engineering
MEd Curriculum and Instruction, Social Studies Education	M Electrical Engineering
MS Curriculum and Instruction, Social Studies Education	MS Electrical Engineering
13.1319 Technical Teacher Education	PB Prof Electrical Engineering
EdD Occupational Education	PhD Electrical Engineering
MEd Occupational Education	14.1401 Environmental/Environmental Health Engineering
MS Occupational Education	BS Environmental Engineering
13.1325 French Language Teacher Education	14.1801 Materials Engineering
BA French Language and Literature, Teacher Education	BS Materials Science and Engineering
13.1327 Health Occupations Teacher Education	M Materials Science and Engineering
BS Health Occupations Education	MS Materials Science and Engineering
13.1328 History Teacher Education	PB Materials Science and Engineering
MA History, Teacher Education	PhD Materials Science and Engineering
13.1330 Spanish Language Teacher Education	14.1901 Mechanical Engineering
BA Spanish Language and Literature, Teacher Education	BS Mechanical Engineering
Engineering	M Mechanical Engineering
14.0101 Engineering, General	MS Mechanical Engineering
BS Engineering	PB Prof Mechanical Engineering
M Engineering	PhD Mechanical Engineering
14.0201 Aerospace, Aeronautical and Astronautical Engineering	14.2301 Nuclear Engineering
BS Aerospace Engineering	BS Nuclear Engineering
MS Aerospace Engineering	M Nuclear Engineering
PB Prof Aerospace Engineering	MS Nuclear Engineering
PhD Aerospace Engineering	PB Prof Nuclear Engineering
14.030 Agricultural/Biological Engineering and Bioengineering	PhD Nuclear Engineering
BS Biological Engineering	14.2801 Textile Sciences and Engineering
M Biological and Agricultural Engineering	BS Textile and Apparel Management
MS Biological and Agricultural Engineering	BS Textile Chemistry
PhD Biological and Agricultural Engineering	BS Textile Engineering
14.0501 Biomedical/Medical Engineering	BS Textile Materials Science
BS Biomedical Engineering	BS Textile Technology
MS Biomedical Engineering (Jt. w/UNC-CH)	M Textiles
PhD Biomedical Engineering (Jt. w/UNC-CH)	MS Textile Chemistry
14.0701 Chemical Engineering	MS Textile Engineering
BS Chemical Engineering	MS Textiles
M Chemical Engineering	PhD Fiber and Polymer Science
MS Chemical Engineering	PhD Textile Technology and Management
PB Prof Chemical Engineering	14.3301 Construction Engineering
PhD Chemical Engineering	BS Construction Engineering and Management

NORTH CAROLINA STATE UNIVERSITY

Discipline Division, CIP Code, CIP Discipline Degree Abbreviation and Degree Program Title	Discipline Division, CIP Code, CIP Discipline Degree Abbreviation and Degree Program Title
14.3501 Industrial Engineering	26.0301 Botany/Plant Biology
BS Industrial Engineering	BS Botany
BS Industrial Engineering, Furniture Manufacturing	M Botany
M Industrial Engineering	MS Botany
MS Industrial Engineering	PhD Botany
PB Prof Industrial Engineering	26.0305 Plant Pathology/Phytopathology
PhD Industrial Engineering	M Plant Pathology
14.3601 Manufacturing Engineering	MS Plant Pathology
M Integrated Manufacturing Systems Engineering	PhD Plant Pathology
14.3701 Operations Research	26.0502 Microbiology, General
M Operations Research	BS Microbiology
MS Operations Research	M Microbiology
PhD Operations Research	MS Microbiology
14.9999 Engineering, Other	PhD Microbiology
BS Agricultural and Environmental Technology	26.0507 Immunology
Engineering Technologies/Technicians	M Immunology
15.0507 Environmental Engineering	MS Immunology
Technology/Environmental Technology	PhD Immunology
BS Environmental Technology	26.0701 Zoology/Animal Biology
Foreign Languages, Literatures, and Linguistics	BS Zoology
16.0901 French Language and Literature	M Zoology
BA French Language and Literature	MS Zoology
MA French Language and Literature	PhD Zoology
16.0905 Spanish Language and Literature	26.0702 Entomology
BA Spanish Language and Literature	M Entomology
MA Spanish Language and Literature	MS Entomology
English Language and Literature/Letters	PhD Entomology
23.0101 English Language and Literature, General	26.0801 Genetics, General
BA English	M Genetics
BS English	MS Genetics
MA Literature, English and American	PhD Genetics
23.0501 Creative Writing	26.0899 Genetics, Other
BA Creative Writing	M Functional Genomics
BS Creative Writing	MS Functional Genomics
MFA Creative Writing	PhD Functional Genomics
23.1101 Technical and Business Writing	26.0901 Physiology, General
MS Technical Communication	M Physiology
Liberal Arts and Sciences, General Studies, and Humanities	MS Physiology
24.0101 Liberal Arts and Sciences/Liberal Studies	PhD Physiology
BA Multidisciplinary Studies	26.1004 Toxicology
BS Multidisciplinary Studies	M Toxicology
MA Liberal Studies	MS Toxicology
Biological and Biomedical Sciences	PhD Toxicology
26.0101 Biology/Biological Sciences, General	26.1101 Biometry/Biometrics
BS Biological Sciences	M Biomathematics
26.0202 Biochemistry	MS Biomathematics
BS Biochemistry	PhD Biomathematics
M Biochemistry	26.1103 Bioinformatics
MS Biochemistry	M Bioinformatics
PhD Biochemistry	PhD Bioinformatics
	26.1201 Biotechnology
	M Microbial Biotechnology

NORTH CAROLINA STATE UNIVERSITY

Discipline Division, CIP Code, CIP Discipline
Degree Abbreviation and Degree Program Title

Discipline Division, CIP Code, CIP Discipline
Degree Abbreviation and Degree Program Title

Mathematics and Statistics**27.0101 Mathematics, General**

BS Mathematics
MS Mathematics
PhD Mathematics

27.0301 Applied Mathematics

BS Applied Mathematics
MS Applied Mathematics
PhD Applied Mathematics

27.0501 Statistics, General

BS Statistics
M Statistics
MS Statistics
PhD Statistics

Multi/Interdisciplinary Studies**30.1501 Science, Technology and Society**

BA Science, Technology and Society
BS Science, Technology and Society

30.1901 Nutrition Sciences

M Nutrition
MS Nutrition
PhD Nutrition

30.9999 Multi-/Interdisciplinary Studies, Other

MS Financial Mathematics

Parks, Recreation, Leisure and Fitness Studies**31.0301 Parks, Recreation and Leisure Facilities Management**

BS Parks, Recreation, and Tourism Management
BS Professional Golf Management
M Parks, Recreation, and Tourism Management
MS Parks, Recreation, and Tourism Management
PhD Parks, Recreation, and Tourism Management

Philosophy and Religious Studies**38.0101 Philosophy**

BA Philosophy
BS Philosophy

38.0201 Religion/Religious Studies

BA Religious Studies

Physical Sciences**40.0401 Atmospheric Sciences and Meteorology, General**

BS Meteorology

40.0501 Chemistry, General

BA Chemistry
BS Chemistry
M Chemistry
MS Chemistry
PhD Chemistry

40.0601 Geology/Earth Science, General

BA Geology
BS Geology

40.0607 Oceanography, Chemical and Physical

BS Marine Science

40.0801 Physics, General

BA Physics
BS Physics
MS Physics
PhD Physics

40.9999 Physical Sciences, Other

MS Marine, Earth and Atmospheric Sciences
PhD Marine, Earth and Atmospheric Sciences

Psychology**42.0101 Psychology, General**

BA Psychology
MS Psychology
PhD Psychology

42.1701 School Psychology

MS School Psychology
PhD School Psychology

Public Administration and Social Service Professions**44.0401 Public Administration**

MPA Public Administration
PhD Public Administration

44.0701 Social Work

BSW Social Work

Social Sciences**45.0201 Anthropology**

BA Anthropology

45.0401 Criminology

BA Criminology
BS Criminology

45.0601 Economics, General

BA Economics
BS Economics
M Economics
MA Economics
PhD Economics

45.0901 International Relations and Affairs

M International Studies

45.1001 Political Science and Government, General

BA Political Science
BS Political Science

45.1101 Sociology

BA Sociology
BS Applied Sociology
M Sociology
MS Sociology
PhD Sociology

Visual and Performing Arts**50.0401 Design and Visual Communications, General**

B Art and Design
M Art and Design

NORTH CAROLINA STATE UNIVERSITY

 Discipline Division, CIP Code, CIP Discipline
 Degree Abbreviation and Degree Program Title

 Discipline Division, CIP Code, CIP Discipline
 Degree Abbreviation and Degree Program Title
50.0404 Industrial Design

B Industrial Design

M Industrial Design

50.0409 Graphic Design

B Graphic Design

M Graphic Design

50.0704 Arts Management

BA Arts Applications

Health Professions and Related Clinical Sciences**51.1005 Clinical Laboratory Science/Medical Technology/Technologist**

BS Medical Technology

51.2401 Veterinary Medicine (DVM)

DVM Veterinary Medicine

51.2501 Veterinary Sciences/Veterinary Clinical Sciences, General (Cert, MS, PhD)

M Specialized Veterinary Medicine

MS Comparative Biomedical Sciences

MTECH Master of Veterinary Public Health

PhD Comparative Biomedical Sciences

Business, Management, Marketing, and Related Support Services**52.0201 Business Administration and Management, General**

BS Business Management

MBA Business Administration

52.0301 Accounting

BS Accounting

BS Accounting and Information Systems

M Accounting

History**54.0101 History, General**

BA History

BS History

MA History

54.0105 Public/Applied History and Archival Administration

MA Public History

UNIVERSITY OF NORTH CAROLINA AT ASHEVILLE

 Discipline Division, CIP Code, CIP Discipline
 Degree Abbreviation and Degree Program Title

 Discipline Division, CIP Code, CIP Discipline
 Degree Abbreviation and Degree Program Title
Natural Resources and Conservation**03.0103 Environmental Studies**

BS Environmental Science/Studies

Communication, Journalism, and Related Programs**09.0102 Mass Communication/Media Studies**

BA Journalism and Mass Communication

Computer and Information Sciences and Support Services**11.0701 Computer Science**

BS Computer Science

11.0801 Web Page, Digital/Multimedia and Information Resources Design

BA Multimedia Arts and Sciences

Foreign Languages, Literatures, and Linguistics**16.0501 German Language and Literature**

BA German

BA German with Teacher Licensure

16.0901 French Language and Literature

BA French

BA French with Teacher Licensure

16.0905 Spanish Language and Literature

BA Spanish

BA Spanish with Teacher Licensure

16.1200 Classics and Classical Languages, Literatures, and Linguistics, General

BA Classics

BA Classics with Teacher Licensure

English Language and Literature/Letters**23.0101 English Language and Literature, General**

BA English

BA English with Teacher Licensure

Liberal Arts and Sciences, General Studies, and Humanities**24.0101 Liberal Arts and Sciences/Liberal Studies**

BA Interdisciplinary Studies

MA Liberal Studies

Biological and Biomedical Sciences**26.0101 Biology/Biological Sciences, General**

BS Biology

BS Biology with Teacher Licensure

Mathematics and Statistics**27.0101 Mathematics, General**

BA Mathematics

BA Mathematics with Teacher Licensure

Philosophy and Religious Studies**38.0101 Philosophy**

BA Philosophy

Physical Sciences**40.0401 Atmospheric Sciences and Meteorology, General**

BS Atmospheric Science and Meteorology

40.0501 Chemistry, General

BA Chemistry

BA Chemistry with Teacher Licensure

BS Chemistry

BS Chemistry with Teacher Licensure

40.0801 Physics, General

BS Physics

BS Physics with Teacher Licensure

Psychology**42.0101 Psychology, General**

BA Psychology

Social Sciences**45.0601 Economics, General**

BA Economics

BA Economics with Teacher Licensure in Social Studies

45.1001 Political Science and Government, General

BA Political Science

BA Political Science with Teacher Licensure in Social Studies

45.1101 Sociology

BA Sociology

BA Sociology with Teacher Licensure in Social Studies

Visual and Performing Arts**50.0501 Drama and Dramatics/Theatre Arts, General**

BA Drama

BA Drama with Teacher Licensure

50.0701 Art/Art Studies, General

BA Art

BA Art with Teacher Licensure

50.0702 Fine/Studio Arts, General

BFA Art

50.0901 Music, General

BA Music

50.0999 Music, Other

BS Music Technology

Business, Management, Marketing, and Related Support Services**52.0201 Business Administration and Management, General**

BS Management

52.0205 Operations Management and Supervision

BS Industrial and Engineering Management

52.0301 Accounting

BS Accounting

History**54.0101 History, General**

BA History

BA History with Teacher Licensure in Social Studies

UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

 Discipline Division, CIP Code, CIP Discipline
 Degree Abbreviation and Degree Program Title

 Discipline Division, CIP Code, CIP Discipline
 Degree Abbreviation and Degree Program Title
Natural Resources and Conservation**03.0103 Environmental Studies**

AB Environmental Sciences

03.0104 Environmental Science

BS Environmental Sciences

MPH Environmental Sciences and Engineering

MS Environmental Sciences and Engineering

MSEE Environmental Sciences and Engineering

MSPH Environmental Sciences and Engineering

PhD Environmental Sciences and Engineering

Architecture and Related Services**04.0301 City/Urban, Community and Regional Planning**

MRP City and Regional Planning

PhD City and Regional Planning

Area, Ethnic, Cultural, and Gender Studies**05.0102 American/United States Studies/Civilization**

AB American Studies

05.0103 Asian Studies/Civilization

AB Asian Studies

05.0107 Latin American Studies

AB Latin American Studies

05.0110 Russian Studies

AB Russian & East European Studies

MA Russian & East European Studies

05.0201 African-American/Black Studies

AB African and Afro-American Studies

05.0207 Women's Studies

AB Women's Studies

05.9999 Area, Ethnic, Cultural, and Gender Studies, Other

AB International Studies

Communication, Journalism, and Related Programs**09.0101 Communication Studies/Speech Communication and Rhetoric**

AB Communication Studies

MA Communication Studies

PhD Communication Studies

09.0102 Mass Communication/Media Studies

AB Journalism and Mass Communication

MA Mass Communication

PhD Mass Communication

Computer and Information Sciences and Support Services**11.0401 Information Science/Studies**

BSCpE Information Science

MSIS Information Science

11.0701 Computer Science

BS Computer Science

MS Computer Science

PhD Computer Science

Education**13.0101 Education, General**

MA Education

MEd Master's for Experienced Teachers

PhD Education

13.0301 Curriculum and Instruction

EdD Curriculum and Instruction

13.0401 Educational Leadership and Administration, General

EdD Educational Leadership

13.0409 Secondary School Administration/Principalship

MSA School Administration

13.1101 Counselor Education/School Counseling and Guidance Services

MEd Guidance and Counseling

13.1202 Elementary Education and Teaching

ABEd Elementary Education

13.1203 Junior High/Intermediate/Middle School Education and Teaching

ABEd Middle Grades Education

13.1209 Kindergarten/Preschool Education and Teaching

MEd Early Intervention (B-K Licensure)

13.1210 Early Childhood Education and Teaching

ABEd Child Development and Family Studies

13.1299 Teacher Education and Professional Development, Specific Levels & Methods, Other

MAT Master of Arts in Teaching

Biological and Biomedical Sciences**14.0501 Biomathematics and Bioinformatics, Other**

MS Biomedical Engineering (Jt. w/NCSU)

PhD Biomedical Engineering and Mathematics

PhD Biomedical Engineering (Jt. w/NCSU)

14.3101 Materials Science

MS Materials Science

PhD Materials Science

14.3701 Operations Research

MS Operations Research

PhD Operations Research

Foreign Languages, Literatures, and Linguistics**16.0102 Linguistics**

AB Linguistics

MA Linguistics

PhD Linguistics

16.0104 Comparative Literature

AB Comparative Literature

MA Comparative Literature

PhD Comparative Literature

16.0499 Slavic, Baltic, and Albanian Languages, Literatures, and Linguistics, Other

AB Slavic Languages

MA Slavic Languages

PhD Slavic Languages

UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

 Discipline Division, CIP Code, CIP Discipline
 Degree Abbreviation and Degree Program Title

 Discipline Division, CIP Code, CIP Discipline
 Degree Abbreviation and Degree Program Title
16.0501 German Language and Literature

AB German
 MA Germanic Languages
 PhD Germanic Languages

16.0999 Romance Languages, Literatures, and Linguistics, Other

AB Romance Languages, French
 AB Romance Languages, Italian
 AB Romance Languages, Portuguese
 AB Romance Languages, Spanish
 MA Romance Languages and Literatures, French Literature
 MA Romance Languages and Literatures, Italian Literature
 MA Romance Languages and Literatures, Portuguese (Luso-Brazilian) Literature
 MA Romance Languages and Literatures, Spanish Literature
 MA Romance Languages and Literatures, Spanish-American Literature
 PhD Romance Languages and Literatures
 PhD Romance Languages and Literatures, French Language and Literature
 PhD Romance Languages and Literatures, Italian Language and Literature
 PhD Romance Languages and Literatures, Portuguese (Luso-Brazilian) Language and Literature
 PhD Romance Languages and Literatures, Romance Philology
 PhD Romance Languages and Literatures, Spanish Language and Literature
 PhD Romance Languages and Literatures, Spanish-American Language and Literature

16.1200 Classics and Classical Languages, Literatures, and Linguistics, General

AB Classics
 MA Classics
 PhD Classics

Family and Consumer Sciences/Human Sciences**19.0501 Foods, Nutrition, and Wellness Studies, General**

BSPH Nutrition

Legal Professions and Studies**22.0101 Law (LL.B., J.D.)**

JD Law

English Language and Literature/Letters**23.0101 English Language and Literature, General**

AB English
 MA English
 PhD English

Liberal Arts and Sciences, General Studies, and Humanities**24.0101 Liberal Arts and Sciences/Liberal Studies**

AB Interdisciplinary Studies

Library Science**25.0101 Library Science/Librarianship**

MSLS Library Science
 PhD Information and Library Science

Biological and Biomedical Sciences**26.0101 Biology/Biological Sciences, General**

AB Biology
 BS Biology
 MA Biology
 MS Biology
 PhD Biology

26.0202 Biochemistry

MS Biochemistry and Biophysics
 PhD Biochemistry and Biophysics

26.0401 Cell/Cellular Biology and Histology

MS Cell Biology and Developmental Biology
 PhD Cell Biology and Anatomy

26.0503 Medical Microbiology and Bacteriology

MS Microbiology and Immunology
 PhD Microbiology and Immunology

26.0801 Genetics, General

MS Genetics and Molecular Biology
 PhD Genetics and Molecular Biology

26.0901 Physiology, General

MS Physiology
 PhD Physiology

26.0906 Neurobiology and Neurophysiology

PhD Neurobiology

26.0910 Pathology/Experimental Pathology

BS Human Biology
 MS Pathology
 PhD Pathology

26.1001 Pharmacology

MS Pharmacology
 PhD Pharmacology

26.1004 Toxicology

MS Toxicology
 PhD Toxicology

26.1102 Biostatistics

BSPH Biostatistics
 DrPH Biostatistics
 MPH Biostatistics
 MS Biostatistics
 MSPH Biostatistics
 PhD Biostatistics

26.1301 Ecology

MA Ecology
 MS Ecology
 PhD Ecology

UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

 Discipline Division, CIP Code, CIP Discipline
 Degree Abbreviation and Degree Program Title

 Discipline Division, CIP Code, CIP Discipline
 Degree Abbreviation and Degree Program Title
26.1309 Epidemiology
 DrPH Epidemiology
 MPH Epidemiology
 MSPH Epidemiology
 PhD Epidemiology
Mathematics and Statistics**27.0101 Mathematics, General**
 AB Mathematics
 BS Mathematics
 MA Mathematics
 PhD Mathematics
27.0301 Applied Mathematics

BS Mathematical Sciences

27.0501 Statistics, General
 MS Statistics
 PhD Statistics
Multi/Interdisciplinary Studies**30.0501 Peace Studies and Conflict Resolution**

AB Peace, War and Defense

30.1901 Nutrition Sciences
 DrPH Nutrition
 MPH Nutrition
 MS Nutrition
 PhD Nutrition
30.9999 Multi-/Interdisciplinary Studies, Other

MA Folklore

Parks, Recreation, Leisure and Fitness Studies**31.0301 Parks, Recreation and Leisure Facilities Management**
 AB Recreation Administration
 MSRA Recreation Administration
31.0501 Health and Physical Education, General
 AB Exercise, and Sport Science
 MA Exercise and Sport Science
Philosophy and Religious Studies**38.0101 Philosophy**
 AB Philosophy
 MA Philosophy
 PhD Philosophy
38.0201 Religion/Religious Studies
 AB Religious Studies
 MA Religious Studies
 PhD Religious Studies
Physical Sciences**40.0501 Chemistry, General**
 AB Chemistry
 BS Chemistry
 MA Chemistry
 MS Chemistry
 PhD Chemistry
40.0601 Geology/Earth Science, General
 AB Geological Sciences
 BS Geological Sciences
 MA Geological Sciences
 MS Geological Sciences
 PhD Geological Sciences
40.0607 Oceanography, Chemical and Physical
 MS Marine Sciences
 PhD Marine Sciences
40.0801 Physics, General
 AB Physics
 BS Physics
 MS Physics
 PhD Physics
40.9999 Physical Sciences, Other

BS Applied Science

Psychology**42.0101 Psychology, General**
 AB Psychology
 BS Psychology
 MA Psychology
 PhD Psychology
42.1701 School Psychology
 MA School Psychology
 MEd School Psychology
 PhD School Psychology
Public Administration and Social Service Professions**44.0401 Public Administration**

MPA Public Administration

44.0501 Public Policy Analysis
 AB Public Policy Analysis
 PhD Public Policy
44.0701 Social Work
 MSW Social Work
 PhD Social Work
Social Sciences**45.0201 Anthropology**
 AB Anthropology
 MA Anthropology
 PhD Anthropology
45.0601 Economics, General
 AB Economics
 MS Economics
 PhD Economics
45.0701 Geography
 AB Geography
 MA Geography
 PhD Geography
45.1001 Political Science and Government, General
 AB Political Science
 MA Political Science
 PhD Political Science

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Discipline Division, CIP Code, CIP Discipline Degree Abbreviation and Degree Program Title	Discipline Division, CIP Code, CIP Discipline Degree Abbreviation and Degree Program Title
45.1101 Sociology	51.0602 Dental Hygiene/Hygienist
AB Sociology	BS Dental Hygiene
MA Sociology	51.0701 Health/Health Care Administration/Management
PhD Sociology	BSPH Health Administration
Visual and Performing Arts	DrPH Health Administration
50.0501 Drama and Dramatics/Theatre Arts, General	MHA Health Administration
AB Dramatic Art	MPH Health Administration
MFA Dramatic Art	MSPH Health Administration
50.0702 Fine/Studio Arts, General	PhD Health Administration
AB Studio Art	51.0907 Medical Radiologic Technology/Science - Radiation Therapist
BFA Studio Art	BS Radiologic Science
MFA Studio Art	51.1005 Clinical Laboratory Science/Medical Technology/Technologist
50.0703 Art History, Criticism and Conservation	BS Clinical Laboratory Science
AB Art History	51.1201 Medicine (MD)
MA Art History	MD Medicine
PhD Art History	51.1601 Nursing - Registered Nurse Training (RN, ASN, BSN, MSN)
50.0901 Music, General	BSN Nursing
AB Music	51.1608 Nursing Science (MS, PhD)
50.0902 Music History, Literature, and Theory	PhD Nursing
MA Music	51.1611 Public Health/Community Nurse/Nursing
PhD Music	MS Public Health Nursing
50.0903 Music Performance, General	51.1699 Nursing, Other
BM Music (Performing, Composition)	MSN Nursing
Health Professions and Related Clinical Sciences	51.2001 Pharmacy (PharmD [USA] PharmD, BS/BPharm [Canada])
51.0202 Audiology/Audiologist and Hearing Sciences	PharmD Pharmacy
AUD Audiology	51.2003 Pharmaceuticals and Drug Design (MS, PhD)
MS Speech and Hearing Sciences, Audiology	MS Pharmaceutical Sciences
51.0203 Speech-Language Pathology/Pathologist	PhD Pharmaceutical Sciences
MS Speech and Hearing Sciences, Speech and Language Pathology	51.2201 Public Health, General (MPH, DPH)
51.0204 Audiology/Audiologist and Speech-Language Pathology/Pathologist	MPH Public Health Practice and Leadership
MS Speech and Hearing Sciences	51.2202 Environmental Health
PhD Speech and Hearing Sciences	BSPH Environmental Health Sciences
51.0401 Dentistry (DDS, DMD)	51.2207 Public Health Education and Promotion
DDS Dentistry	DrPH Health Behavior and Health Education
51.0501 Dental Clinical Sciences, General (MS, PhD)	MPH Health Behavior and Health Education
MS Endodontics	MSPH Health Behavior and Health Education
MS Operative Dentistry	PhD Health Behavior and Health Education
MS Oral and Maxillofacial Pathology	51.2209 Maternal and Child Health
MS Oral and Maxillofacial Surgery	DrPH Maternal and Child Health
MS Oral Biology	MPH Maternal and Child Health
MS Oral Maxillofacial Radiology	MSPH Maternal and Child Health
MS Orthodontics	PhD Maternal and Child Health
MS Pediatric Dentistry	51.2306 Occupational Therapy/Therapist
MS Periodontology	MS Occupational Therapy
MS Prosthodontics	51.2308 Physical Therapy/Therapist
51.0503 Oral Biology and Oral Pathology (MS, PhD)	DPT Doctor of Physical Therapy
PhD Oral Biology	MPT Master of Physical Therapy
51.0504 Dental Public Health and Education (Cert, MS/MPH)	51.2310 Vocational Rehabilitation Counseling/Counselor
MS Dental Hygiene Education	MS Rehabilitation Psychology and Counseling

UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

 Discipline Division, CIP Code, CIP Discipline
 Degree Abbreviation and Degree Program Title

 Discipline Division, CIP Code, CIP Discipline
 Degree Abbreviation and Degree Program Title
51.3601 Movement Therapy and Movement Education

MS Human Movement Science

PhD Human Movement Science

Business, Management, Marketing, and Related Support Services**52.0201 Business Administration and Management, General**

BSBA Business Administration

MBA Business Administration

PhD Business Administration

52.0301 Accounting

M Accounting

52.1001 Human Resources Management/Personnel Administration, General

AB Management and Society

History**54.0101 History, General**

AB History

MA History

PhD History

UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE

Discipline Division, CIP Code, CIP Discipline
Degree Abbreviation and Degree Program Title

Discipline Division, CIP Code, CIP Discipline
Degree Abbreviation and Degree Program Title

Architecture and Related Services

04.0201 Architecture (BArch, BA/BS, March, MA/MS, PhD)

BA Architecture
BArch Architecture
MArch Architecture

Area, Ethnic, Cultural, and Gender Studies

05.0107 Latin American Studies

BA Latin American Studies

05.0201 African-American/Black Studies

BA African-American and African Studies

05.9999 Area, Ethnic, Cultural, and Gender Studies, Other

BA International Studies

Communication, Journalism, and Related Programs

09.0101 Communication Studies/Speech Communication and Rhetoric

BA Communication Studies
MA Communication Studies

Computer and Information Sciences and Support Services

11.0103 Information Technology

MS Information Technology
PhD Information Technology

11.0701 Computer Science

BA Computer Science
BS Computer Science
MS Computer Science

Education

13.0301 Curriculum and Instruction

MEd Curriculum and Supervision
PhD Curriculum and Instruction

13.0401 Educational Leadership and Administration, General

CAS Educational Administration
EdD Educational Leadership
MSA School Administration

13.0501 Educational/Instructional Media Design

MEd Instructional Systems Technology

13.1001 Special Education and Teaching, General

MEd Special Education, Cross-Categorical Disabilities
PhD Special Education

13.1004 Education/Teaching of the Gifted and Talented

MEd Special Education, Academically Gifted

13.1005 Education/Teaching of Individuals with Emotional Disturbances

MEd Special Education, Behavioral-Emotional Handicaps

13.1006 Education/Teaching of Individuals with Mental Retardation

BA Special Education: Mental Handicaps
MEd Special Education, Mental Handicaps

13.1011 Education/Teaching of Individuals with Specific Learning Disabilities

MEd Special Education, Learning Disabilities

13.1099 Special Education and Teaching, Other

MEd Special Education, Severe and Profound Handicaps

13.1101 Counselor Education/School Counseling and Guidance Services

MA Counseling, School Counseling
PhD Counseling

13.1102 College Student Counseling and Personnel Services

MA Counseling, Community Counseling

13.1202 Elementary Education and Teaching

BA Elementary Education
MEd Elementary Education

13.1203 Junior High/Intermediate/Middle School Education and Teaching

BA Middle Grades Education

13.1206 Teacher Education, Multiple Levels

MEd Middle Grades and Secondary Education

13.1209 Kindergarten/Preschool Education and Teaching

BA Child and Family, (B-K) Teacher Licensure
MEd Child and Family Studies: Early Education

13.1299 Teacher Education and Professional Development, Specific Levels and Methods, Other

MAT Master of Arts in Teaching

13.1302 Art Teacher Education

BA Art Education
BFA Art Education

13.1305 English/Language Arts Teacher Education

BA English, Secondary Education
MA English Education

13.1311 Mathematics Teacher Education

BA Mathematics, Secondary Education
BS Mathematics, Secondary Education
MA Mathematics Education

13.1312 Music Teacher Education

BM Music Education (K-12)

13.1315 Reading Teacher Education

MEd Reading, Language, and Literacy

13.1323 Chemistry Teacher Education

BS Chemistry, Secondary Education

13.1324 Drama and Dance Teacher Education

BA Dance Education (K-12)
BA Theatre Education (K-12)

13.1325 French Language Teacher Education

BA French, K-12

13.1326 German Language Teacher Education

BA German, K-12

13.1328 History Teacher Education

BA History Education

UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE

 Discipline Division, CIP Code, CIP Discipline
 Degree Abbreviation and Degree Program Title

 Discipline Division, CIP Code, CIP Discipline
 Degree Abbreviation and Degree Program Title
13.1330 Spanish Language Teacher Education

BA Spanish, K-12

13.1401 Teaching English as a Second or Foreign Language/ESL Language Instructor

MEd Teaching English as a Second Language

Engineering**14.0101 Engineering, General**

ME Engineering, General (Off Campus Only)

MSE Engineering, General

14.0801 Civil Engineering, General

BSCE Civil Engineering

MSCE Civil Engineering

14.0901 Computer Engineering, General

BSCpE Computer Engineering

14.1001 Electrical, Electronics and Communications Engineering

BSEE Electrical Engineering

BSEE Electrical Engineering (Jt. w/ WCU)

MSEE Electrical Engineering

PhD Electrical Engineering

14.1901 Mechanical Engineering

BSME Mechanical Engineering

MSME Mechanical Engineering

PhD Mechanical Engineering

Engineering Technologies/Technicians**15.0201 Civil Engineering Technology/Technician**

BSET Engineering Technologies, Civil

15.0303 Electrical, Electronic and Communications Engineering Technology/Technician

BSET Engineering Technologies, Electrical

15.0612 Industrial Technology/Technician

BSET Manufacturing Engineering Technology

15.0805 Mechanical Engineering/Mechanical Technology/Technician

BSET Engineering Technologies, Mechanical

15.1501 Engineering/Industrial Management

MS Engineering Management

Foreign Languages, Literatures, and Linguistics**16.0501 German Language and Literature**

BA German

16.0901 French Language and Literature

BA French

16.0905 Spanish Language and Literature

BA Spanish

MA Spanish

Family and Consumer Sciences/Human Sciences**19.0701 Human Development and Family Studies, General**

BA Child and Family Development

English Language and Literature/Letters**23.0101 English Language and Literature, General**

BA English

MA English

Liberal Arts and Sciences, General Studies, and Humanities**24.0101 Liberal Arts and Sciences/Liberal Studies**

MA Liberal Studies

Biological and Biomedical Sciences**26.0101 Biology/Biological Sciences, General**

BA Biology

BS Biology

MA Biology

MS Biology

PhD Biology

Mathematics and Statistics**27.0101 Mathematics, General**

BA Mathematics

BS Mathematics

MS Mathematics

27.0301 Applied Mathematics

PhD Applied Mathematics

Multi/Interdisciplinary Studies**30.1101 Gerontology**

MA Gerontology

30.9999 Multi-/Interdisciplinary Studies, Other

MS Mathematical Finance

PhD Infrastructure and Environmental Systems

Parks, Recreation, Leisure and Fitness Studies**31.0501 Health and Physical Education, General**

BS Health Fitness

Philosophy and Religious Studies**38.0101 Philosophy**

BA Philosophy

38.0201 Religion/Religious Studies

BA Religious Studies

MA Religious Studies

Physical Sciences**40.0501 Chemistry, General**

BA Chemistry

BS Chemistry

MS Chemistry

40.0601 Geology/Earth Science, General

BA Earth Sciences

BS Earth Sciences

BS Geology

MS Earth Sciences

40.0801 Physics, General

BA Physics

BS Physics

MS Applied Physics

UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE

 Discipline Division, CIP Code, CIP Discipline
 Degree Abbreviation and Degree Program Title

 Discipline Division, CIP Code, CIP Discipline
 Degree Abbreviation and Degree Program Title
40.0807 Optics/Optical Sciences
 MS Optical Science and Engineering
 PhD Optical Science and Engineering
Psychology**42.0101 Psychology, General**
 BA Psychology
 BS Psychology
42.0201 Clinical Psychology

MA Clinical/Community Psychology

42.0901 Industrial and Organizational Psychology

MA Industrial/Organizational Psychology

Security and Protective Services**43.0104 Criminal Justice/Safety Studies**
 BA Criminal Justice
 MS Criminal Justice
43.0202 Fire Services Administration

BSET Fire Safety Engineering Technology

Public Administration and Social Service Professions**44.0401 Public Administration**

MPA Public Administration

44.0501 Public Policy Analysis

PhD Public Policy Studies

44.0701 Social Work
 BSW Social Work
 MSW Social Work
Social Sciences**45.0201 Anthropology**

BA Anthropology

45.0601 Economics, General

BS Economics, Social Sciences

45.0701 Geography
 BA Geography
 BS Geography
 MA Geography
45.1001 Political Science and Government, General

BA Political Science

45.1101 Sociology
 BA Sociology
 MA Sociology
Visual and Performing Arts**50.0301 Dance, General**

BA Dance

50.0501 Drama and Dramatics/Theatre Arts, General

BA Theatre

50.0701 Art/Art Studies, General

BA Art

50.0702 Fine/Studio Arts, General

BFA Art

50.0704 Arts Management

MA Art Administration

50.0901 Music, General

BA Music

50.0903 Music Performance, General

BM Music (Performance)

Health Professions and Related Clinical Sciences**51.0701 Health/Health Care Administration/Management**

MHA Health Administration

51.0913 Athletic Training/Trainer

BS Athletic Training

51.1005 Clinical Laboratory Science/Medical Technology/Technologist

BA Biology, Medical Technology

BA Chemistry, Medical Technology

51.1601 Nursing - Registered Nurse Training (RN, ASN, BSN, MSN)

BSN Nursing

51.1699 Nursing, Other

MSN Nursing

51.2207 Public Health Education and Promotion

MS Health Promotion

Business, Management, Marketing, and Related Support Services**52.0201 Business Administration and Management, General**

BSBA Business Administration

BSBA Management

MBA Business Administration

52.0205 Operations Management and Supervision

BSBA Industrial and Operations Management

52.0301 Accounting

BS Accounting

MAcc Accounting

52.0601 Business/Managerial Economics

BS Economics, Business Administration

MS Economics

52.0801 Finance, General

BSBA Finance

52.1101 International Business/Trade/Commerce

BSBA International Business

52.1201 Management Information Systems, General

BSBA Management Information Systems

52.1401 Marketing/Marketing Management, General

BSBA Marketing

History**54.0101 History, General**

BA History

MA History

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

 Discipline Division, CIP Code, CIP Discipline
 Degree Abbreviation and Degree Program Title

 Discipline Division, CIP Code, CIP Discipline
 Degree Abbreviation and Degree Program Title
Area, Ethnic, Cultural, and Gender Studies**05.0201 African-American/Black Studies**

BA African American Studies

05.0207 Women's Studies

BA Women's and Gender Studies

Communication, Journalism, and Related Programs**09.0102 Mass Communication/Media Studies**

BA Media Studies

Computer and Information Sciences and Support Services**11.0701 Computer Science**

BS Computer Science

MS Computer Science

11.0901 Computer Systems Networking and Telecommunications

BS Information Systems and Operations Management

MS Information Technology and Management

Education**13.0301 Curriculum and Instruction**

MEd Curriculum and Instruction

PhD Curriculum and Teaching

13.0401 Educational Leadership and Administration, General

EdD Educational Leadership

EdS Educational Leadership

MSA School Administration

13.0406 Higher Education/Higher Education Administration

MEd Higher Education, Administration

13.0604 Educational Assessment, Testing, and Measurement

MEd Educational Research, Measurement, and Evaluation

PhD Educational Research, Measurement, and Evaluation

13.1001 Special Education and Teaching, General

BS Special Education, General

MEd Special Education, General

PhD Special Education

13.1003 Education/Teaching of Individuals with Hearing Impairments, Including Deafness

BS Training Teachers of the Deaf

13.1101 Counselor Education/School Counseling and Guidance Services

EdD School Counseling

EdS School Counseling

MS School Counseling

PhD Counseling and Counselor Education

13.1102 College Student Counseling and Personnel Services

EdD Community Counseling

EdD Student Development in Higher Education

EdS Community Counseling

EdS Student Development in Higher Education

MS Community Counseling

MS Student Development in Higher Education

13.1202 Elementary Education and Teaching

BS Elementary Education (K-6)

MEd Elementary Education (K-6)

13.1203 Junior High/Intermediate/Middle School Education and Teaching

BS Middle Grades Education

13.1210 Early Childhood Education and Teaching

BS Developmental Foundations in Preschool Education

MEd Human Development and Family Studies

13.1302 Art Teacher Education

BFA Art Education (K-12)

13.1305 English/Language Arts Teacher Education

BA English, Secondary Education

MEd English

13.1307 Health Teacher Education

BS School Health

13.1311 Mathematics Teacher Education

BA Mathematics, Secondary Education

BS Mathematics, Secondary Education

MEd Mathematics

13.1312 Music Teacher Education

BM Music Education

MM Music Education

PhD Music Education

13.1314 Physical Education Teaching and Coaching

BS Physical Education, Teacher Education (K-12)

13.1317 Social Science Teacher Education

BA Economics, Secondary Education

BA Geography, Secondary Education

BA Political Science, Secondary Education

BA Psychology, Secondary Education

BA Sociology, Secondary Education

BS Economics, Secondary Education

13.1318 Social Studies Teacher Education

BA History, Secondary Education

13.1322 Biology Teacher Education

BA Biology, Secondary Education

BS Biology, Secondary Education

13.1324 Drama and Dance Teacher Education

BFA Theater Arts Education

BS Dance, Education (General)

MA Dance Education

MEd Drama

13.1325 French Language Teacher Education

BA French, Secondary Education

13.1326 German Language Teacher Education

BA German, Secondary Education

13.1328 History Teacher Education

MEd History

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

 Discipline Division, CIP Code, CIP Discipline
 Degree Abbreviation and Degree Program Title

 Discipline Division, CIP Code, CIP Discipline
 Degree Abbreviation and Degree Program Title
13.1330 Spanish Language Teacher Education

BA Spanish, Secondary Education

13.1331 Speech Teacher Education

BA Communication Studies, Education (K-12)

13.1399 Teacher Education and Professional Development, Specific Subject Areas, Other

MEd Latin

Foreign Languages, Literatures, and Linguistics**16.0501 German Language and Literature**

BA German

16.0901 French Language and Literature

BA French

16.0905 Spanish Language and Literature

BA Spanish

16.0999 Romance Languages, Literatures, and Linguistics, Other

MA Romance Languages and Literatures, French

MA Romance Languages and Literatures, French Education

MA Romance Languages and Literatures, Spanish

MA Romance Languages and Literatures, Spanish Education

16.1200 Classics and Classical Languages, Literatures, and Linguistics, General

BA Classical Studies

Family and Consumer Sciences/Human Sciences**19.0501 Foods, Nutrition, and Wellness Studies, General**

BS Nutrition and Foodservice Systems

MS Nutrition and Foodservice Systems

19.0505 Foodservice Systems Administration/Management

BS Restaurant and Institution Management

19.0701 Human Development and Family Studies, General

BS Human Development and Family Studies

MS Human Development and Family Studies

PhD Human Development and Family Studies

19.0706 Child Development

BS Child and Adolescent Development in the Family

19.0901 Apparel and Textiles, General

BS Textile Products Design and Marketing

MS Textile Products Marketing

PhD Textile Products Marketing

English Language and Literature/Letters**23.0101 English Language and Literature, General**

BA English

MA English

PhD English

23.0501 Creative Writing

MFA Creative Writing

23.1001 Speech and Rhetorical Studies

BA Communication Studies

MA Communication Studies

Liberal Arts and Sciences, General Studies, and Humanities**24.0101 Liberal Arts and Sciences/Liberal Studies**

BA Special Programs in Liberal Studies

BS Special Programs in Liberal Studies

MA Liberal Studies

Library Science**25.0101 Library Science/Librarianship**

MLIS Library and Information Studies

Biological and Biomedical Sciences**26.0101 Biology/Biological Sciences, General**

BA Biology

BS Biology

MS Biology

26.0202 Biochemistry

BS Biochemistry

26.0806 Human/Medical Genetics

MS Genetic Counseling

Mathematics and Statistics**27.0101 Mathematics, General**

BA Mathematics

BS Mathematics

MA Mathematics

Multi/Interdisciplinary Studies**30.1101 Gerontology**

MS Gerontology

30.1901 Nutrition Sciences

PhD Nutrition

Parks, Recreation, Leisure and Fitness Studies**31.0101 Parks, Recreation and Leisure Studies**

BS Leisure Studies

31.0301 Parks, Recreation and Leisure Facilities Management

MS Parks and Recreation Management

31.0505 Kinesiology and Exercise Science

BS Exercise and Sport Science

EdD Exercise and Sport Science

MEd Exercise and Sport Science

MS Exercise and Sport Science

PhD Exercise and Sport Science

Philosophy and Religious Studies**38.0101 Philosophy**

BA Philosophy

38.0201 Religion/Religious Studies

BA Religious Studies

Physical Sciences**40.0501 Chemistry, General**

BA Chemistry

BS Chemistry

MS Chemistry

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

 Discipline Division, CIP Code, CIP Discipline
 Degree Abbreviation and Degree Program Title

 Discipline Division, CIP Code, CIP Discipline
 Degree Abbreviation and Degree Program Title
40.0801 Physics, General
 BA Physics
 BS Physics
Psychology**42.0101 Psychology, General**
 BA Psychology
 MA Psychology
 PhD Psychology
Public Administration and Social Service Professions**44.0201 Community Organization and Advocacy**

MA Conflict Resolution

44.0401 Public Administration

MPA Public Affairs

44.0701 Social Work
 BS School Social Work
 BSW Social Work
 MSW Social Work (Jt with NCA&TSU)
Social Sciences**45.0201 Anthropology**

BA Anthropology

45.0601 Economics, General

BA Economics

45.0701 Geography
 BA Geography
 MA Applied Geography
 PhD Geography
45.1001 Political Science and Government, General
 BA Political Science
 MA Political Science
45.1101 Sociology
 BA Sociology
 MA Sociology
Visual and Performing Arts**50.0301 Dance, General**
 BA Dance
 BFA Dance
 MA Dance
 MFA Dance
50.0408 Interior Design
 BS Interior Architecture
 MS Interior Architecture
50.0501 Drama and Dramatics/Theatre Arts, General
 BA Drama
 BFA Drama
 MFA Drama
50.0701 Art/Art Studies, General

BA Art

50.0702 Fine/Studio Arts, General
 BFA Studio Art
 MFA Studio Arts
50.0901 Music, General

BA Music

50.0903 Music Performance, General
 BM Performance
 DMA Performance
 MM Performance
50.0904 Music Theory and Composition
 BM Composition
 MM Composition
 MM Theory
50.0910 Jazz/Jazz Studies

BM Jazz Studies

Health Professions and Related Clinical Sciences**51.0204 Audiology/Audiologist and Speech-Language Pathology/Pathologist**
 BS Speech Pathology and Audiology
 MA Speech Pathology and Audiology
51.0701 Health/Health Care Administration/Management

MSN/MBA Health Management

51.1005 Clinical Laboratory Science/Medical Technology/Technologist

BSMT Medical Technology

51.1601 Nursing - Registered Nurse Training (RN, ASN, BSN, MSN)

BSN Nursing

51.1608 Nursing Science (MS, PhD)
 MSN Nursing
 PM Post-Master's Certificate in Nursing
51.2207 Public Health Education and Promotion
 BS Community Health Education
 MPH Public Health
Business, Management, Marketing, and Related Support Services**52.0201 Business Administration and Management, General**
 BS Business Administration
 MBA Business Administration
52.0301 Accounting
 BS Accounting
 BS Accounting and Information Systems
 MS Accounting
52.0601 Business/Managerial Economics
 BS Economics
 MA Applied Economics
 PhD Economics
52.0801 Finance, General

BS Finance, Insurance, and Real Estate

52.0901 Hospitality Administration/Management, General

BA Hospitality and Tourism Management

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

Discipline Division, CIP Code, CIP Discipline
Degree Abbreviation and Degree Program Title

Discipline Division, CIP Code, CIP Discipline
Degree Abbreviation and Degree Program Title

52.1101 International Business/Trade/Commerce

BS International Business Studies

52.1201 Management Information Systems, General

PhD Information Systems

History**54.0101 History, General**

BA History

MA History

PhD History

UNIVERSITY OF NORTH CAROLINA AT PEMBROKE

 Discipline Division, CIP Code, CIP Discipline
 Degree Abbreviation and Degree Program Title

 Discipline Division, CIP Code, CIP Discipline
 Degree Abbreviation and Degree Program Title
Area, Ethnic, Cultural, and Gender Studies**05.0102 American/United States Studies/Civilization**

BA American Studies

05.0202 American Indian/Native American Studies

BA American Indian Studies

Communication, Journalism, and Related Programs**09.0102 Mass Communication/Media Studies**

BS Mass Communications

Computer and Information Sciences and Support Services**11.0701 Computer Science**

BS Computer Science

Education**13.0409 Secondary School Administration/Principalship**

MSA School Administration

13.1006 Education/Teaching of Individuals with Mental Retardation

BS Special Education, Mentally Handicapped

13.1011 Education/Teaching of Individuals with Specific Learning Disabilities

BS Special Education, Learning Disabilities

13.1101 Counselor Education/School Counseling and Guidance Services

MA School Counseling

13.1102 College Student Counseling and Personnel Services

MA Service Agency Counseling

13.1202 Elementary Education and Teaching

BS Elementary Education (K-6)

MAEd Elementary Education (K-6)

13.1203 Junior High/Intermediate/Middle School Education and Teaching

BS Middle Grades Education (6-9)

MAEd Middle Grades Education (6-9)

13.1209 Kindergarten/Preschool Education and Teaching

BS Birth-Kindergarten Education

13.1302 Art Teacher Education

BA Art Education

MA Art Education

13.1305 English/Language Arts Teacher Education

BA English Education

MA English Education

13.1311 Mathematics Teacher Education

BS Mathematics, Secondary Education

MA Mathematics Education

13.1312 Music Teacher Education

BM Music Education

MA Music Education

13.1314 Physical Education Teaching and Coaching

BS Physical Education (Teaching Licensure)

MA Physical Education

13.1315 Reading Teacher Education

MAEd Reading Education

13.1316 Science Teacher Education/General Science Teacher Education

BS Science Education

MA Science Education

13.1318 Social Studies Teacher Education

BA History: Social Studies Education

MA History: Social Studies Education

13.1322 Biology Teacher Education

BS Biology, Secondary Education

Foreign Languages, Literatures, and Linguistics**16.0905 Spanish Language and Literature**

BA Spanish

English Language and Literature/Letters**23.0101 English Language and Literature, General**

BA English

Biological and Biomedical Sciences**26.0101 Biology/Biological Sciences, General**

BS Biology

Mathematics and Statistics**27.0101 Mathematics, General**

BS Mathematics

Parks, Recreation, Leisure and Fitness Studies**31.0301 Parks, Recreation and Leisure Facilities Management**

BS Recreation Management/Administration

31.0501 Health and Physical Education, General

BS Exercise and Sport Science (Non-Teacher Licensure)

Philosophy and Religious Studies**38.9999 Philosophy and Religious Studies, Other**

BA Philosophy and Religion

Physical Sciences**40.0501 Chemistry, General**

BS Chemistry

40.0801 Physics, General

BS Applied Physics

Psychology**42.0101 Psychology, General**

BS Psychology

Security and Protective Services**43.0104 Criminal Justice/Safety Studies**

BA Criminal Justice

Public Administration and Social Service Professions**44.0401 Public Administration**

MPA Public Administration

44.0701 Social Work

BSW Social Work

Social Sciences**45.1001 Political Science and Government, General**

BA Political Science

UNIVERSITY OF NORTH CAROLINA AT PEMBROKE

Discipline Division, CIP Code, CIP Discipline
Degree Abbreviation and Degree Program Title

Discipline Division, CIP Code, CIP Discipline
Degree Abbreviation and Degree Program Title

45.1101 Sociology

BA Sociology

Visual and Performing Arts**50.0501 Drama and Dramatics/Theatre Arts, General**

BA English: Theatre Arts

50.0702 Fine/Studio Arts, General

BA Studio Art

50.0901 Music, General

BA Music

Health Professions and Related Clinical Sciences**51.0913 Athletic Training/Trainer**

BS Physical Education: Athletic Training

51.1601 Nursing - Registered Nurse Training (RN, ASN, BSN, MSN)

BSN Nursing (RN/BSN) (Jt. with Fayetteville State University)

51.2207 Public Health Education and Promotion

BS Health Promotion

Business, Management, Marketing, and Related Support Services**52.0201 Business Administration and Management, General**

BS Business Administration

MBA Business Administration

52.0301 Accounting

BS Accounting

History**54.0101 History, General**

BA History

UNIVERSITY OF NORTH CAROLINA AT WILMINGTON

 Discipline Division, CIP Code, CIP Discipline
 Degree Abbreviation and Degree Program Title

 Discipline Division, CIP Code, CIP Discipline
 Degree Abbreviation and Degree Program Title
Natural Resources and Conservation**03.0103 Environmental Studies**

BA Environmental Studies
 PB Environmental Studies (Post-Baccalaureate)

03.0104 Environmental Science

BS Environmental Sciences

Computer and Information Sciences and Support Services**11.0701 Computer Science**

BS Computer Science

Education**13.0301 Curriculum and Instruction**

MEd Curriculum/Instruction Supervision

13.0401 Educational Leadership and Administration, General

MSA School Administration

13.0501 Educational/Instructional Media Design

MS Instructional Technology

13.1001 Special Education and Teaching, General

MEd Special Education (Cross-Categorical)

13.1005 Education/Teaching of Individuals with Emotional Disturbances

BA Special Education (Behaviorally/Emotionally Handicapped)

13.1006 Education/Teaching of Individuals with Mental Retardation

BA Special Education (Mental Retardation)

13.1011 Education/Teaching of Individuals with Specific Learning Disabilities

BA Special Education (Learning Disabilities)

13.1202 Elementary Education and Teaching

BA Elementary Education (K-6)

MEd Elementary Education

13.1203 Junior High/Intermediate/Middle School Education and Teaching

BA Middle Grades Education

MEd Middle Grades Education

13.1205 Secondary Education and Teaching

MEd Secondary Education

13.1209 Kindergarten/Preschool Education and Teaching

BA Preparing Educators of Young Children

13.1299 Teacher Education and Professional Development, Specific Levels and Methods, Other

MAT Master of Arts in Teaching

13.1305 English/Language Arts Teacher Education

BA English, Secondary Education

13.1311 Mathematics Teacher Education

BA Mathematics, Secondary Education

BS Mathematics, Secondary Education

13.1312 Music Teacher Education

BM Music Education

13.1314 Physical Education Teaching and Coaching

BA Physical Education and Health (K-12)

13.1315 Reading Teacher Education

MEd Reading Education

13.1322 Biology Teacher Education

BA Biology, Secondary Education

BS Biology, Secondary Education

BS Marine Biology, Secondary Education

13.1323 Chemistry Teacher Education

BA Chemistry, Secondary Education

BS Chemistry, Secondary Education

13.1325 French Language Teacher Education

BA French (K-12)

13.1328 History Teacher Education

BA History, Secondary Education

13.1329 Physics Teacher Education

BA Physics, Secondary Education

BS Physics, Secondary Education

13.1330 Spanish Language Teacher Education

BA Spanish (K-12)

13.1399 Teacher Education and Professional Development, Specific Subject Areas, Other

BA Geology, Secondary Education (Earth Science)

BS Geology, Secondary Education (Earth Science)

Foreign Languages, Literatures, and Linguistics**16.0901 French Language and Literature**

BA French

16.0905 Spanish Language and Literature

BA Spanish

PB Spanish

English Language and Literature/Letters**23.0101 English Language and Literature, General**

BA English

MA English

23.0501 Creative Writing

BFA Creative Writing

MFA Creative Writing

23.1001 Speech and Rhetorical Studies

BA Communication Studies

Liberal Arts and Sciences, General Studies, and Humanities**24.0101 Liberal Arts and Sciences/Liberal Studies**

MA Liberal Studies

Biological and Biomedical Sciences**26.0101 Biology/Biological Sciences, General**

BA Biology

BS Biology

MS Biology

26.1302 Marine Biology and Biological Oceanography

BS Marine Biology

MS Marine Biology

PhD Marine Biology

UNIVERSITY OF NORTH CAROLINA AT WILMINGTON

 Discipline Division, CIP Code, CIP Discipline
 Degree Abbreviation and Degree Program Title

 Discipline Division, CIP Code, CIP Discipline
 Degree Abbreviation and Degree Program Title
Mathematics and Statistics**27.0101 Mathematics, General**

BA Mathematics
 BS Mathematics
 MA Mathematics
 MS Mathematics

27.0501 Statistics, General

BS Statistics

Multi/Interdisciplinary Studies**30.1101 Gerontology**

PB Post-Baccalaureate Certificate in Gerontology

Parks, Recreation, Leisure and Fitness Studies**31.0301 Parks, Recreation and Leisure Facilities Management**

BA Parks and Recreation Management

31.0501 Health and Physical Education, General

BA Physical Education and Health

Philosophy and Religious Studies**38.9999 Philosophy and Religious Studies, Other**

BA Philosophy and Religion

Physical Sciences**40.0501 Chemistry, General**

BA Chemistry, General
 BS Chemistry, General
 MS Chemistry

40.0601 Geology/Earth Science, General

BA Geology
 BS Geology
 MS Geology

40.0607 Oceanography, Chemical and Physical

MS Marine Science

40.0801 Physics, General

BA Physics
 BS Physics

Psychology**42.0101 Psychology, General**

BA Psychology
 MA Psychology

Security and Protective Services**43.0104 Criminal Justice/Safety Studies**

BA Criminal Justice

Public Administration and Social Service Professions**44.0401 Public Administration**

MPA Public Administration

44.0701 Social Work

BSW Social Work

Social Sciences**45.0201 Anthropology**

BA Anthropology

45.0601 Economics, General

BA Economics

45.0701 Geography

BA Geography

45.1001 Political Science and Government, General

BA Political Science

45.1101 Sociology

BA Sociology

Visual and Performing Arts**50.0501 Drama and Dramatics/Theatre Arts, General**

BA Theatre

50.0602 Cinematography and Film/Video Production

BA Film Studies

50.0702 Fine/Studio Arts, General

BA Studio Art

50.0703 Art History, Criticism and Conservation

BA Art History

50.0901 Music, General

BA Music

50.0903 Music Performance, General

BM Music Performance

Health Professions and Related Clinical Sciences**51.0913 Athletic Training/Trainer**

BA Athletic Training

51.1005 Clinical Laboratory Science/Medical Technology/Technologist

BS Clinical Laboratory Science

51.1601 Nursing - Registered Nurse Training (RN, ASN, BSN, MSN)

BS Nursing

51.1605 Family Practice Nurse/Nurse Practitioner

MSN Family Nurse Practitioner

51.2309 Therapeutic Recreation/Recreational Therapy

BA Therapeutic Recreation

Business, Management, Marketing, and Related Support Services**52.0201 Business Administration and Management, General**

BS Business Administration
 MBA Business Administration

52.0301 Accounting

BS Accountancy
 MSA Accountancy

52.0601 Business/Managerial Economics

BS Economics

52.0801 Finance, General

BS Finance

52.1201 Management Information Systems, General

BS Business Systems

52.1401 Marketing/Marketing Management, General

BS Marketing

UNIVERSITY OF NORTH CAROLINA AT WILMINGTON

Discipline Division, CIP Code, CIP Discipline
Degree Abbreviation and Degree Program Title

Discipline Division, CIP Code, CIP Discipline
Degree Abbreviation and Degree Program Title

History

54.0101 *History, General*

BA History

MA History

WESTERN CAROLINA UNIVERSITY

Discipline Division, CIP Code, CIP Discipline Degree Abbreviation and Degree Program Title	Discipline Division, CIP Code, CIP Discipline Degree Abbreviation and Degree Program Title
Natural Resources and Conservation	
03.0104 Environmental Science	13.1299 Teacher Education and Professional Development, Specific Levels and Methods, Other
BS Environmental Science	MAT Master of Arts in Teaching: Comprehensive Education
03.0201 Natural Resources Management and Policy	13.1302 Art Teacher Education
BS Natural Resources Management	BSEd Art Education
Area, Ethnic, Cultural, and Gender Studies	
05.0202 American Indian/Native American Studies	13.1305 English/Language Arts Teacher Education
MA American History, Cherokee Studies	BSEd English, Secondary Education
Communication, Journalism, and Related Programs	
09.0101 Communication Studies/Speech Communication and Rhetoric	13.1311 Mathematics Teacher Education
BS Communication	BSEd Mathematics, Secondary Education
Computer and Information Sciences and Support Services	
11.0701 Computer Science	13.1312 Music Teacher Education
BS Computer Science	BSEd Music Education
Education	
13.0101 Education, General	13.1314 Physical Education Teaching and Coaching
MAEd Comprehensive Education	BSEd Physical Education
13.0401 Educational Leadership and Administration, General	MAEd Physical Education, 2-Year College Teaching
EdD Educational Leadership	13.1316 Science Teacher Education/General Science Teacher Education
EdS Educational Leadership	BSEd Science Education
13.0404 Educational, Instructional, and Curriculum Supervision	13.1318 Social Studies Teacher Education
MAEd Educational Supervision	BSEd Social Sciences, Secondary Education
13.0407 Community College Education	13.1322 Biology Teacher Education
MAEd Educational Administration, 2-Yr College	MAEd Biology, 2-Yr College Teaching
13.0409 Secondary School Administration/Principalship	13.1325 French Language Teacher Education
MSA School Administration	BSEd French, Secondary Education
13.0501 Educational/Instructional Media Design	13.1326 German Language Teacher Education
MAEd Instructional Technology Specialist-Computers	BSEd German, Secondary Education
13.1001 Special Education and Teaching, General	13.1330 Spanish Language Teacher Education
BSEd Special Education, Learning Disabilities and Mentally Retarded	BSEd Spanish, Secondary Education
13.1101 Counselor Education/School Counseling and Guidance Services	13.9999 Education, Other
MAEd School Counseling	MAEd Two-Year College Teaching: Multidisciplinary Studies
13.1102 College Student Counseling and Personnel Services	Engineering
MEd Community Counseling	14.1001 Electrical, Electronics and Communications Engineering
MS Community Counseling	BS Electrical Engineering (Jt. w/UNCC)
13.1202 Elementary Education and Teaching	Engineering Technologies/Technicians
BSEd Elementary Education, K-6	15.0000 Engineering Technology, General
13.1203 Junior High/Intermediate/Middle School Education and Teaching	BS Engineering Technology
BSEd Middle Grades Education	15.0303 Electrical, Electronic and Communications Engineering Technology/Technician
13.1209 Kindergarten/Preschool Education and Teaching	BS Electrical and Computer Engineering Technology
BS Birth-Kindergarten	BS Telecommunications Engineering Technology
	15.0612 Industrial Technology/Technician
	BS Industrial Distribution
	MS Technology
	15.0613 Manufacturing Technology/Technician
	BS Engineering Technologies Manufacturing
	15.1001 Construction Engineering Technology/Technician
	BS Construction Management

WESTERN CAROLINA UNIVERSITY

Discipline Division, CIP Code, CIP Discipline
Degree Abbreviation and Degree Program Title

Discipline Division, CIP Code, CIP Discipline
Degree Abbreviation and Degree Program Title

Foreign Languages, Literatures, and Linguistics**16.0501 German Language and Literature**

BA German

16.0901 French Language and Literature

BA French

16.0905 Spanish Language and Literature

BA Spanish

English Language and Literature/Letters**23.0101 English Language and Literature, General**

BA English

MA English

Liberal Arts and Sciences, General Studies, and Humanities**24.0101 Liberal Arts and Sciences/Liberal Studies**

BA Special Studies

BS Special Studies

Biological and Biomedical Sciences**26.0101 Biology/Biological Sciences, General**

BS Biology

MS Biology

Mathematics and Statistics**27.0101 Mathematics, General**

BS Mathematics

27.0301 Applied Mathematics

MS Applied Mathematics

Parks, Recreation, Leisure and Fitness Studies**31.0301 Parks, Recreation and Leisure Facilities Management**

BS Parks & Recreation Management

31.0504 Sport and Fitness Administration/Management

BS Sport Management

Philosophy and Religious Studies**38.0101 Philosophy**

BA Philosophy

Physical Sciences**40.0501 Chemistry, General**

BA Chemistry

BS Chemistry

BS Industrial Chemistry

MS Chemistry

40.0601 Geology/Earth Science, General

BS Geology

Psychology**42.0101 Psychology, General**

BS Psychology

42.0201 Clinical Psychology

MA Clinical Psychology

42.1701 School Psychology

MA School Psychology

Security and Protective Services**43.0104 Criminal Justice/Safety Studies**

BS Criminal Justice

Public Administration and Social Service Professions**44.0401 Public Administration**

BS Emergency Management

MPA Public Affairs

44.0701 Social Work

BS Social Work

Social Sciences**45.0101 Social Sciences, General**

BA Social Sciences

BS Social Sciences

45.0201 Anthropology

BA Anthropology

BS Anthropology

45.0701 Geography

BS Geography

45.1001 Political Science and Government, General

BA Political Science

BS Political Science

45.1101 Sociology

BA Sociology

BS Sociology

Visual and Performing Arts**50.0408 Interior Design**

BS Interior Design

50.0501 Drama and Dramatics/Theatre Arts, General

BA Speech and Theatre Arts

BFA Theatre

50.0701 Art/Art Studies, General

BA Art

50.0702 Fine/Studio Arts, General

BFA Art

MFA Fine Arts

50.0901 Music, General

BA Music

50.0903 Music Performance, General

BM Music

MM Music

Health Professions and Related Clinical Sciences**51.0201 Communication Disorders, General**

BSEd Communication Disorders

MS Communication Disorders

51.0701 Health/Health Care Administration/Management

MHS Health Science

51.0706 Health Information/Medical Records Administration/Administrator

BS Health Information Management

WESTERN CAROLINA UNIVERSITY

Discipline Division, CIP Code, CIP Discipline Degree Abbreviation and Degree Program Title	Discipline Division, CIP Code, CIP Discipline Degree Abbreviation and Degree Program Title
51.0904 Emergency Medical Technology/Technician (EMT Paramedic)	History
BS Emergency Medical Care	54.0101 History, General
51.0913 Athletic Training/Trainer	BA History
BS Athletic Training Sports Medicine	BS History
51.1005 Clinical Laboratory Science/Medical Technology/Technologist	MA History
BS Clinical Laboratory Sciences	
51.1601 Nursing - Registered Nurse Training (RN, ASN, BSN, MSN)	
BSN Nursing	
51.1605 Family Practice Nurse/Nurse Practitioner	
MS Family Nurse Practitioner (FNP)	
51.2202 Environmental Health	
BS Environmental Health	
51.2308 Physical Therapy/Therapist	
MPT Physical Therapy	
51.2309 Therapeutic Recreation/Recreational Therapy	
BS Recreational Therapy	
51.3101 Dietetics/Dietician (RD)	
BS Nutrition and Dietetics	
Business, Management, Marketing, and Related Support Services	
52.0201 Business Administration and Management, General	
BSBA Business Administration and Law	
BSBA Management	
MBA Business Administration	
52.0299 Business Administration, Management and Operations, Other	
MPM Project Management	
52.0301 Accounting	
BSBA Accounting	
M Accountancy	
52.0801 Finance, General	
BSBA Finance	
52.0901 Hospitality Administration/Management, General	
BS Hospitality Management	
52.1001 Human Resources Management/Personnel Administration General	
MS Human Resource Development	
52.1101 International Business/Trade/Commerce	
BS International Business	
52.1201 Management Information Systems, General	
BSBA Computer Information Systems	
52.1401 Marketing/Marketing Management, General	
BSBA Marketing	
52.1499 Marketing, Other	
BSBA Entrepreneurship	
M Entrepreneurship	

WINSTON-SALEM STATE UNIVERSITY

Discipline Division, CIP Code, CIP Discipline
Degree Abbreviation and Degree Program Title

Discipline Division, CIP Code, CIP Discipline
Degree Abbreviation and Degree Program Title

Communication, Journalism, and Related Programs**09.0102 Mass Communication/Media Studies**

BA Mass Communications

Computer and Information Sciences and Support Services**11.0101 Computer and Information Sciences, General**

MS Computer Science and Information Technology

11.0103 Information Technology

BS Management Information Systems

11.0701 Computer Science

BS Computer Science

Education**13.1011 Education/Teaching of Individuals with Specific Learning Disabilities**

BS Special Education, Specific Learning Disabilities (K-12)

13.1202 Elementary Education and Teaching

BS Elementary Education (K-6)

MEd Elementary Education

13.1203 Junior High/Intermediate/Middle School Education and Teaching

BS Middle Grades (6-9)

13.1209 Kindergarten/Preschool Education and Teaching

BS Birth to Kindergarten Education

13.1302 Art Teacher Education

BA Art Education

13.1305 English/Language Arts Teacher Education

BA English, Secondary Education

13.1311 Mathematics Teacher Education

BS Mathematics, Secondary Education

13.1312 Music Teacher Education

BS Music Education

13.1314 Physical Education Teaching and Coaching

BS Physical Education

13.1318 Social Studies Teacher Education

BA Social Studies Education

13.1330 Spanish Language Teacher Education

BA Spanish Teacher Education

Foreign Languages, Literatures, and Linguistics**16.0905 Spanish Language and Literature**

BA Spanish

English Language and Literature/Letters**23.0101 English Language and Literature, General**

BA English

Liberal Arts and Sciences, General Studies, and Humanities**24.0102 General Studies**

BS Applied Science

Biological and Biomedical Sciences**26.0101 Biology/Biological Sciences, General**

BS Biology

26.0204 Molecular Biology

BS Molecular Biology

Mathematics and Statistics**27.0101 Mathematics, General**

BS Mathematics

Multi/Interdisciplinary Studies**30.1101 Gerontology**

BA Gerontology

Parks, Recreation, Leisure and Fitness Studies**31.0504 Sport and Fitness Administration/Management**

BS Sport Management

31.0505 Kinesiology and Exercise Science

BS Exercise Science

Physical Sciences**40.0501 Chemistry, General**

BS Chemistry

Psychology**42.0101 Psychology, General**

BS Psychology

Public Administration and Social Service Professions**44.0701 Social Work**

BSW Social Work

Social Sciences**45.0601 Economics, General**

BS Economics

45.1001 Political Science and Government, General

BA Political Science

45.1101 Sociology

BA Sociology

Visual and Performing Arts**50.0701 Art/Art Studies, General**

BA Art

50.0909 Music Management and Merchandising

BS Music Business

Health Professions and Related Clinical Sciences**51.1005 Clinical Laboratory Science/Medical Technology/Technologist**

BS Clinical Laboratory Science

51.1601 Nursing - Registered Nurse Training (RN, ASN, BSN, MSN)

BSN Nursing

51.1605 Family Practice Nurse/Nurse Practitioner

MSN Nursing

51.2306 Occupational Therapy/Therapist

BSOT Occupational Therapy

51.2308 Physical Therapy/Therapist

MPT Physical Therapy

51.2309 Therapeutic Recreation/Recreational Therapy

BS Therapeutic Recreation

WINSTON-SALEM STATE UNIVERSITY

Discipline Division, CIP Code, CIP Discipline
Degree Abbreviation and Degree Program Title

Discipline Division, CIP Code, CIP Discipline
Degree Abbreviation and Degree Program Title

51.2310 Vocational Rehabilitation Counseling/Counselor

BS Rehabilitation Counseling

MS Rehabilitation Counseling

Business, Management, Marketing, and Related Support Services**52.0201 Business Administration and Management, General**

BS Business Administration

MBA Business Administration

52.0301 Accounting

BS Accounting

History**54.0101 History, General**

BA History

Summary of New Programs Established

**Table D.1. Summary of New Programs Established by the Board of Governors for Constituent Institutions of the University of North Carolina by Program Area and Level:
July 1, 1972 – November 30, 2003**

Program Area	Degree Level				Total
	Bachelor's	Master's	Professional	Doctoral	
Agriculture & Natural Resources	3	3			6
Architecture & Environmental Design	3	1		1	5
Area Studies	7	2			9
Biological Sciences	4	11		15	30
Business and Management	15	18		2	35
Communications	10	2		1	13
Computer & Information Sciences	11	12		1	24
Education	26	57		10	93
Engineering	14	13		9	36
Fine and Applied Arts	14	9		1	24
Foreign Languages	4	4			8
Health Professions	20	23	3	9	55
Home Economics	3	4			7
Law					0
Letters	9	6		2	17
Library Science				1	1
Mathematics	3	5		1	9
Physical Sciences	12	10		2	24
Psychology	3	5		1	9
Public Affairs & Services	21	19		3	43
Social Sciences	15	11		3	29
Interdisciplinary Studies	21	11		3	35
Total	218	226	3	65	512

Summary of Programs Discontinued

**Table D.2. Summary of Programs Discontinued by the Board of Governors at Constituent Institutions of the University of North Carolina by Program Area and Level:
July 1, 1972 – November 30, 2003**

Program Area	Degree Level				Total
	Bachelor's	Master's	Professional	Doctoral	
Agriculture & Natural Resources	5	2			7
Architecture & Environmental Design		1			1
Area Studies	2				2
Biological Sciences	7	3		2	12
Business and Management	12	2			14
Communications	4	1			5
Computer & Information Sciences					0
Education	59	80		3	142
Engineering	8	3		1	12
Fine and Applied Arts	9	3			12
Foreign Languages	11	12			23
Health Professions	15	3		1	19
Home Economics	7	4		2	13
Law	1				1
Letters	2	3			5
Library Science	2				2
Mathematics	2	4			6
Physical Sciences	8	8			16
Psychology	1	7			8
Public Affairs & Services	4	1			5
Social Sciences	17	12			29
Interdisciplinary Studies	8	2			10
Total	184	151		9	344
Associate (AA) programs discontinued					18
Intermediate (CAS & EdS) programs discontinued					77
Total (all programs)	178	139		9	439

Appendix E. Research and Public Service Centers of the University of North Carolina

Interinstitutional Research Centers Approved as of December 1, 2003⁵

Center for Advanced Computing and Communication

- Duke University
- North Carolina State University

Center for Developmental Science

- Duke University
- Meredith College
- North Carolina Central University
- North Carolina State University
- UNC Greensboro
- UNC Chapel Hill

Highlands Biological Station

- Duke University
- North Carolina State University
- UNC Office of the President
- UNC Chapel Hill
- Wake Forest University
- Western Carolina University

Highway Safety Research Center

- East Carolina University
- North Carolina A&T State University
- North Carolina State University
- UNC Charlotte
- UNC Chapel Hill

Human Development Research and Training Institute at Western Carolina Center

- Appalachian State University
- UNC Charlotte
- UNC Greensboro
- UNC Chapel Hill
- Western Carolina Center
- Western Carolina University

Institute for Transportation Research and Education

- North Carolina State University
- UNC Office of the President
- UNC Chapel Hill

Institute of Disaster Studies

- UNC Office of the President
- UNC System Institutions

Kenan Center for the Utilization of Carbon Dioxide in Manufacturing

- North Carolina State University
- UNC Chapel Hill

North Carolina Center for South Asia Studies

- Duke University
- North Carolina Central University
- North Carolina State University
- UNC Chapel Hill

North Carolina Sea Grant College Program

- East Carolina University
- North Carolina State University
- UNC Office of the President
- UNC Wilmington
- UNC Chapel Hill

Science and Technology Center for Environmentally Responsible Solvents and Processes

- North Carolina A&T State University
- North Carolina State University
- UNC Chapel Hill
- University of Texas-Austin

UNC Coastal Studies Institute

- East Carolina University
- Elizabeth City State University
- North Carolina State University
- UNC Office of the President
- UNC Wilmington
- UNC Chapel Hill

University of North Carolina Institute on Aging

- Appalachian State University
- Duke University
- East Carolina University
- North Carolina State University
- UNC Asheville
- UNC Charlotte
- UNC Greensboro
- UNC Wilmington
- UNC Chapel Hill
- Wake Forest University-School of Medicine

Water Resources Research Institute of the UNC

- East Carolina University
- North Carolina State University
- UNC Office of the President
- UNC Wilmington
- UNC Chapel Hill

⁵ Total centers = 14.

- *Institution serves as fiscal agent and provides administrative oversight.*
- *Institution serves only as fiscal agent; administrative oversight provided by UNC Office of the President.*

Institutional Research Centers Approved as of December 1, 2003⁶

Appalachian State University

Brantley Risk and Insurance Center
 Center for Health and Human Services
 Walker College of Business Research
 Center

East Carolina University

Bureau of Business Research
 Center for the Liberal Arts
 Center on Aging
 Institute for Coastal and Marine Resources
 Institute for Historical and Cultural
 Research

North Carolina A&T State University

Center for Aerospace Research
 Center for Composite Materials Research
 Center for Electronics Manufacturing
 Center for Energy Research and
 Technology
 Rockwell Solid State Electronics Laboratory
 Transportation Institute

North Carolina Central University

Center for Domestic and International
 Criminal Justice Research and Policy
 Institute for Minority Issues
 Julius L. Chambers
 Biomedical/Biotechnology Research
 Institute

North Carolina State University

Analytical Instrumentation Facility
 Animal and Poultry Waste Management
 Center
 Applied Energy Research Laboratory
 Bioinformatics Research Center
 Brandon P. Hodges Wood Products
 Laboratory
 Center for Advanced Processing and
 Packaging Studies
 Center for Applied Aquatic Ecology
 Center for Chemical Toxicology Research
 and Pharmacokinetics
 Center for Computational Biology
 Center for Earth Observation
 Center for Embedded Systems Research
 Center for Engineering Applications of
 Radioisotopes
 Center for Environmental and Resource
 Economic Policy
 Center for Information Society Studies

Center for Innovation Management Studies
 Center for Integrated Fungal Research
 Center for Integrated Pest Management
 Center for Marine Sciences and Technology
 Center for Nuclear Power Plant Structures,
 Equipment and Piping
 Center for Research and Development in
 Mathematics and Science Education
 Center for Research in Scientific Computation
 Center for Research on Textile Protection and
 Comfort
 Center for Robotics and Intelligent Machines
 Center for The Biology of Nematode Parasitism
 Center for Transportation and the
 Environment
 Center for Urban Affairs and Community
 Services
 Electric Power Research Center
 Engineering Research Center for Advanced
 Electronic Materials Processing
 Furniture Manufacturing and Management
 Center
 Industry Research Programs in Forestry
 Institute of Statistics
 Integrated Manufacturing Systems
 Engineering Institute
 Kenan Institute for Engineering, Technology &
 Science
 Materials Research Center
 Minerals Research Laboratory
 Networking Technology Institute
 Nonwovens Cooperative Research Center
 North Carolina Japan Center
 Nuclear Reactor Program
 Pollution Prevention Research Center
 Power Semiconductor Research Center
 Precision Engineering Center
 Silicon Wafer Engineering and Defect Science
 Center
 Southeast Dairy Foods Research Center
 Southeastern Plant Environment Laboratory
 (Phytotron)
 Southern Center for Sustainable Forests
 Veterinary Equine Research Center
 W. M. Keck Center for Behavioral Biology

UNC Asheville

Mössbauer Effect Data Center

⁶ Total centers = 125.

UNC Chapel Hill

Carolina Cardiovascular Biology Center
Carolina Center for Genome Sciences
Carolina Environmental Program
Carolina Population Center
Cecil G. Sheps Center for Health Services Research
Center for Alcohol Studies
Center for Cardiovascular Science and Medicine
Center for Digestive Diseases and Nutrition
Center for Environmental Medicine, Asthma, and Lung Biology
Center for European Studies
Center for Health Promotion and Disease Prevention
Center for Infectious Diseases
Center for Maternal and Infant Health
Center for Research in Journalism and Mass Communication
Center for Slavic, Eurasian, and East European Studies
Center for Technology and Advanced Commerce
Center for the Study of the American South
Center for Urban and Regional Studies
Clinical Center for the Study of Development and Learning
Comprehensive Center for Inflammatory Disorders
Cystic Fibrosis/Pulmonary Research and Treatment Center
Dental Research Center
Frank Porter Graham Child Development Institute
Gene Therapy Center
Howard W. Odum Institute for Research in Social Science
Injury Prevention Research Center
Institute for the Arts and Humanities
Institute of African American Research
Institute of Latin American Studies
Institute of Marine Sciences
L. L. Thurstone Psychometric Laboratory
Lineberger Comprehensive Cancer Center
Louis Harris Data Center
Neurodevelopmental Disorders Research Center
Neuroscience Center
The Frank Hawkins Kenan Institute of Private Enterprise
Thurston Arthritis Research Center

UNC Charlotte

Center for Optoelectronics and Optical Communications
Center for Precision Metrology
Center for Transportation Policy Studies
eBusiness Technology Institute
Global Institute for Energy and Environmental Systems
UNC Charlotte Urban Institute

UNC Greensboro

Center for Applied Research (Business and Economics)
Center for Critical Inquiry in the Liberal Arts
Center for Educational Research and Evaluation
Center for Global Business Education and Research
Center for School Accountability and Staff Development and Teacher Quality
Center for the Study of Social Issues
Center for Women's Health and Wellness (CWHW)
Family Research Center
Human Environmental Sciences Center for Research
Institute for Health, Science, and Society
SERVE Center for Continuous Improvement

UNC Pembroke

Native American Resource Center

UNC Wilmington

Center for Marine Science

Western Carolina University

Center for Regional Development
Mountain Aquaculture Research Center

Winston-Salem State University

Maya Angelou Institute for the Improvement of Child and Family Education

Interinstitutional Public Service Centers Approved as of December 1, 2003⁷

Center for Craft, Creativity, and Design

- Appalachian State University
- UNC Asheville
- UNC Office of the President
- Western Carolina University

Center for School Leadership Development

- UNC Office of the President
- UNC System Institutions

James B. Hunt, Jr. Institute for Educational Leadership and Policy

- UNC Office of the President
- UNC System Institutions

NC Mathematics and Science Education Network

- Appalachian State University
- East Carolina University
- Elizabeth City State University
- Fayetteville State University
- North Carolina A&T State University
- North Carolina School of Science & Math
- North Carolina State University
- UNC Chapel Hill
- UNC Charlotte
- UNC Greensboro
- UNC Office of the President
- UNC Wilmington
- Western Carolina University

North Carolina Agromedicine Institute

- East Carolina University
- North Carolina A&T State University
- North Carolina State University

North Carolina Center for the Advancement of Teaching

- UNC System Institutions
- Western Carolina University

Small Business and Technology Development Center

- Appalachian State University
- Campbell University
- East Carolina University
- Elizabeth City State University
- Fayetteville State University
- Methodist College
- North Carolina A&T State University
- North Carolina Central University
- North Carolina State University
- North Carolina Wesleyan College
- UNC Asheville
- UNC Chapel Hill
- UNC Charlotte
- UNC Greensboro
- UNC Office of the President
- UNC Pembroke
- UNC Wilmington
- Western Carolina University

⁷ Total centers = 7.

- *Institution serves as fiscal agent and provides administrative oversight.*
- *Institution serves only as fiscal agent; administrative oversight provided by UNC Office of the President.*

Institutional Public Service Centers Approved as of December 1, 2003⁸

Appalachian State University

Appalachian Cultural Museum
Appalachian Regional Bureau of Government
Appalachian Regional Development Institute
National Center for Developmental
Education

East Carolina University

BB&T Center for Leadership Development
Center for Applied Technology
East Carolina Cardiovascular Center
Leo W. Jenkins Cancer Center
Diabetes and Obesity Center
Regional Development Institute
Rural Education Institute
Telemedicine Center

North Carolina School of the Arts

Community Music School
Kenan Institute for the Arts
North Carolina School of the Arts Summer
Institute on Roanoke Island.

North Carolina State University

The Ergonomics Center of North Carolina
Institute for Emerging Issues
North Carolina Solar Center
State Climate Office of North Carolina
Encore Center for Lifelong Enrichment
Community Growth Strategies Group

UNC Chapel Hill

Ackland Art Museum
Carolina Center for Public Service
Center for Aging Research and Educational
Services (CARES)
Center for Home Visiting
Institute of Outdoor Drama
Jordan Institute for Families
Morehead Planetarium and Science Center
North Carolina Botanical Garden (Coker
Arboretum)

UNC Charlotte

Center for International Studies
Center for Professional and Applied Ethics
Office of Educational Outreach

UNC Greensboro

Instructional and Information Technologies
Education Center
National Paideia Center
Center for Educational Studies and
Development
University of North Carolina at Greensboro
Psychology Clinic
Reading Together USA Institute
Center for New North Carolinians

UNC Office of the President

Principals' Executive Program

UNC Pembroke

Regional Center for Economic, Community,
and Professional Development

UNC Wilmington

Center for Business and Economics Services

Western Carolina University

Center for Service Learning
Developmental Evaluation Center
Reading Center
Speech and Hearing Center

⁸ Total centers = 45.

Appendix F. University of North Carolina Web Sites

The University of North Carolina main site: <http://www.northcarolina.edu/>

Board of Governors: <http://www.northcarolina.edu/bog/>

The Code: <http://www.northcarolina.edu/legal/policymanual/contents.htm>

Board of Governors' Report: <http://www.northcarolina.edu/bog/reports/reports.htm>

Office of the President: <http://www.northcarolina.edu/pres/>

Office of the President Initiatives: <http://northcarolina.edu/pres/initiatives/initiatives.htm>

Higher Education in North Carolina newsletter:

<http://www.ga.unc.edu/publications/newsletter/index.html>

UNC Institutional Profiles: http://www.ga.unc.edu/UNC_Schools/profiles/current/

Academic Program Inventory for North Carolina Senior Colleges and Universities:

<http://www.ga.unc.edu/publications/api/>

Statistical Abstract of Higher Education in North Carolina, 2002-03:

<http://www.ga.unc.edu/publications/abstract/>

The Administrative Manual of the University of North Carolina:

http://www.ga.unc.edu/publications/admin_manual/

UNC Administrative Directory:

http://www.northcarolina.edu/content.php/apps/secretary/admin_directory/index.php

Facilities Inventory and Utilization Study, 2002

<http://intranet.northcarolina.edu/docs/pres/hefcstudy02.pdf>

Academic Affairs: <http://www.northcarolina.edu/aa/aa.htm>

Academic Program Inventory: <http://ias.ga.unc.edu/%7Epassess/api/#academic>

Distance and eLearning Programs: <http://www.northcarolina.edu/aa/distance/index.htm>

Academic Program Development Procedures:

<http://intranet.northcarolina.edu/docs/legal/policymanual/400.1.1.pdf>

Regulations for Degree-Related Extension and Distance Education:

<http://intranet.northcarolina.edu/docs/legal/policymanual/400.1.1.1%5Br%5D.pdf>

Phased Retirement Program:

http://www.northcarolina.edu/aa/reports/planned_retirement/

Academic Planning: <http://www.northcarolina.edu/aa/planning/planning.htm>

Enrollment Planning:

<http://www.northcarolina.edu/aa/departments/planning/planning.htm>

Long-Range Plan 2002-2007:

<http://intranet.northcarolina.edu/docs/aa/planning/reports/longplan/LRP2002-07.pdf>

Program Assessment Reports:

<http://www.northcarolina.edu/assessment/reports/reports.htm>

Prospective Undergraduate Student Information: http://www.ga.unc.edu/student_info/

Minimum Course Requirements for Undergraduate Admission to UNC Institutions:

http://www.ga.unc.edu/student_info/mcr.html

UNC Academic Common Market: <http://acm.northcarolina.edu>

Catalogs for the University of North Carolina:

http://www.ga.unc.edu/student_info/catalog/

UNC Freshman Measures: http://www.ga.unc.edu/student_info/far/

Retention, Graduation, and Persistence Rates of First-Time Full-Time Freshmen:

http://www.ga.unc.edu/student_info/retention/

Reports on Performance of Transfer Students: http://www.ga.unc.edu/student_info/tsp/

Comprehensive Articulation Agreement for Transfer Students between UNC and the North

Carolina Community College System: http://www.ga.unc.edu/student_info/caa/

Finance: <http://www.northcarolina.edu/finance/index.htm>

UNC Policies and Procedures Manual (Services Office):

<http://www.northcarolina.edu/finance/services/services.htm>

UNC Budget Flexibility Instructions:

http://intranet.northcarolina.edu/docs/finance/reports/flex_instructions.pdf

CAPSTAT home page: <http://capstat.ga.unc.edu/index.jsp>

UNC Campus Facilities Profiles and 10-Year Capital Plans:

<http://www.northcarolina.edu/content.php/finance/projects/facilities/index.html>

UNC Student Credit Hour Enrollment Change Funding Model Manual:

http://intranet.northcarolina.edu/docs/finance/projects/FUNDING_MANUAL.pdf

UNC 2003-2005 Budget Request:

http://intranet.northcarolina.edu/docs/finance/projects/budget2003_05req.pdf

UNC Budget Process:

<http://intranet.northcarolina.edu/docs/finance/projects/BUDGETPROCESS.pdf>

UNC Chart of Accounts: <http://intranet.northcarolina.edu/docs/finance/projects/COA.pdf>

UNC Design and Construction Guidelines:

http://intranet.northcarolina.edu/docs/finance/projects/DC_GUIDELINES_ALL.PDF

Human Resources: <http://www.northcarolina.edu/hr/>

University Employee Benefits: <http://www.northcarolina.edu/hr/benefits/index.htm>

Employment Opportunities: <http://www.northcarolina.edu/hr/jobs/jobs.htm>

UNC Human Resources Best Practices:

<http://www.northcarolina.edu/hr/bestpractices/bestpractices.htm>

Information Resources: <http://www.northcarolina.edu/ir/index.htm>

UNC Links newsletter: <http://www.northcarolina.edu/ir/newsletter/unclinks.htm>

UNC Information Technology Strategy:

<http://www.northcarolina.edu/ir/strategy/strategy.htm>

Computing, Supercomputing, Networking, and Videoconferencing documents:

<http://www.northcarolina.edu/ir/supercom/supercom.htm>

UNC E-Learning Readiness Assessment Project Final Report:

http://www.northcarolina.edu/ir/elearning/elra_report.htm

UNC Libraries: <http://www.northcarolina.edu/libraries/libraries.htm>

UNC Teaching & Learning with Technology Collaborative: <http://www.uncitl.org/tlt/>

UNC Shared Services Alliance: <http://www.northcarolina.edu/ir/alliance/alliance.htm>

Prospective Student Portal Application: <http://www.northcarolina.edu/ir/psp/psp.htm>

Legal Affairs: <http://www.northcarolina.edu/legal/index.htm>

The UNC Policy Manual (Acrobat PDF and HTML):

<http://www.northcarolina.edu/legal/policymanual/contents.htm>

Tenure Regulations: <http://northcarolina.edu/legal/tenure/tenure.htm>

Research and Sponsored Programs: <http://www.northcarolina.edu/aa/research/index.htm>

Reports: <http://www.northcarolina.edu/aa/research/reports/reports.htm>

Sponsored Programs and Research Council:

<http://www.northcarolina.edu/aa/departments/research/sparc/sparc.htm>

UNC Intellectual Property Policies:

<http://www.northcarolina.edu/aa/research/copyright/copyright.htm>

Campus Research Office Directory:

<http://www.northcarolina.edu/aa/research/uncoffices.htm>

Centers and Institutes: <http://www.northcarolina.edu/aa/research/reports/centers.htm>

Undergraduate Research: <http://www.northcarolina.edu/urc.htm>

Secretary of the University: <http://northcarolina.edu/secretary/>

University Affairs: <http://www.northcarolina.edu/pa/index.htm>

UNC-OP news: <http://www.northcarolina.edu/pres/news/news.htm>

University-School Programs: <http://21stCenturySchools.NorthCarolina.edu/>

UNC Center for School Leadership Development:

<http://21stcenturyschools.northcarolina.edu/center/>

Professional Development Resources for Teachers and Administrators:

<http://21stcenturyschools.northcarolina.edu/technology/>

Southeast Center for Teaching Quality: <http://www.teachingquality.org/>

North Carolina Education Research Council:

<http://21stcenturyschools.northcarolina.edu/researchcouncil.html>

Other Web Sites:

Cecil G. Sheps Center: <http://www.shepscenter.unc.edu>

College Foundation of North Carolina: <http://www.cfnc.org>

North Carolina Arboretum: <http://www.ncarboretum.org/>

North Carolina Area Health Education Centers: <http://www.ncahec.net>

North Carolina Center for International Understanding: <http://www.ga.unc.edu/NCCIU/>

North Carolina Center for Nursing: <http://www.NurseNC.org>

North Carolina School of Science and Mathematics: <http://www.ncssm.edu/>

University Libraries: <http://northcarolina.edu/libraries/libraries.htm>

UNC Academic Common Market: <http://acm.northcarolina.edu>

UNC Center for Public Television (UNC-TV): <http://www.unctv.org/>

UNC Exchange Program: <http://www.uncep.org/>

UNC-OP and UNC constituent institution directories:

<http://www.northcarolina.edu/content.php/university/contact.html>

UNC Press: <http://uncpress.unc.edu/>

UNC Professional Development Portal: <http://www.unctl.org/pdp/>