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Board of Governors

Long-Range Plan
2002-2007

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January 11, 2002

Governor, State of North Carolina
Lieutenant Governor, State of North Carolina
President Pro Tempore, North Carolina Senate
Speaker, 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 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 looks toward the future environment for higher education, identifying major change drivers and speculating on 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 during this planning period.

Section VI summarizes the UNC enrollment plan adopted by the board to ensure continued access to higher education during the coming decade.

Section VII gives 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 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,

Benjamin S. Ruffin

UNC Board of Governors Resolution
Approving the Long-Range Plan, 2002-2007

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

That the document entitled *Long-Range Plan, 2002–2007* 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, 2002–2007* printed and distributed.

ADOPTED: January 11, 2002

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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 ever 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 missions 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, a "supplement" to the 1994-99 plan, *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, the 1998-2003 long-range plan. *Long-Range Planning 2000-2005* revised and updated the 1998-2003 plan and was adopted in January 2000.

President Molly C. Broad sent guidelines for the participation of the constituent institutions in the preparation of this plan to the chancellors in February 2001. The Committee on Educational Planning, Policies, and Programs began its consideration of the various components of the plan in May 2001, when it received a report on the accomplishment of the strategic directions adopted in *Long-Range Planning, 2000-2005*. In the months that followed, the committee considered and acted upon the other sections of this plan, which was formally adopted by the Board of Governors in January 2002.

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 of academic affairs, chief finance and research officers, the University Council on International Programs, Faculty Assembly, and others have provided important feedback throughout the process. Similarly, the Committee on Educational Planning, Policies, and Programs has reviewed components of this plan at nearly every meeting over the past several months.

The contents and organization of this new five-year plan have changed somewhat from previous plans. The long-range plan includes a detailed account of academic program planning that results from a streamlined process that allows campuses to propose, plan, and establish new programs in a timely manner and that is responsive to changing needs in the state and to new disciplinary perspectives.

This document includes new and updated charts based on the 2000 census when that information has been available. Much of the census data on education and income are not yet available, so not all areas can be updated. In addition, economic trends in the state and the nation have changed dramatically from the time the census was taken on April 1, 2000.

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 the Hispanic population of any state in the nation during the last decade. During the coming decade, the traditional college-age group will be the fastest growing segment 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 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 a successful bond campaign that will result in $2.5 billion of construction on UNC campuses. The amount of federal research support coming to UNC institutions has grown by 143% during the decade, and in 2000-2001 UNC brought $673 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 42.3% in the last decade, continuing to close 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 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.

Work remains to be done, and the strategic directions will keep UNC focused on the goals to 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 to support higher education, and will work with the legislature to serve the state 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 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 set out an ambitious set of expectations for the University of North Carolina, and the members of the university community are committed to these mandates.

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).

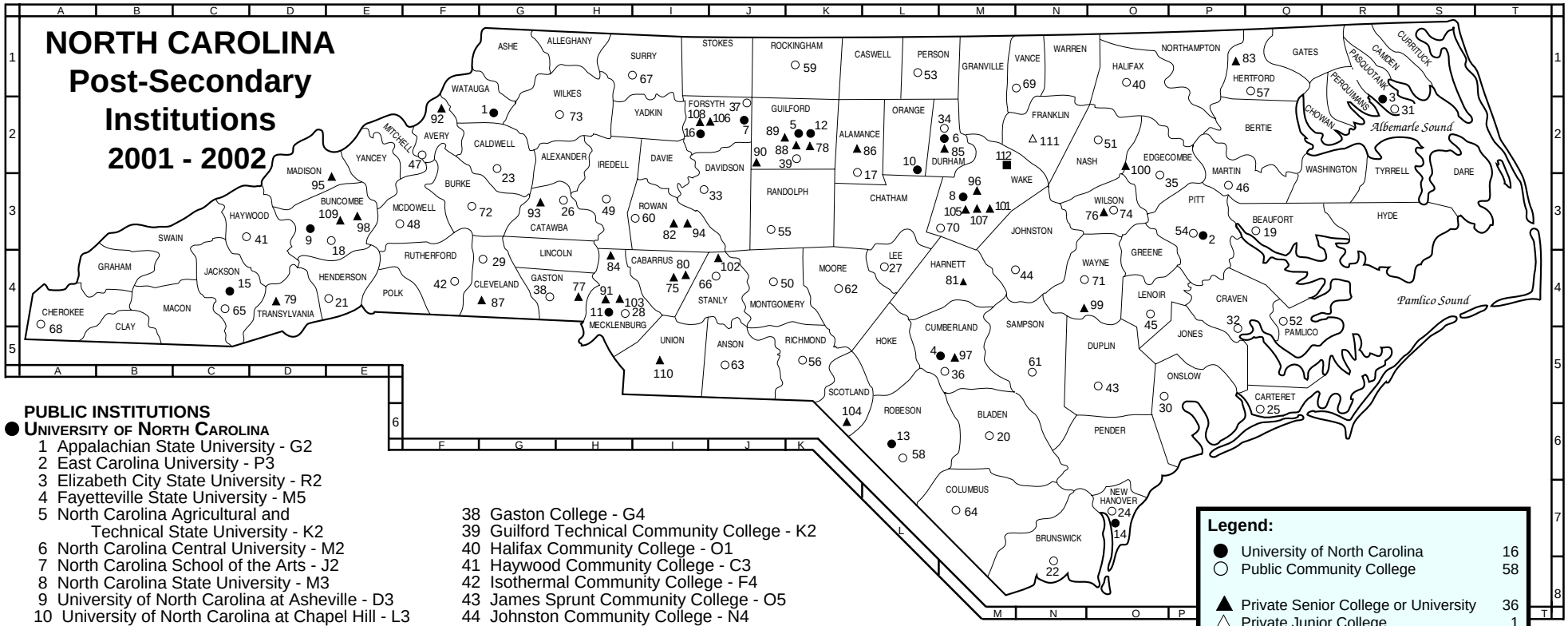
The Higher Education Reorganization Act of 1971 "redefined" the University of North Carolina and "redesignated" the constitutional Board of Trustees of the University of North Carolina as the "Board of Governors of the University of North Carolina." Thus, the University of North Carolina is today the 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. That system is governed by the State Board of Community Colleges.

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 (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 25 percent during the period 1980-1990 and by 16 percent during the period 1990-2000. 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 2001 - 2002



Legend:

● University of North Carolina	16
○ Public Community College	58
▲ Private Senior College or University	36
△ Private Junior College	1
■ Theological Seminary	1
Total	112

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
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

Table II.1. Higher Education in North Carolina

Measure	1980	1990	2000
Number of postsecondary institutions:			
Community colleges	58	58	58
Private 4-yr. col.& univ.	30	32	36
Private 2-yr. colleges	8	5	1
Public 4-yr. col.& univ.	16	16	16
Total no. of institutions	112	111	111
Fall headcount enrollments:			
Community colleges			
(College-transfer curriculum)	13,301	25,895	38,369
Total curriculum	104,077	138,591	170,204
Private 4-yr. col.& univ.	48,211	59,197	67,360
Private 2-yr. colleges	4,966	3,337	543
Public 4-yr. col.& univ.	117,649	144,241	162,761
Total	274,903	345,366	400,868
Degrees conferred:	***1979-80***	***1989-90***	***1999-2000***
Sub-baccalaureate cert.	5,382	6,640	10,123
Associate degrees	10,109	10,326	13,316
Baccalaureate degrees	23,688	27,335	35,358
Master's degrees	5,252	6,234	9,681
Doctoral degrees	757	862	1,152
First professional degrees[3]	1,468	1,597	1,951
Law	*653*	*744*	*838*
Dentistry	*81*	*71*	*78*
Pharmacy	-	*55*	*227*
Medicine	*387*	*416*	*419*
Veterinary medicine	-	*61*	*73*
Theology	*347*	*250*	*316*
Total degrees conferred	**46,656**	**52,994**	**71,581**

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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 2000. Although community college and private institution enrollment analyses were not available for fall 2001 at the time of this printing, UNC figures for fall 2001 were available. In fall 2001, African American enrollment at historically white UNC institutions reached the highest percentage ever, 10.5 percent, up from 10.38 percent in 2000. Overall minority student enrollment at the historically white institutions was 19.9 percent in fall 2001, and non-African American enrollment at historically black institutions was 18.2 percent. Overall fall 2001 female enrollment at UNC constituent institutions was 56.4 percent of the total.

[3] Numbers of first professional degree categories (in italics) are included in the total number of first professional degrees (above).

Figure II.1. Fall Enrollment Trends (Minority)

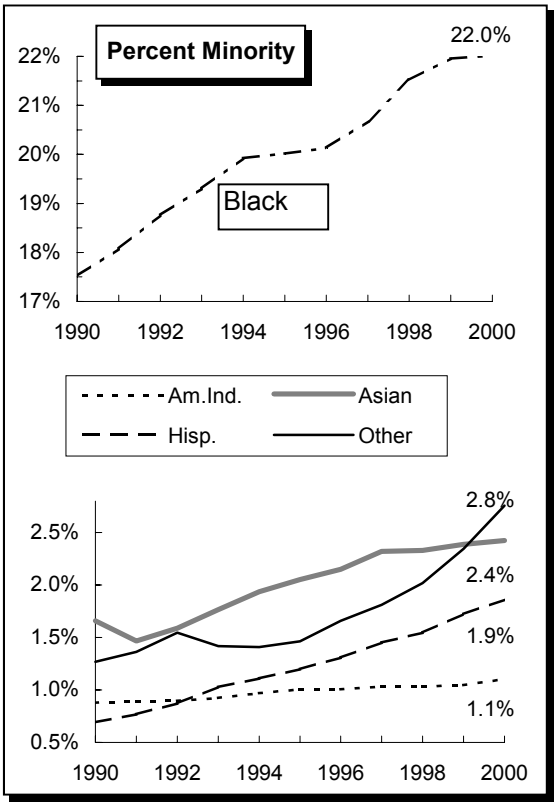

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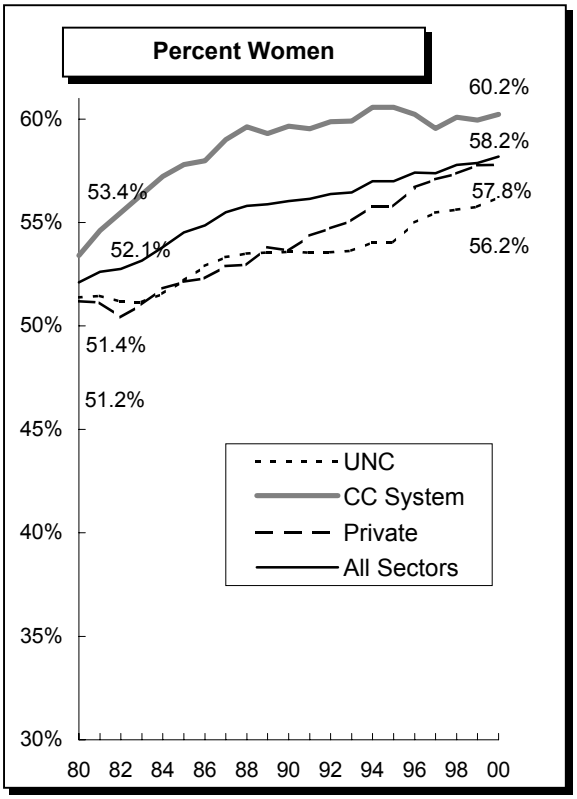
Figure II.2. Fall Enrollment Trends (Women)



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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 (25 & Older)

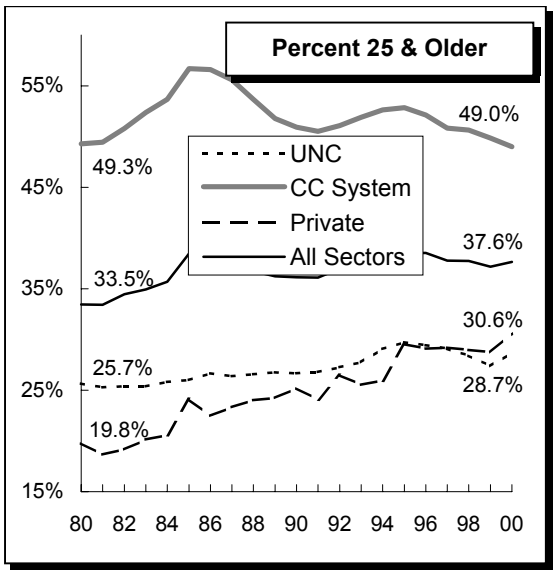

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Figure II.4. Fall Enrollment Trends (Part-Time)

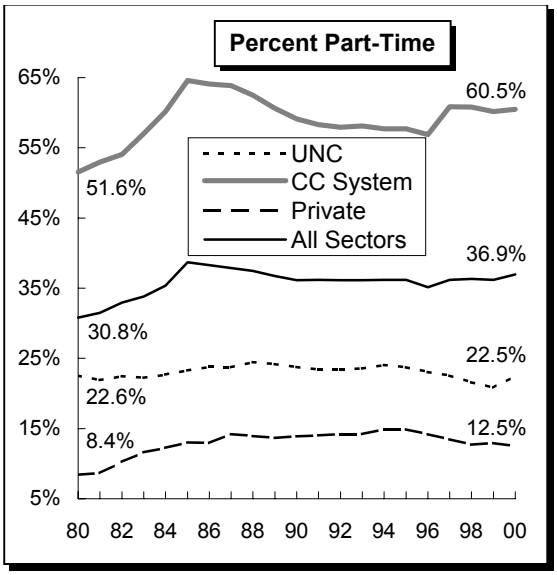

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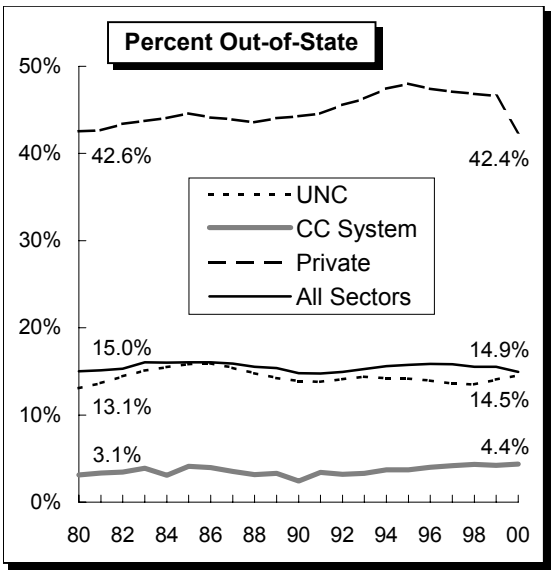
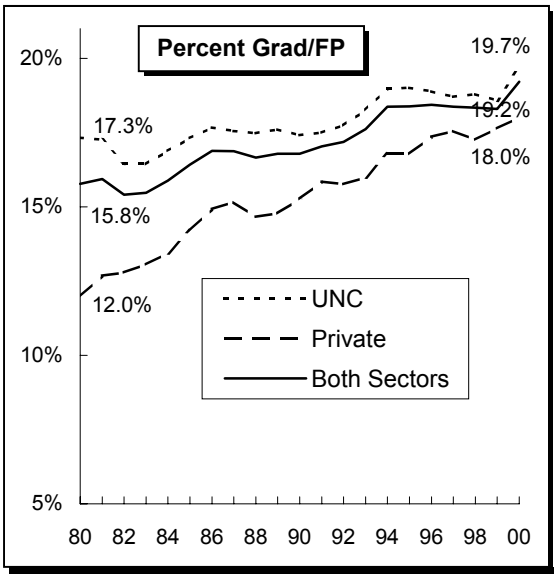
Figure II.5. Fall Enrollment Trends (Out-of-State)



UNC-GA ProgAssess/LRP.AG001I.U/10-16-01

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



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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. North Carolina's fourth and eighth grade students exceeded both national and regional average scores on the National Assessment of Educational Progress (NAEP) 2000 Mathematics Assessment. North Carolina's fourth and eighth graders showed strong overall performance on NAEP reading and math assessments during the 1990s, and North Carolina was the only state to reduce the achievement gap between its highest and lowest performers according to a report by the National Education Goals Panel (NEGP). The state's new statewide standards for student promotion from grades 3,

5, and 8, as well as for high school graduation, have been recognized by the National Association of State Boards of Education (NASBE) as being in the forefront of education accountability and individualized remediation efforts.

Improved Student Preparation for College

North Carolina high school graduates are better prepared for college today than they were in the 1980s. Table II.2 compares scores of all North Carolina students taking the SAT to national averages. As Table II.2 shows, the gap between North Carolina and national SAT scores has decreased since 1979-80.

Table II.2. Recentered SAT Trends in North Carolina and the Nation

Measures	1979-80	1989-90	1999-2000
North Carolina			
Recentered SAT Avg.	937	951	988
Number of Test-takers	35,563	37,561	43,108
Number of HS Grads	73,725	67,736	66,403 *
Percent Taking SAT	48.2%	55.5%	64.9%
United States			
Recentered SAT Avg.	994	1001	1019
Number of Test-takers	991,514	1,025,523	1,269,228
Number of HS Grads	3,043,000	2,586,000	2,839,000 *
Percent Taking SAT	32.6%	39.7%	44.7%
N.C. vs. U.S. Comparisons			
SAT Difference	-57	-50	-31
N.C. Ave. SAT as a % of U.S. Ave. SAT	94.3%	95.0%	97.0%

*Projected.

UNC-GA ProgAssess/LRP.AT003A.U/10-16-01

While the nation gained only one point, North Carolina's average total SAT score moved up four points in 2000-2001 from the previous year, continuing the upward trend that the state has experienced since 1989. Average SAT scores for first-time UNC freshmen from North Carolina increased from 1,044 in 1991 to 1,065 in 2001. The higher scores indicate the benefits of students taking more than the minimum number of courses required for graduation in each subject area. As one example of students taking more rigorous courses, the number of public school students taking Advanced Placement (AP) examinations increased by 9 percent to 20,980 students from 1999-2000 to 2000-2001, and the overall number of AP exams taken increased by 11.6 percent over that period.

III. The Environment for Higher Education

This section highlights the major forces—demographics, information technology, the knowledge revolution, research, internationalization, K-12 education, and health care services—that the University must address during this decade. It describes the implications for higher education in general and particularly for public university systems such as the University of North Carolina. These forces and the challenges and opportunities that they represent inform the strategic directions adopted by the Board of Governors for the period 2002-2007 (Section V).

1. Demographic Changes

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.

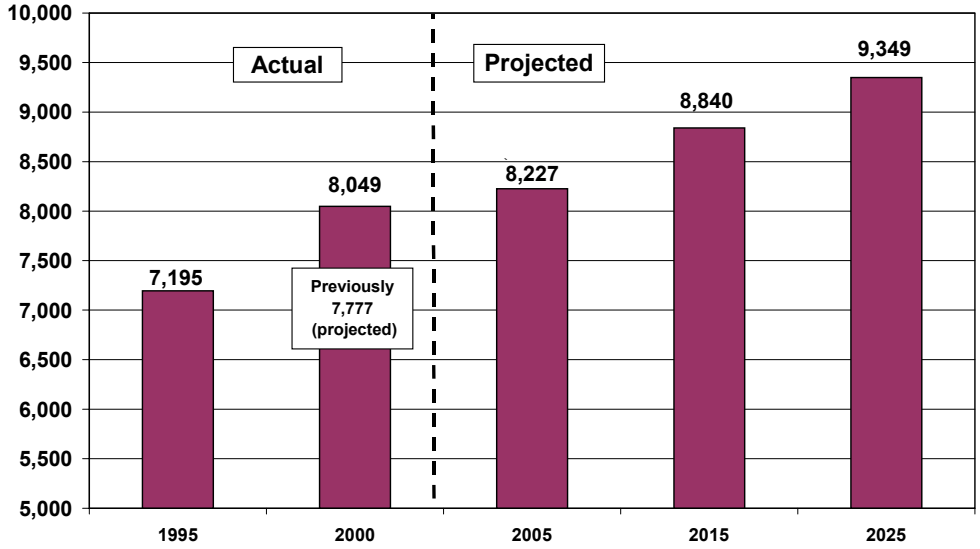
- In Census 2000, 281.4 million people were counted in the United States, a 13.2 percent increase over 1990 and the largest numerical increase in US history. Population growth varied by region, with higher rates in the West (19.7 percent) and South (17.3 percent) compared to 7.9 percent for the Midwest and 5.5 percent for the Northeast.
- Among age groups in the United States, the strongest growth during the next decade will occur within the 35-65 year-old age group, whose members will subsequently inflate the number of persons 65 and older. By 2020, about 18 percent of the U.S. population will be over 65, compared to 14 percent today.
- The number of high school graduates in 2007-08 is projected to reach an historical peak of 3.2 million, exceeding the previous peak reached in 1978-79 by more than two percent.
- 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. By 2020, Hispanics will constitute 16 percent of the U.S. population and African Americans 13 percent.

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 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.
- 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.
- The state 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.
- 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

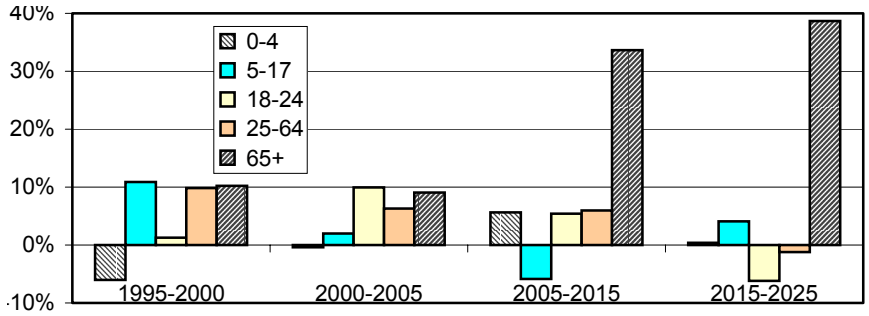
Census 2000 population (8,049,000) exceeded its previously projected population for that year (7,777,000) by 272,000. As new population projections are developed based on Census 2000 data, it is probable that those projections will exceed those for North Carolina shown in Figure III.1.

Figure III.1. Projected Growth in North Carolina's Population (in 1,000s): 1995-2025[4]



- Figure III.2 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 "baby boomers" 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.2. Percentage Change in North Carolina's Population by Age Group 1995-2000, 2000-2005, 2005-2015, 2015-2025[5]



- 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.3 shows North Carolina's 2000 population by racial and ethnic group as projected by the U.S. Census Bureau in 1995 compared with the actual 2000 Census findings. The white population is somewhat smaller than was projected, while the Hispanic population counted in Census 2000 already exceeds the number originally projected for 2025.

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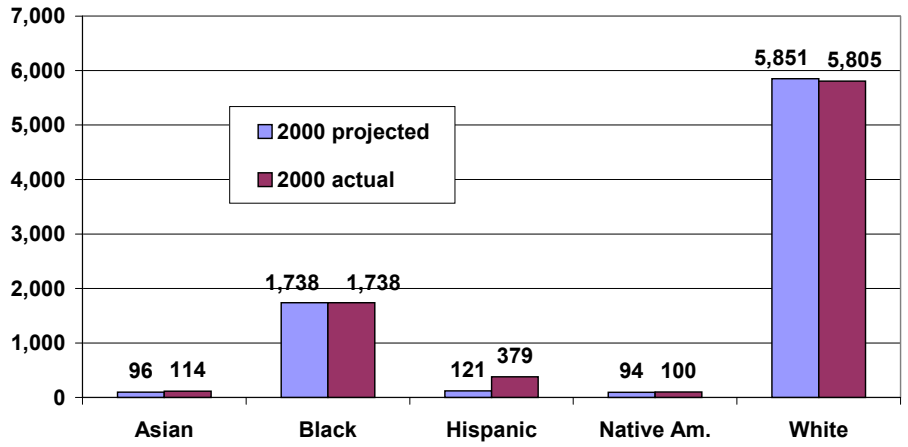
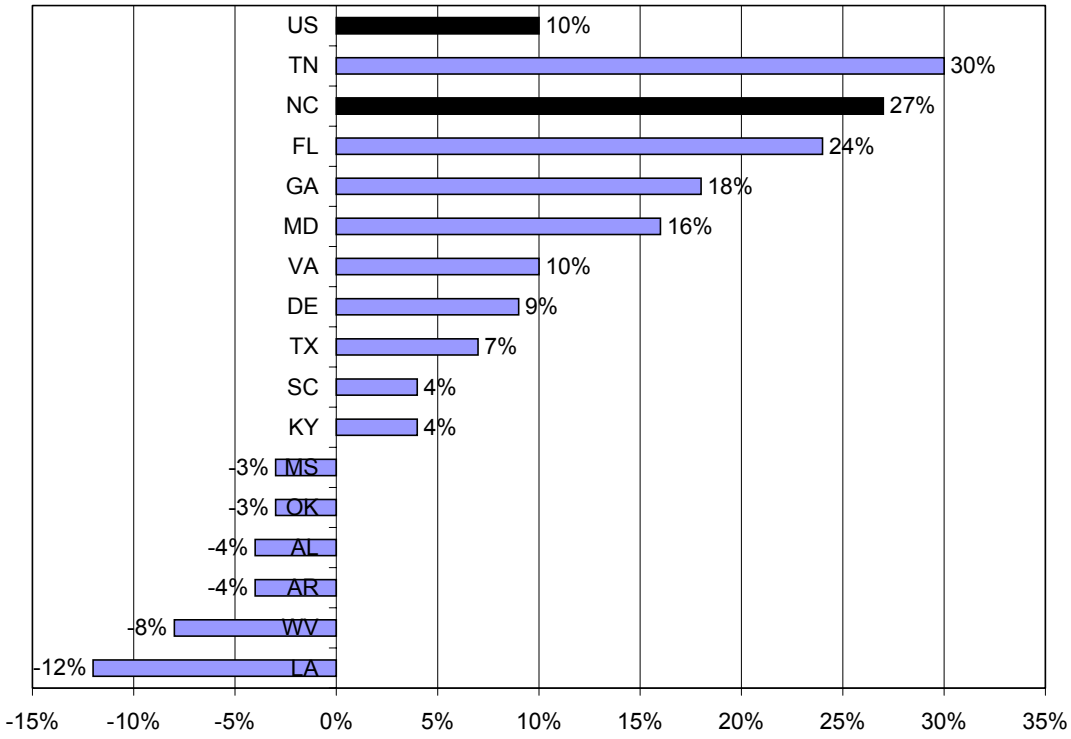
[4] U.S. Census Bureau
[5] *Ibid*

Figure III.3. Projected and Actual Comparisons of North Carolina's Population (in 1,000s)[6]



- Between 2000-2001 and 2009-2010, North Carolina will experience a 27 percent increase in high school graduates. Figure III.4 shows that North Carolina is projected to have the second highest growth in high school graduates in the 16-state Southern Regional Education Board (SREB) region—a growth rate almost three times the projected national average.

Figure III.4. Projected Changes in Public High School Graduates: 2001 to 2010[7]



- As in the recent past, 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,

[6] *Ibid*
[7] National Center for Educational Statistics

North Carolina has experienced substantial in-migration of workers, largely Hispanic, in labor-intensive industries such as manufacturing and agriculture.

- 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.

Implications of Demographic Changes

Many states, North Carolina among them, will be challenged to accommodate a substantial increase in traditional college-age students and, at the same time, serve the needs for continuous learning on the part of nontraditional students.

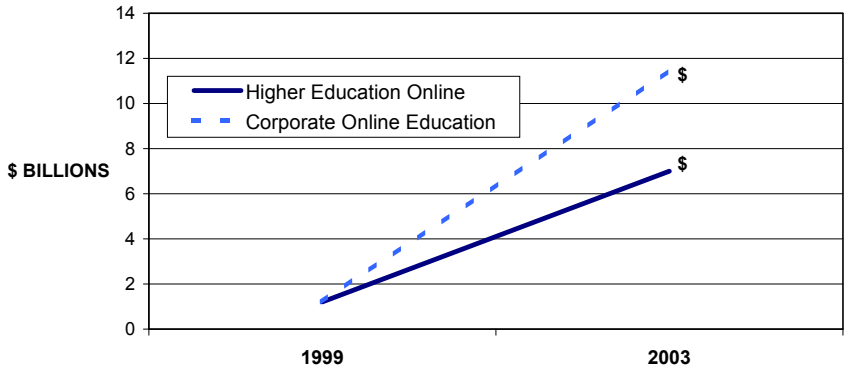
- College attendance will surge, and a large percentage of the enrollment increase will be full-time undergraduates. Demands for distance education will continue to increase as place-bound working adults seek baccalaureate and advanced degrees to make them more competitive in the workforce.
- The baby boomers (born between 1946 and 1964) are the best-educated generation in American history. They are accustomed to having their needs met on their own terms. They can be expected to demand increased educational opportunities, whether for career advancement, second careers in retirement, or personal enrichment.
- Although a robust economy produced prosperity for higher education in the late 1990s, North Carolina will be challenged to maintain that level of funding and support the anticipated growth in enrollments should the economy continue its current decline.
- These demographic trends will have an impact on the University's strategic goals of ensuring access to higher education for all qualified state residents and supporting education in K-12 schools. Enrollment growth will continue throughout this decade, and there will be greater diversity in the student population.

2. Innovation and Change: The Impact of Information Technology

Advances in information technology have created a global community that is both increasingly interdependent and competitive.

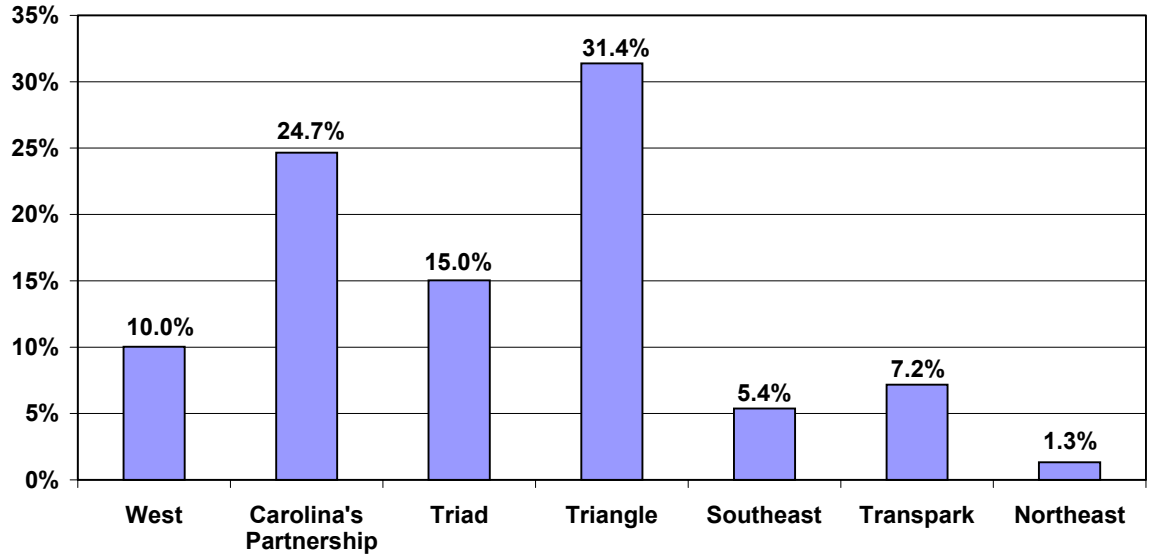
- Innovations in computerization, telecommunications, miniaturization, compression technology, and digitization have resulted in declining costs and expanded availability of information technology globally.
- These innovations have greatly increased the speed, distance, and amounts of information that can be transmitted and which flow freely across boundaries.
- Forecasts by Merrill Lynch (Figure III.5) predict on-line learning in higher education to expand at a compounded annual growth rate of 55 percent over the period between 1999 and 2003, expanding from a $1.2 billion industry in 1999 to $7 billion in 2003.

Figure III.5. U.S. Online Education Growth Projections (Merrill Lynch, 2000)



- Technological innovations have created a faster, more open, and more complex global marketplace with increased efficiencies and economies of scale.
- The Census Bureau reports that revenues for the nation's information sector increased by 11 percent between 1999 and 2000, from $774 billion to $858 billion. Revenues from online information services increased 48 percent during that time, and wireless telecommunications revenues increased by 25 percent.
- Global competition has intensified enormously in terms of the quality, price, and source of products and services and the speed at which they can be delivered. This requires North Carolina to have an educated and well-trained workforce that can participate and compete effectively in this new environment.
- North Carolina workforce participation in the information economy is unevenly distributed across the state. All regions of the state must benefit from the opportunities that higher education offers for progress. As Figure III.6 illustrates, much of North Carolina's information technology workforce is located in two of the state's seven economic development regions: the Research Triangle region and the Carolina's Partnership (metropolitan Charlotte area) region.

Figure III.6. North Carolina's Information Technology Workforce: 1999[8]



- Technological advances are strengthening a consumerism that demands convenience and responsiveness to consumer needs and interests. This will correspond with increased citizen expectations for availability of higher education programs at times, locations, and delivery formats that meet the needs of a wide range of adult learners.
- The pace of innovation and change will require a streamlining of bureaucratic procedures and regulations and the creation of more efficient organizational structures.
- Competitive organizations will reward employees for their knowledge and skills; employees, with greater loyalty to their careers than a specific employer, will prefer guarantees of lifetime education to lifetime employment. Many will choose to work as contract employees.
- The rate of change, competitive pressures, and heightened specialization will require organizational focus, outsourcing, collaboration, and the development of strategic alliances based on shared interests and complementary strengths.

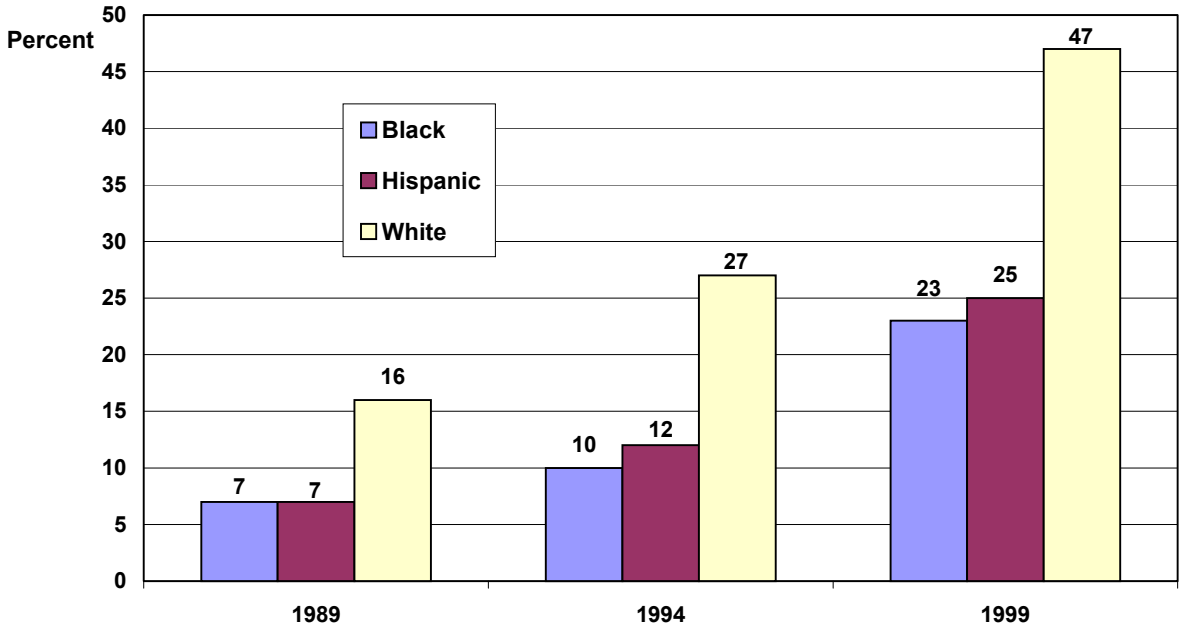
[8] N.C. Department of Commerce

Implications of Innovation and Change: The Impact of Information Technology

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 application of information technology solutions.

- Employment in information technology industries is expected to nearly double over the two decades from 1986 to 2006. Such industries will not locate in regions where the local workforce is inadequately prepared, both in terms of general educational level and 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 (Figure III.7). 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.

Figure III.7. Levels of U.S. PC Ownership by Race/Ethnic Origin[9]



- To address North Carolina's educational and economic needs, the University must offer campus-based and distance degree programs that produce the teachers, business leaders, scientists, engineers, health professionals, and others who are necessary to support economic development of a region. Advances in information technology must be employed to enable the University to accomplish this goal effectively and efficiently.
- 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 address state needs.
- 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

[9] Southern Growth Policies Board, 2000

administrative issues that arise. Table III.1 presents a list of issues that were mentioned most often in a 2001 membership survey by EDUCAUSE, a national higher education organization that provides leadership on information technology issues.

Table III.1. 2001 EDUCAUSE Higher Education Survey on Key Information Technology Issues

Issues mentioned in all areas:	Key challenges for Information Technology leaders:	Emerging challenges:
• Administrative systems and enterprise resource planning • IT staffing and human resources management • Distance education	• Change management • IT organization and service delivery models • Leadership for IT	• Emerging network technologies • Security management • Ubiquitous computing and universal access

Institutions of higher education will experience fierce competition both from their traditional peers and from alternative providers and delivery mechanisms.

- The educational needs of a knowledge economy, contrasted with the deliberate pace characteristic of most colleges and universities, are creating opportunities for more nimble and innovative providers to enter the market.
- To meet the need, new institutional models are emerging—for-profit and proprietary institutions, "educational brokerages," clearinghouses and certification agencies.
- Faced with competition from new education providers who will focus on the most profitable markets and realize economies of scale through mass marketing of courseware, traditional institutions of higher education (especially those in the public sector) will be under increased pressure to reduce their costs and increase their productivity. Should alternative providers succeed in capturing their large and most profitable markets (e.g., the MBA), such institutions will find it even more costly to support high cost/low demand programs (e.g., the liberal arts, doctoral degrees).
- Owing 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, greater focus on learning outcomes and competencies, and delivery of education "anytime, anywhere."
- 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 a quality, affordable, and convenient education).

3. The Knowledge Revolution

Higher education has never been of greater importance to society and the economy. Knowledge will be to the 21st century what natural resources and manufacturing were to the 20th century.

- Education, more than ever before, will be the strategic resource for ensuring economic growth and individual income, a stable and democratic society, and quality of life. Table III.2 and Table III.3 illustrate this relationship.

Table III.2. Median Earnings & Unemployment Rates for Full-Time Workers Age 25 & Over by Educational Attainment[10]

Education Attained	Median Earnings (2000)	Unemployment Rate (1998)
Professional degree	$72,393	1.4%
Doctorate	$63,600	1.3%
Master's degree	$48,971	1.6%
Bachelor's degree	$40,312	1.9%
Associate degree	$30,773	2.5%
Some college, no degree	$27,696	3.2%
High school graduate	$24,264	4.1%
Less than high school diploma	$17,337	7.1%

Table III.3. Correlates of Educational Attainment (by percent)[11]

Baccalaureate Degree Activity	Some H.S.	H.S. Graduate	Some College	or More
Attendance at various arts activities	11.5	19.6	25.2	35.9
Participation in exercise program	39	55	71	75
Read newspaper at least once a week	71	85	89	91
Read one or more magazines regularly	66	86	89	94
Read any books in last six months	42	57	74	83
Correctly answer questions about government	15	43	67	84
Voted in presidential election (1996)	38.8	51.7	63.1	77.0
Participate in ongoing community service	19	33	44	52

- More than two-thirds of the jobs being created in the fastest-growing sectors of the U.S. economy—office jobs (e.g., legal and financial services, sales and marketing, accounting, managerial and editorial positions), health care, and teaching—now require a college education. Table III.4 shows that the ten fastest growing occupations during this decade will require advanced education.

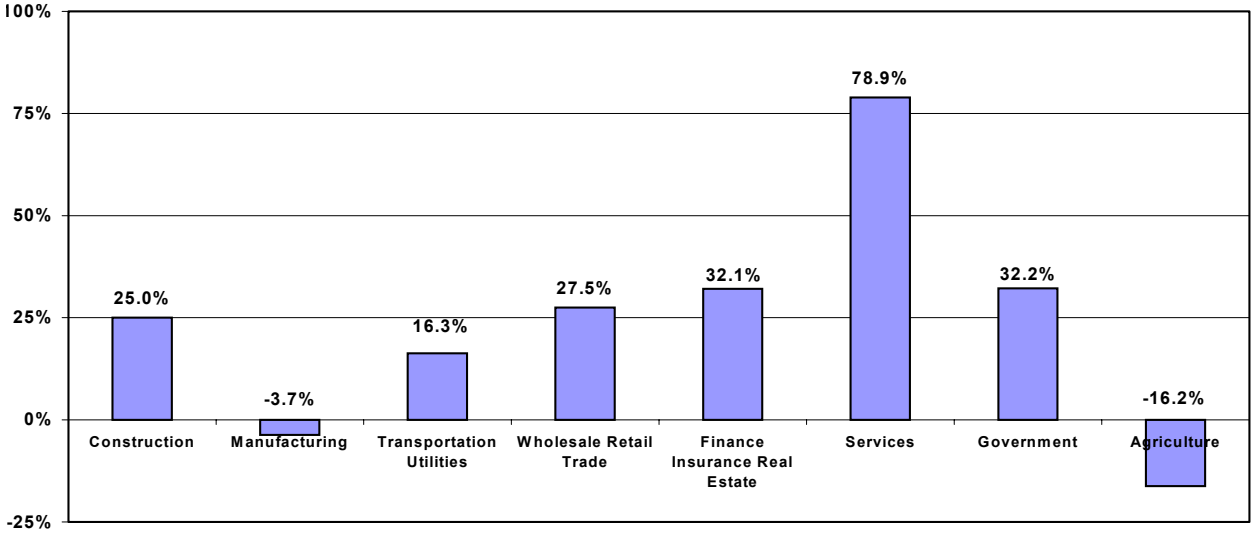
Table III.4. The Ten U.S. Occupations with the Fastest Projected Employment Growth: 1998-2008[12]

Occupation	Growth (1,000's)	Growth (percent)	Occupation	Growth (1,000's)	Growth (percent)
Computer engineers	323	108%	Paralegals and legal assistants	84	62%
Computer support	439	102%	Personal & home care aides	433	58%
Systems analysts	577	94%	Medical assistants	146	58%
Database administrators	67	77%	Social services	141	53%
Desktop publishing	19	73%	Physician assistants	32	48%

- Technological innovations and global competition are causing jobs in agriculture and manufacturing to fall, while increasing the skill level necessary for many that remain (Figure III.8).

[10] U.S. Bureau of Labor Statistics
[11] *Postsecondary Education Opportunity*, No. 81, March 1999
[12] U.S. Bureau of Labor Statistics

Figure III.8. Percent Change in N.C. Employment by Sector: 1988-1998[13]



- In 2000 the largest North Carolina industries in terms of personal income earnings were services (23.7 percent), state and local government (12.1 percent), and durable goods manufacturing (11.1 percent). From 1990 to 2000, the slowest growing earnings income sector was nondurable goods manufacturing, and the fastest growing was the finance, insurance, and real estate sector.
- Low-wage services jobs, which comprise about 20 percent of all U.S. jobs, have held steady since the 1950s and are not expected to become more plentiful.
- The demand for specific vocational skills is giving way to a growing need for "knowledge workers" with mathematical and verbal reasoning ability, analytical, problem-solving and interpersonal skills, and the ability to communicate, coordinate, manage, and work in teams.

Implications of the Knowledge Revolution

Continuous education will be the hallmark of careers in the new economy. The two-year or four-year degree will be replaced by the "99-year" degree, as the knowledge and skills required for jobs, and the jobs themselves, will change at an unparalleled rate.

- With just 26 percent of the 25-and-older population having a bachelor's degree or better and 65 percent of new jobs requiring higher skills, the U.S. has an "under-degreed" adult population.
- This is particularly true in North Carolina where the percentage of adults with at least a bachelor's degree is just 23.2 percent (Figure III.9) compared to a national average of 26 percent, with a large gap in educational attainment among racial and ethnic groups in the state (Figure III.10). In 2000, 26 percent of white North Carolinians had attained a four-year degree or higher, compared to 14.7 percent of blacks and 11.3 percent of Hispanics. (Comparable data for American Indians were not available.)

[13] U.S. Bureau of Economic Analysis

Figure III.9. N.C. and U.S. Percentage of College Graduates, Persons 25 and Older: 1970-2000[14]

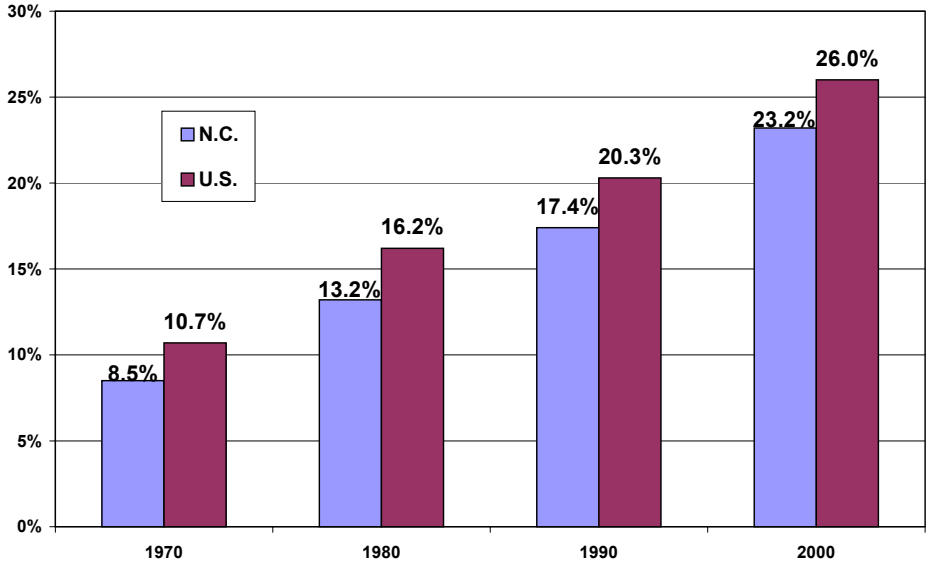
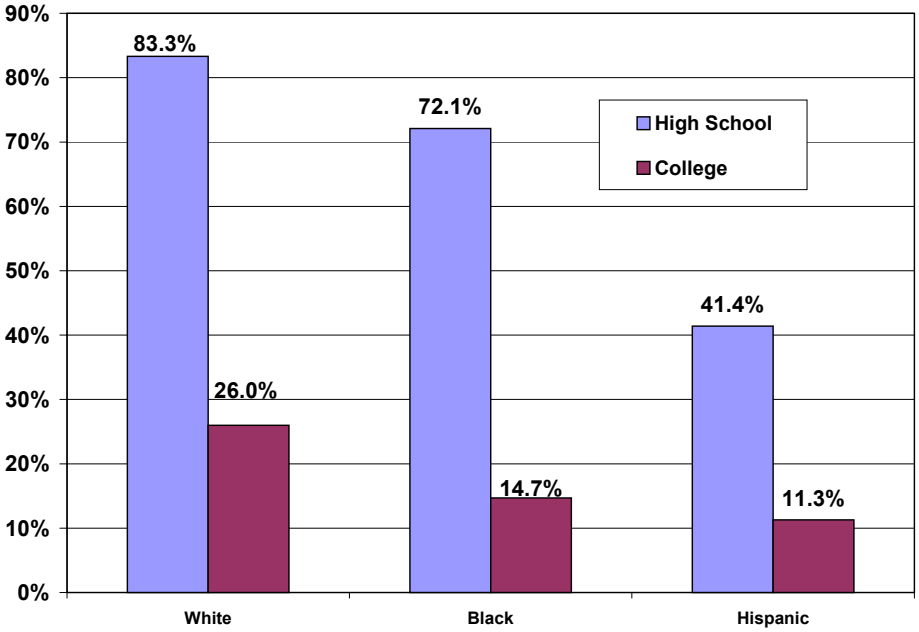


Figure III.10. Educational Attainment by North Carolinians Age 18 & Older by Race/Ethnicity: 2000[15]



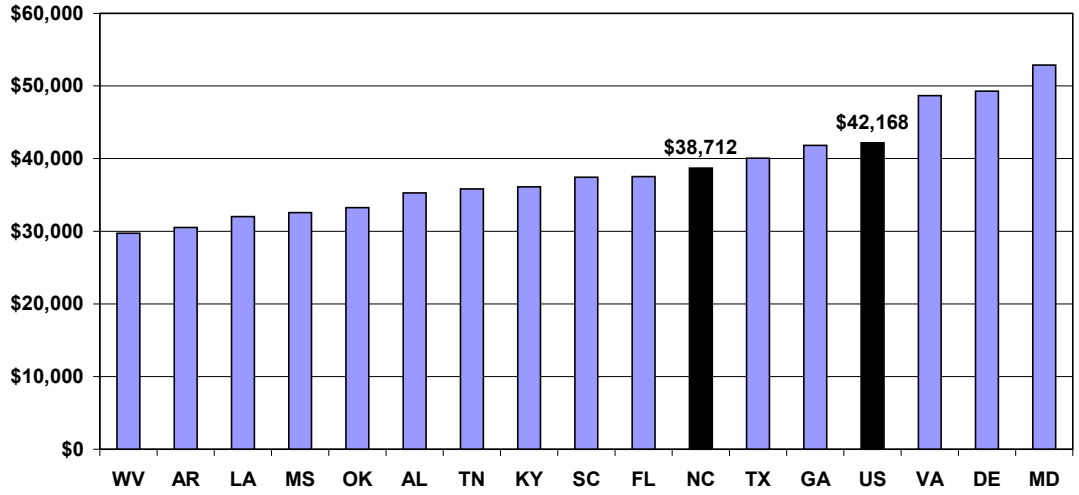
- Nevertheless, North Carolina is making progress in educational attainment. In 1990, 53.7 percent of recent North Carolina high school graduates were attending college as compared to a national average of 59.9 percent. By 2000, the percentage of recent North Carolina high school graduates attending college had surpassed the national average, 64.9 percent for North Carolina compared to a national average of 63.3 percent.
- In 2000, 23.3 percent of males 18 and older in North Carolina had a four-year college degree or were enrolled in college, compared to 23.2 percent of females. However, female

[14] U.S. Census Bureau
[15] *Ibid*

higher education enrollments in North Carolina were 58.2 percent of the total in 2000, so the lower female educational attainment is likely to vanish soon, possibly to be replaced by lower educational attainment by males.

- In fall 2001, the UNC college going-rate among first-time freshmen was 30.9 percent for whites, 29.4 percent for blacks, 29.6 percent for American Indians, 24.9 percent for Hispanics, and 44.4 percent for Asians. The state is making strides in closing the racial/ethnic educational attainment gap although substantial progress remains to be made.
- As North Carolina has raised the educational attainment of its people, it has also narrowed the gap between North Carolina and the U.S. in average income. However, North Carolina's median household income is just 91.8 percent of the national average (Figure III.11).

Figure III.11. Median Household Income for N.C., Southern States, and the U.S.: 2000[16]



- Just as educational attainment is not evenly distributed throughout the population, so too with respect to one of the outcomes of educational attainment—employment in good-paying jobs. Unemployment, and the accompanying poverty, varies significantly among the various regions of the state.
- All of the above measures of educational attainment and economic prosperity have implications for the University as it develops its strategic directions that address access and diversity, intellectual capital formation, and K-12 schools.

4. Advances in Research

Advances in human knowledge, information technology, and telecommunications have made possible the rapid dissemination and exchange of information and vastly increased the pace of new discoveries.

- The volume and interconnectedness of human knowledge continue to expand exponentially. A broad understanding of our society and the world will be necessary to evaluate a torrent of information and make informed choices that impact our personal lives and the world.
- As a consequence, the value of education and of "lifelong learning" will rise dramatically. Learning and degrees will need to be "refreshed" continuously.
- This need is producing a revolution in the "discovery and learning business."

[16] U.S. Census Bureau

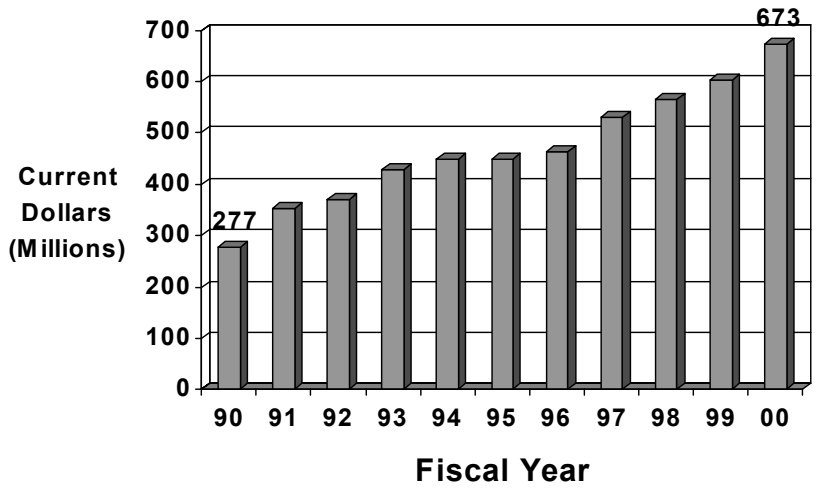
- The key to wealth and prosperity will be not only land or natural resources, but the availability and creative use of information to produce and apply knowledge.
- Recent Nobel Prize-winning research indicates that the largest portion of economic growth comes from technological change, not bulk products.
- University research is a primary wellspring for innovation and benefits to society; it accounts for more than half of the papers cited on U.S. patents.
- The next generation of scientists, educators and leaders in government and industry will be the prime movers behind the health of our economy, the well being of our citizens, and America's role in the world.

Implications of Advances in Research

UNC constituent institutions must prepare North Carolina for the demands of the knowledge revolution by conducting research and public service activities that benefit the citizens and the economy of the state.

- Because state support is limited, university personnel seek sponsored program support from funding sources such as the federal government, foundations, and business and industry to conduct scholarly, professional, and creative activities.
- Between 1990 and 2000, the value of awards to UNC sponsored programs increased from $277 million to $673 million, or 143 percent (Figure III.12).

Figure III.12. UNC Sponsored Program Awards, FY 1990-2000



- This high rate of growth is largely attributable to its increasing share of federal government support. UNC now ranks third among all public university systems in federal support of research and development (R&D) to academic institutions, behind only California and Texas (Table III.5). Federally funded sponsored programs account for two-thirds of the University's awards (Figure III.13).
- UNC sponsored program awards help fulfill the University's diverse three-part mission: instruction, research, and public service. The distribution of awards across these activities reflects both the missions of the constituent institutions and the availability of funding for sponsored programs (Figure III.14).

Table III.5. Federal Funding for Science & Engineering to Systems of Universities & Colleges, FY 1999[17]

University System	Federal Funds
1. U of California System	$1,520M
2. U of Texas System	$570M
3. U of North Carolina System	**$361M**
4. U of Illinois System	$300M
5. Columbia U System	$300M
6. U of Wisconsin System	$294M
7. State U System of Florida	$278M
8. U of Maryland System	$253M
9. U & St Col Arizona System	$229M
10. U of Alabama System	$225M

Figure III.13. UNC Sponsored Program Awards by Sponsor, FY 2000

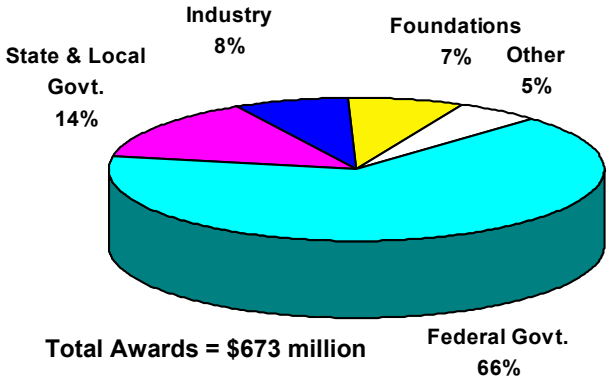
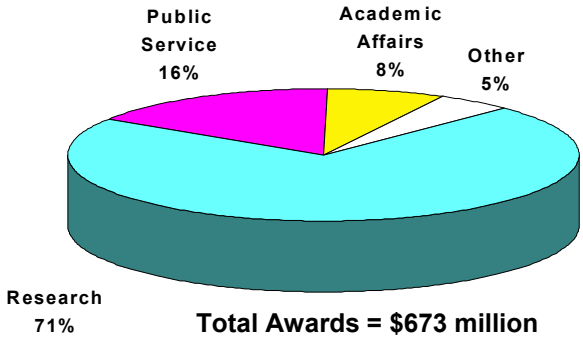


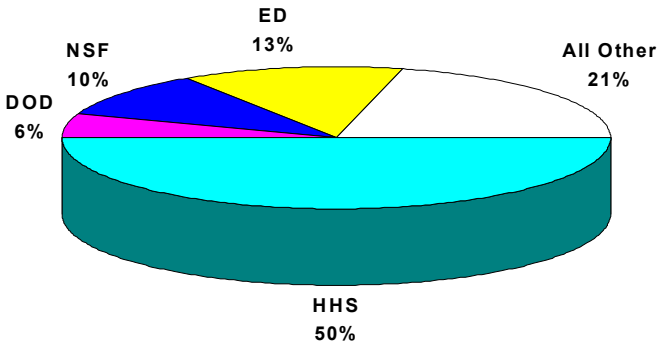
Figure III.14. UNC Sponsored Program Awards by Purpose Category, FY 2000



- The Department of Health and Human Services (HHS) accounts for half of the federally funded sponsored program awards to UNC; these awards make possible medical discoveries such as drug treatments, vaccines, medical procedures, and devices that improve human health. The National Science Foundation and other federal departments, such as Education and Defense, account for the remaining half of federally funded sponsored program awards to UNC; these awards support research, instruction, and public service activities in all University disciplines (Figure III.15).
- A new and growing measure of the impact of the knowledge revolution is the transfer of new University technologies of economic benefit to the state and nation through activity in patenting, licensing, and invention disclosures. University inventions often become licensed to existing companies or lead to the establishment of start-up companies that commercialize, market, and manufacture new technologies (Figure III.16). Technology development initiatives funded by the National Science Foundation and the Office of the President have led to campus-wide technology transfer assessments and new partnerships with the Research Triangle Institute, the Technology Development Authority, and the Small Business and Technology Development Center. These new partnerships have expanded UNC's capabilities to capitalize on funded research, new inventions, and business start-ups.

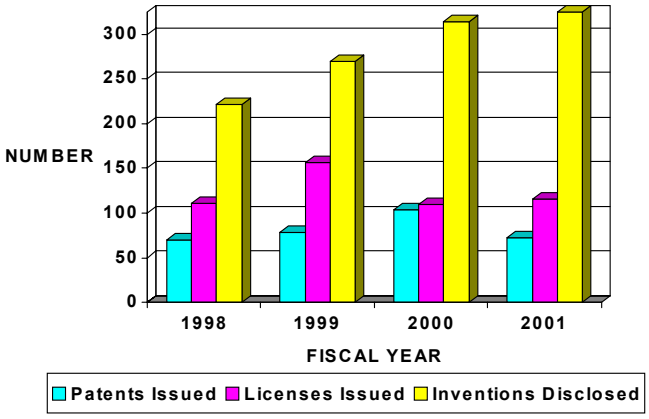
[17] National Science Foundation (latest data available)

Figure III.15. UNC Sponsored Program Awards by Federal Sponsor, FY 2000



Federal Funds to UNC = $441 million

Figure III.16. UNC Technology Transfer Activities, FY 1998-2001



5. Internationalization

Globalization will be an increasingly important factor in the educational and economic development of North Carolina, and the state is strengthened as it develops the capacity to compete in an international market place. National and world events during fall 2001 make it clearer than ever that we are one global community. Higher education has a crucial role to play in promoting an international perspective on political, economic, social, and environmental issues.

- In April 2000, President Clinton called on the U.S. Departments of State and Education to develop "a coherent and coordinated international education strategy" that "will help us meet the twin challenges of preparing our citizens for a global environment while continuing to attract and educate future leaders from abroad."
- American universities are more international than ever. In 2000-2001, more than 547,000 students from other countries were studying in American universities (Table III.6). Universities employ growing numbers of faculty and staff from around the world.
- The number of Americans studying abroad has doubled in the last decade; more than 143,000 students earned college credits abroad in 2000-2001 (Table III.7).

Table III.6. International Students in U.S. Universities, by Place of Origin: 2000-2001[18]

Place of Origin	Number
China	59,939
India	54,664
Japan	46,497
Korea, Republic of	45,685
Taiwan	28,566
Canada	25,279
Indonesia	11,625
Thailand	11,187
Turkey	10,983
Mexico	10,670

Table III.7. Host Regions of U.S. Study Abroad Students[19]

	1999-2000	Percent
Africa	3,969	2.8
Asia	8,834	6.2
Europe	89,593	62.4
Latin America	20,116	14.0
Middle East	4,127	2.9
North America	1,342	0.9
Oceania	7,231	5.0
Multiple Regions	8,373	5.8
Total Students	**143,590**	**100.0**

[18] Institute of International Education

[19] *Ibid*

- North Carolina is the tenth largest exporting state in the U.S. Total exports in 2000 amounted to $17.9 billion. Table III.8 lists the leading countries that are recipients of North Carolina exports and the state's leading exports in 2000.

Table III.8. North Carolina's Exports: 2000[20]

Leading Recipients of N.C. Exports	Leading N.C. Exports	
Canada (24.9%)	Industrial machinery & equipment ($3.1B)	Transportation equipment ($0.8B)
Japan (9.7%)	Electrical machinery ($2.4B)	Plastic ($0.6B)
Mexico (7.6%)	Tobacco ($1.6B)	Cotton, yarn, fabric ($0.5B)
United Kingdom (5.7%)	Optic ($1.4B)	Pharmaceutical ($0.4B)
Germany (4.7%)	Knit apparel ($0.9B)	Woodpulp ($0.4B)

- Global competition is one of the most significant forces of change in the last decade for business. Nearly three-quarters of American goods manufactured today are subject to competition from abroad.
- Overall, foreign trade accounts for nearly one quarter of America's gross domestic product—well over $1 trillion a year.
- In a September 2000 survey by the American Council on Education, 84.7 percent of respondents said that to compete successfully in a global economy students must speak a foreign language, 92 percent said they must understand other cultures and customs, and 89.4 percent said they must know about international issues and events.

Implications of Internationalization in Higher Education

UNC has an important role to play in maintaining North Carolina's competitiveness in a global economy by preparing students to function effectively in the international arena and by promoting strategies for raising the state's profile in the international community.

- The University must provide opportunities for students to have direct contact with other cultures in travel, study abroad and student exchange programs, giving these students broadened personal experience as well as special academic training.
- By enrolling qualified students from other countries at all degree levels in sufficient numbers and geographic diversity, by providing them with appropriate academic and social support, and by offering a broad range of intercultural programs, the University enables both international and American students to appreciate and understand differences and similarities among nationalities.
- UNC constituent institutions must maintain vigorous foreign language programs to prepare students to communicate more effectively in international environments and to enhance their understanding of other cultures.
- Higher education must encourage and support the development of an international dimension to the teaching, research, and service of faculty by recognizing such activities in the regular reward systems, by allocating resources to support their development, and by establishing and facilitating faculty exchanges and collaborative programs with international institutions.
- The University must attract international scholars to teach languages in UNC institutions as well as international students who can teach languages in North Carolina public schools.

[20] N.C. Department of Commerce

- UNC international public service and research programs must draw upon the expertise and international experience of faculty to help other countries address critical educational, social, and economic needs.
- The University must work collaboratively with business and industry, community leaders, and educators to promote cultural awareness, increase understanding, and find new ways to address social, economic, and educational problems from a global perspective.
- Higher education must affirm that international education, like other forms of learning, is a lifelong process that takes place outside the University as well as within. The University has a special obligation to make its expertise available to state agencies, public schools, and diverse segments of the North Carolina public in promoting greater understanding of global issues and events.

6. Public Schools—K-12 Education

Growth in K-12 school enrollments, changes in the teaching workforce, and the overall success of public schools in preparing students for higher education and for the workforce will have a significant impact on the nation's economic progress.

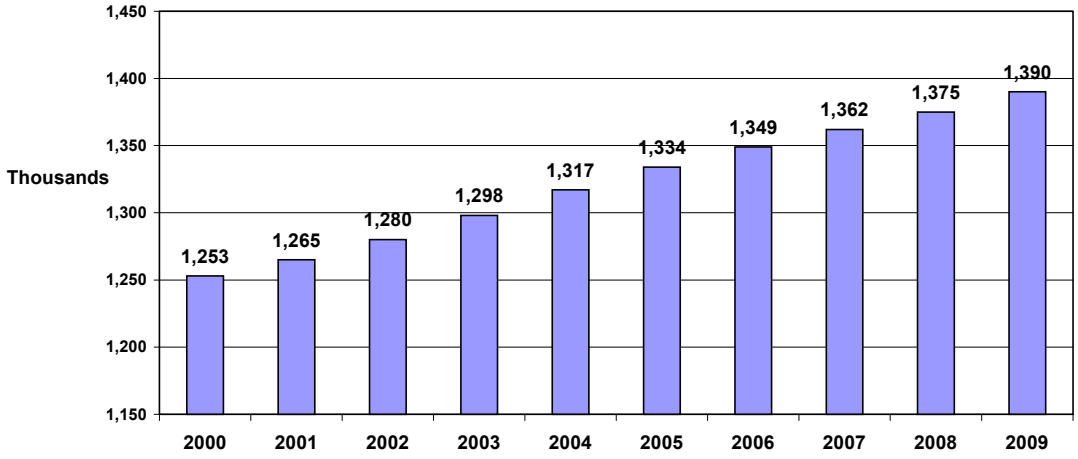
Educational goals

- In *Measuring Up 2000*, a report by the National Center for Public Policy and Higher Education, North Carolina was given a grade of B for preparation of students for higher education. The report noted that North Carolina has made significant progress in the number of 18-24 year-olds with a high school credential, the percentage of high school students taking upper level math and science courses, and the percentage of eighth graders scoring at or above "proficient" on the national assessment exam. However, progress remains to be made.
- The North Carolina Education Cabinet has set goals to make North Carolina "First In America" by 2010. Goals have been set for: high student performance; every child ready to learn; safe, orderly, and caring schools; quality teachers and administrators; and strong family, business, and community support. To achieve these goals, a number of issues must be addressed:

Growth in School Enrollments

- Demographic trends noted above create developments in the public schools that become change drivers for higher education. From 1990 to 2000, North Carolina's population grew by 1.42 million from 6.6 million to over 8 million (21.4 percent). The effect of this growth on education was dramatic: the kindergarten and elementary age population grew by 25 percent, and the high school age group grew by 13 percent.
- Enrollments in North Carolina public schools will continue to expand and become more diverse in the future. The N.C. Department of Public Instruction projects public school enrollment will grow to about 1.39 million students (excluding charter schools) in the 2009-2010 school year, an increase of more than 11 percent from 1.25 million in the 2000-2001 school year (Figure III.17).
- Students will be more diverse ethnically and racially than in the past. Over the 20 year period from 2000 to 2020, the N.C. Office of State Planning projects that the growth of minorities is expected to exceed that of the majority population: 51 percent to 30 percent.

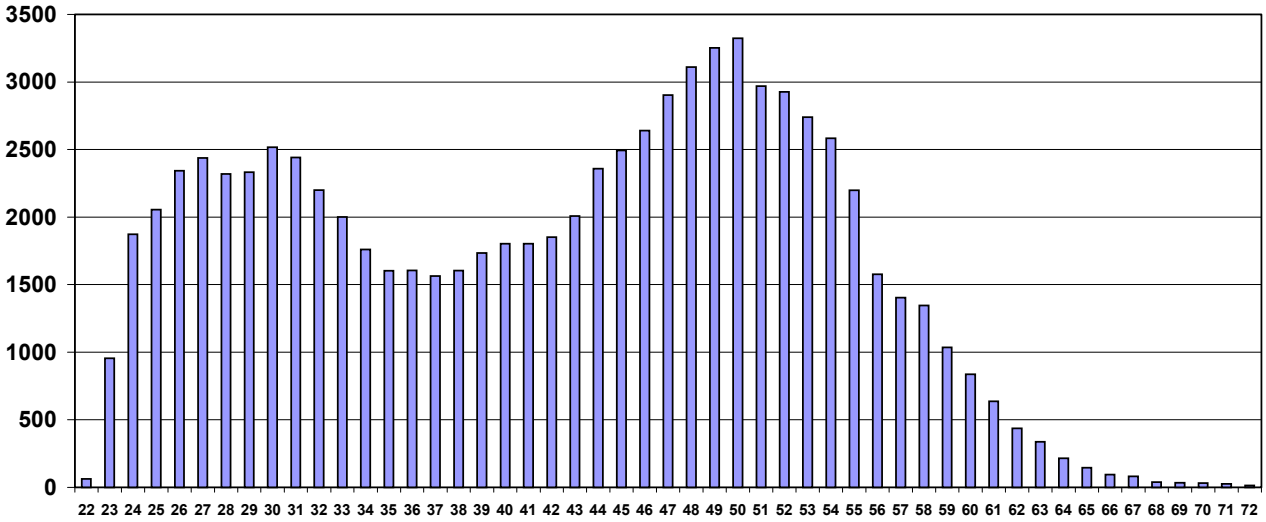
Figure III.17. North Carolina Public School Enrollment Projections: 2000 (actual) to 2009[21]



Demand for Teachers

- The demand for teachers will continue to expand over the next ten years due to public school enrollment growth, retirement of an aging teaching population, and low teacher retention rates of beginning teachers.
- These trends indicate that North Carolina will need nearly 80,000 new teachers over the next decade, a number comparable to the total corps of teachers in the state today.
- As Figure III.18 depicts, a large group of current North Carolina teachers will be reaching retirement age during this decade. Nearly one-third of all teachers in North Carolina are 50 or older.
- Smaller class sizes, mandated for grades K-3 in North Carolina, will also increase the need for more teachers.

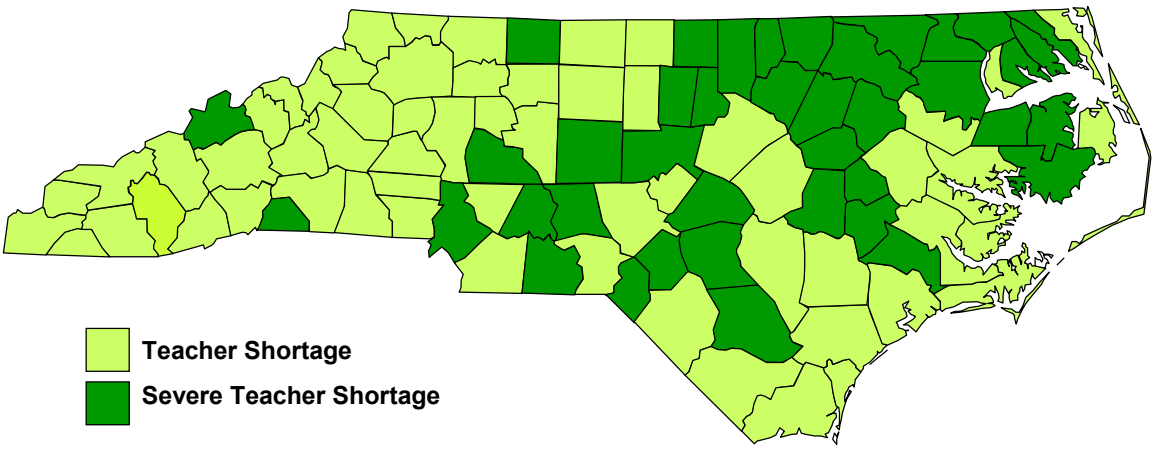
Figure III.18. Age Distribution of Teachers in North Carolina[22]



[21] N.C. Department of Public Instruction (excludes charter schools)
[22] *Ibid*

- As illustrated by the map in Figure III.19, every county in North Carolina experienced a teacher shortage to some extent in 2000, and 40 counties experienced severe teacher shortages.

Figure III.19. Areas of Teacher Shortage in North Carolina[23]



- North Carolina school systems hire about 12,000 new teachers a year, 2,500 of whom are in-state transfers. Thus, just under 10,000 new teachers are now hired each year and this trend will likely continue for the next ten years.
- The number of alternative and lateral entry teachers will continue to expand, providing opportunities for universities to develop new programs like NC TEACH and the NC Model Teacher Education Consortium to meet the needs of adults who wish to enter teaching.

Professional Development of K-12 Educators

- North Carolina requires teachers and administrators to complete ten 10-hour units of professional development every five years in order to maintain state licensure. Of the units required of teachers, three to five must deal with information technology.
- To support professional development activities, the state provides funds to local education agencies, to the N.C. Department of Public Instruction, to programs of the Center for School Leadership Development based in the University of North Carolina, and to others.
- There are a total of 117 local education agencies in North Carolina. North Carolina school districts spent a total of $57 million in 1999-2000 on delivery of professional development—about $17 million in federal funds, $22 million in state funds, and $18 million in local funds.

Implications for Public Schools—K-12 Education Issues

Given the need for teachers and concerns about quality, teacher education (and the universities that prepare teachers) will be the subject of intense scrutiny by public officials and others. The University must implement strategies to recruit, prepare, and sustain teachers and to ensure the highest quality of instruction in K-12 classrooms.

- UNC constituent institutions must continue to offer high-quality teacher education programs for traditional-age college students who wish to enter teaching, and expand programs for older adults who wish to change careers to teaching or who are seeking additional certification or an advanced degree.

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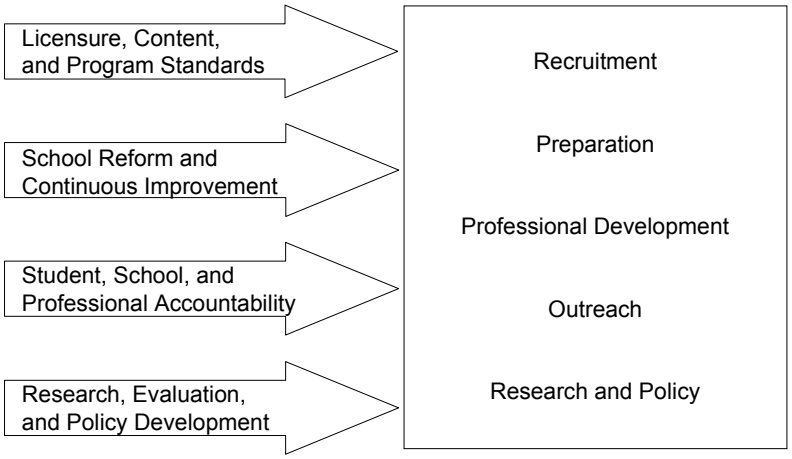
[23] *Ibid*

- To reach these place-bound older teachers and aspiring teachers, UNC schools of education must continue to develop distance education programs that will serve these individuals. UNC institutions currently offer approximately 80 distance education degree programs for educators online and at sites throughout the state, including at NC Community Colleges.
- Investment in the professional development of licensed K-12 educators will continue to grow in North Carolina and offers an opportunity for the fifteen University of North Carolina teacher education programs, the Center for School Leadership Development, and all of the affiliate institutions within the University.
- A strategy to address the public school education needs of North Carolina requires attention to recruitment, teacher preparation, professional development, outreach, and research and policy development. Figure III.20 illustrates the multi-pronged approach to addressing this complex challenge.

Figure III.20. Aligning K-16 Education



7. Health Care Needs

The University has a crucial role in preparing health care professionals to serve North Carolina citizens. Some regions and subpopulations of the state have inadequate access to health care, which the University is addressing through a wide range of health professions programs and through extending health care services to underserved regions and groups.

- In 1999, the Cecil G. Sheps Center for Health Care Services Research (Sheps Center) published "A Twenty-Year Profile of Trends in Licensed Health Professions in North Carolina, 1979-1998," which analyzed trends in the supply and distribution of 16 licensed health professions. The report also examined the number of practitioners per 10,000 population in North Carolina and the United States for each of these professions and identified shortages in a number of areas. As one example, Figure III.21 shows that the U.S. had an average of 25.5 physicians per 10,000 population, while North Carolina had an average of 20.2 per 10,000.
- The North Carolina Office of Rural Health utilizes data from the Sheps Center to identify counties in North Carolina that meet federal criteria for designation as a Health Professional Shortage Area (HPSA). An entire county or part of a county can be designated as an HPSA if it has an inadequate number of health professionals or a population with unusually high needs for primary care services. Figure III.22 shows the counties in North Carolina that have been persistently designated as whole or part-county HPSAs. Twenty-one counties in North Carolina have been persistently designated as whole-county HPSAs and an additional 23 counties have been persistently designated as part-county shortage areas.

Figure III.21. Physicians per 10,000 Population, U.S. and North Carolina: 1979-1999[24]

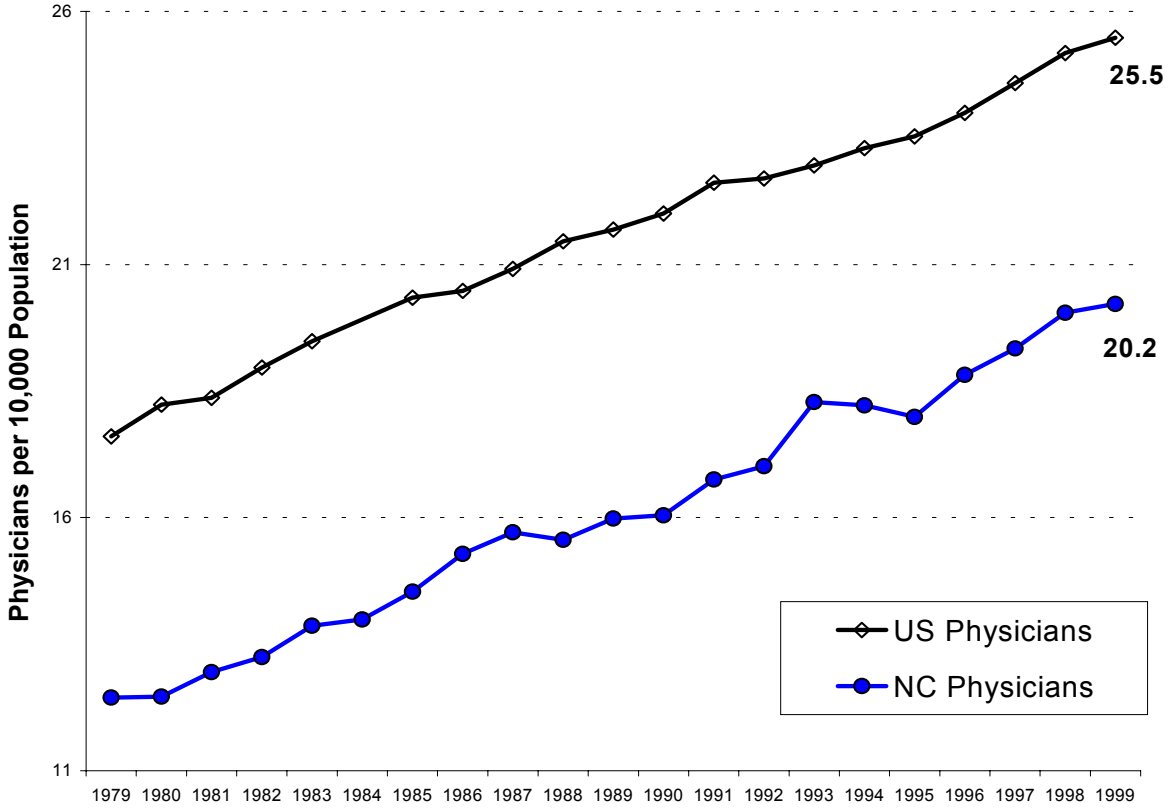
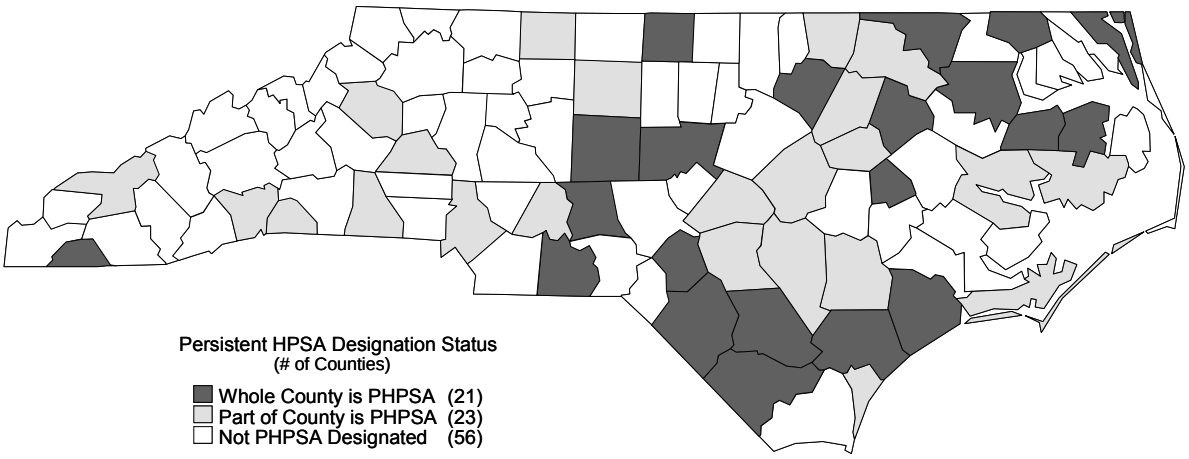


Figure III.22. Persistent Health Professional Shortage Areas: North Carolina Counties[25]



[24] Sources: N.C. Health Professions Data System, 1979 to 2000; HRSA, Bureau of Health Professions; U.S. Bureau of the Census; N.C. Office of State Planning. Figure includes all licensed, active, in-state, non-federal, non-resident-in-training physicians.

[25] Persistent HPSAs are those designated as HPSAs by the Health Resources and Services Administration (HRSA) from 1993 to 1997, or in 6 of the last 7 releases of HPSA definition. Source: Area Resource File, HRSA, DHHS, 1998. Produced by: N.C. Rural Health Research and Policy Analysis Program, Cecil G. Sheps Center for Health Services Research, University of North Carolina at Chapel Hill.

The University of North Carolina is responding proactively to the need for access to quality health care by working collaboratively with stakeholders in the public sector and the health care community to address identified shortages in the number and distribution of health care providers. UNC actively participates in a larger health care leadership network by:

- Developing high-quality academic programs to prepare medical and health professionals at the baccalaureate, first professional, and graduate levels;
- Educating and training physicians and various health care providers as well as preparing the vast majority of the undergraduate and graduate faculty that are needed by the community colleges and UNC's schools of medicine, nursing, public health, and allied health;
- Advancing knowledge and public service through effective teaching, research and public service through nationally recognized health and medical research centers and institutes;
- Supporting cutting edge research in the basic sciences such as biology and genomics that will help inform the application of science in health and medicine;
- Providing access throughout the state to continuing education programs that are needed to ensure that the health professionals are current and competent in their fields of practice;
- Working to increase the diversity of the health workforce by enhancing opportunities for students from underrepresented populations; and
- Working to improve access to quality health care throughout the state.

UNC constituent institutions respond to the health care needs of the state with an extensive inventory of academic programs in allied health disciplines as well as the traditional disciplines of health and medicine. This inventory includes competitive on-campus and distance learning programs.

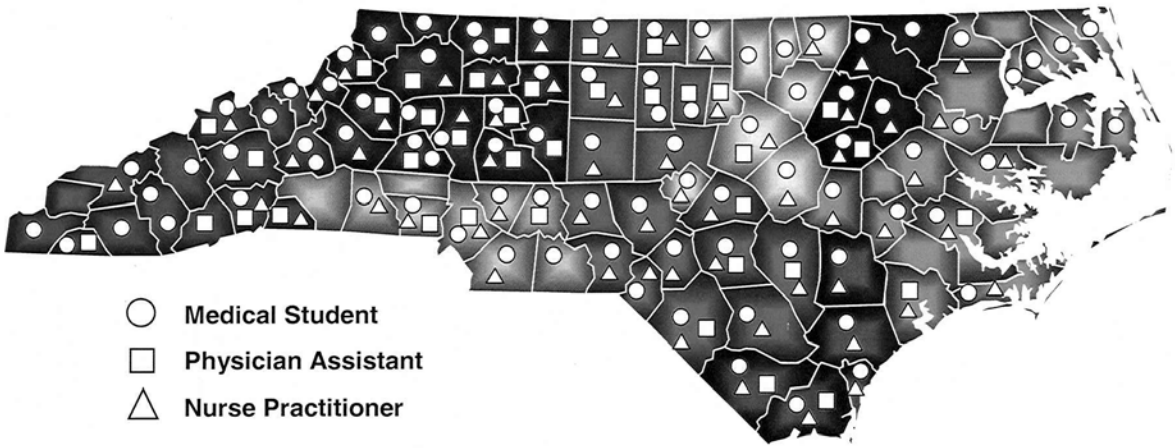
- UNC's academic programs in medicine, pharmacy, dentistry, nursing, and other allied health professions adhere to high standards of quality to prepare competent, licensed professionals, and these programs must include current knowledge as well as effective public service and cutting-edge research.
- Distance learning program offerings are available throughout the state in various disciplines such as clinical laboratory science, speech pathology, emergency medical care, pharmacy, and with assistance from AHEC, UNC campuses offer RN to BSN completion and MSN programs for registered nurses who want to study for advanced degrees while continuing to work in their local communities.
- UNC medical schools and health centers support recognized research centers and institutes such as the Lineberger Comprehensive Cancer Center at UNC Chapel Hill and the Telemedicine Center at East Carolina University. UNC health and medical centers sponsor interinstitutional programs and collaborate research efforts with public and private medical centers throughout the state.
- UNC's Office of the President and the constituent institutions have formed collaborative agreements with the public universities throughout southeast region through SREB's Academic Common Market and Regional Contract program. Residents of North Carolina and other southern states are thereby given access and reduced tuition to enroll in health and medical programs that are not offered by a student's home state.

A pivotal partner in UNC's ability to respond to the needs for access to quality care is the nationally recognized North Carolina Area Health Education Centers (AHEC) program. AHEC provides an infrastructure of support that links on-campus medical and health programs with underserved regions of the state. Current AHEC initiatives include:

- Increasing recruitment into health careers with an emphasis on a more diverse workforce;
- Providing support for expanding the capacity of the university system to enroll students by supporting preceptor and primary care training sites for medical, physician assistant, and nurse practitioner students;
- Supporting the health care workforce in efforts to maintain high levels of competency through continuing education and access to new developments in health and medicine; and
- Supporting comprehensive approaches and solutions to critical workforce issues.

Figure III.23 shows Primary Care Training sites and illustrates the extensiveness of AHEC's placement of students in rural and underserved regions throughout the state.

Figure III.23. AHEC Primary Care Training Sites



As shown in Table III.9, AHEC and UNC also provided continuing education to 147,066 health care providers in 1999, including 67,693 participating physicians. Continuing competence is a critical issue for doctors, nurses, and other health care providers.

Table III.9. Keeping the Workforce Current

AHEC Continuing Education Attendance: 1999-2000			
Allied Health	9,634	Nursing	18,194
Dentistry	7,070	Pharmacy	4,837
Medicine	67,693	Public Health	4,892
Mental Health	18,782	Other	15,964
	Total	**147,066**	

- The Sheps Center and the North Carolina Center for Nursing provide state workforce data and national trend analyses that enable the legislature, the University, and employers to make informed decisions about the health workforce and to develop strategic plans. The Center for Nursing sponsors comprehensive statewide nurse recruitment and retention initiatives. UNC medical and nursing programs have responded to legislative requests for additional primary care physicians, nurse practitioners and physician assistants.

Implications of Health Care Needs

UNC is a part of a larger network committed to providing collaborative solutions to complex challenges in the fields of health and medicine. Improving access to health care clearly involves

a variety of factors including changes in health policies. UNC's primary response will continue to be in the development and delivery of competitive health and medical programs. UNC remains committed to ensuring that graduates of these programs are highly skilled to help meet the needs of the state for qualified health care providers.

- UNC must continue to work with partners in the health care community to develop and implement strategies to address projected shortages in nursing, pharmacy, dentistry, medicine, and various allied health disciplines.
- UNC and state health agencies must work with employers to identify best practices and effective workforce retention strategies. UNC educators will need to continue to work closely with hospitals and other principle employers of medical and health practitioners to develop effective retention strategies, especially in underserved areas and in understaffed health professions.
- Effective workforce planning involves the recognition of several factors: some sectors of the health workforce are aging, such as in nursing; the state needs diversity in the workforce; and, the health workforce needs increased proficiency in Spanish in order to provide emergency and continued care for North Carolina's growing Hispanic population.
- Educational challenges include recognition that UNC cannot expand health programs and distance learning programs without additional faculty and acknowledging that some programs are experiencing declining applicant pools.
- The University must respond to changes in accreditation requirements and entry-level practice for professions such as physical therapy and physician assistant programs. Responsiveness to higher standards of training requires significant changes in the preparation of faculty who must educate and train advanced practice students.

8. Implications for Public University Systems

Article 1, Section 116-1 of the North Carolina Constitution succinctly states the purpose of a multicampus system: "In order 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 economic use of the state's resources, the University of North Carolina is hereby redefined in accordance with the provisions of this Article." (1971)

A public university system serves the public and the state when it promotes access, appropriate specialization, diversity, and intercampus collaboration through a division of labor that provides educational choice and excellence. The need for these services has never been greater.

- Changes in the external environment have greatly outpaced changes within the internal environment of higher education. In the future, university system leaders and institutional leaders must find ways to manage change and institutional transformation without sacrificing the core values of higher education. Information technology will be a key ingredient in this transformation.
- As institutions seek to respond to change and external competition, there is the potential for increased tensions and conflicts between institutional ambitions and the needs and interests of the system and the state. System leaders will be challenged to achieve a creative tension between the whole and its parts and a sense of balance among competing institutions.
- University systems will have to find a balance between the deliberate pace required to ensure quality and avoid unnecessary duplication and a timely response to immediate public needs and competitive forces.
- Successful future systems will be learner-centered and more agile, fueled by the information revolution and nurtured by alliances. This will require a commitment to

collaboration and inter-connectivity—among campuses, students, other public agencies, and private entities—even, sometimes, competitors.

- The University of North Carolina and its constituent campuses are committed to the welfare of their community—students, faculty, staff, and visitors—and to preserving the campuses' operations. To fulfill their missions and commitments, campuses strive to have safe and nurturing environments, resistant to interruptions in critical functions. The campuses create a safe environment by actively identifying, analyzing, and understanding the risks of human-caused and natural hazards, mitigating such events, and scheduling frequent and comprehensive planning and training to ensure operational continuity.
- In addition to campus safety issues, the post-September 11, 2001, environment includes state, national, and international changes that demand university responses, particularly in such areas as economic development, international student access, bioterrorism research, and disaster services. UNC has an opportunity to lead the state's response in these and other areas through collaboration within the system and with local, state, and federal agencies.

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:

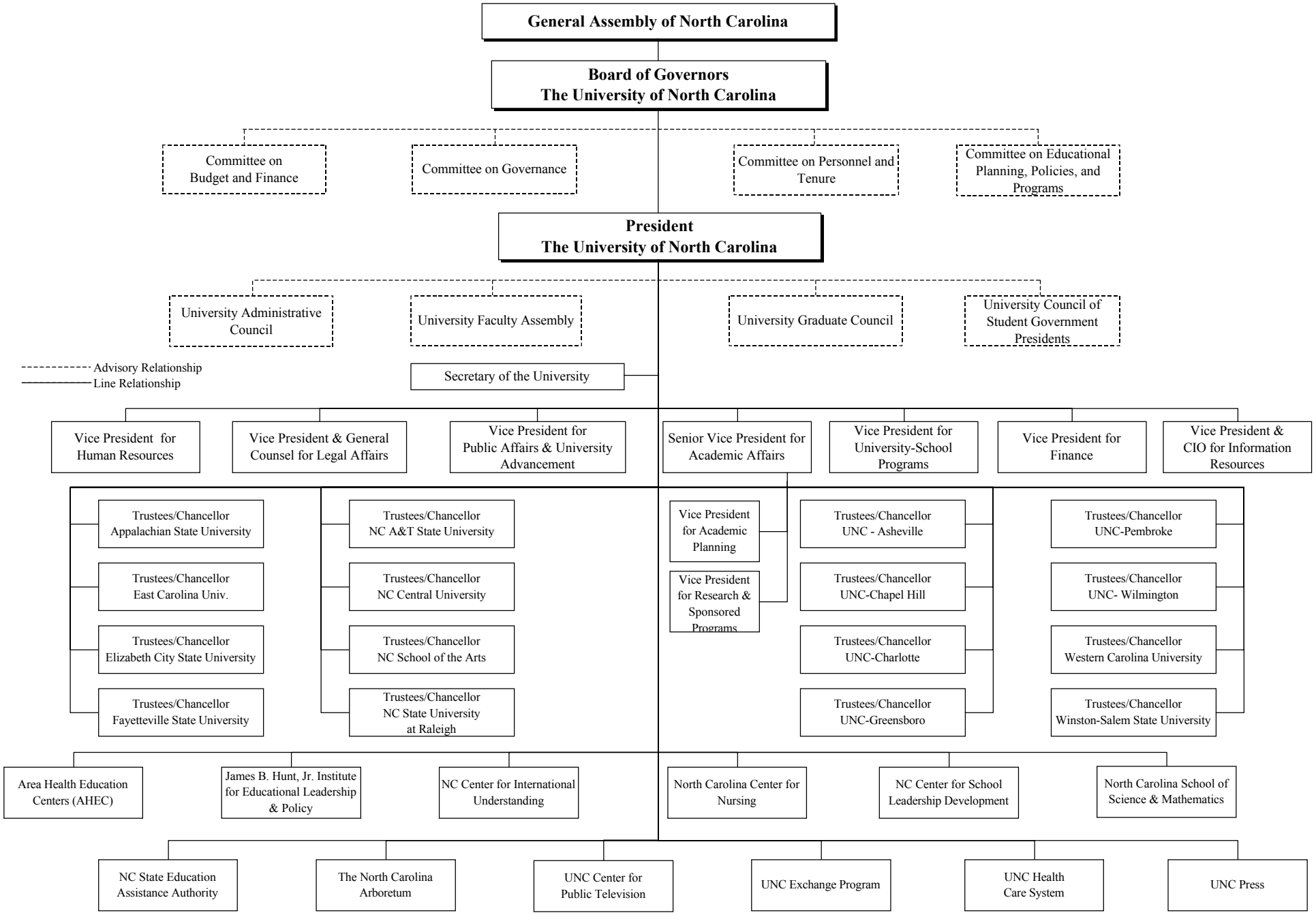
Statement of Mission

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 OF THE UNIVERSITY OF NORTH CAROLINA
2001



V. Strategic Directions

Strategic Directions for the Planning Period 2002-2007

The Board of Governors has selected six interrelated strategic directions to pursue in the fulfillment of its mission during this planning period. These strategic directions expand those presented in the previous long-range plan adopted by the Board of Governors in January 2000; however, they have been revised to reflect additional priorities established by the Board of Governors over the past two years. A new strategic direction—internationalization—has been 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. Each one is accompanied by implementation strategies. For a summary of the progress made in realizing the strategic directions of the previous long-range plan, see Appendix A.

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. 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.

   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.

   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.

   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.

   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, and to promote inter-institutional collaboration in course and program delivery.

   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.

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 state's educational needs, including the need for lifelong learning for both career development and personal enrichment.

   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, libraries, laboratories, IT) and student support services (e.g., admissions, financial aid, registrar, retention, counseling) that promote student development, retention, and graduation.

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

   d. 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.

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

   f. 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.

   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.

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 that become effective in 2004 (second language requirement) and 2006 (mathematics requirement.)

4. 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

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

b. 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.

c. 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.

d. 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).

e. 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.

f. 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.

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 Requirements 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, and students; expand the portal to a professional development portal, align TLT grants and workshops 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. Plan the next generation of integrated administrative information systems. Align support services with e-learning strategies.

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

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

f. Develop an IT policy framework for acquiring, managing and implementing IT on UNC campuses. Expand and enhance inter-campus and inter-education 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 on-line purchasing and increase managerial flexibility in conducting the affairs of the University and its constituent institutions in areas of classification, acquisition of property, and technology.

i. Improve the ability of the Office of the President to collect, process, and analyze university-wide data for accountability and assessment using new tools such as the balanced scorecard to improve administrative efficiencies.

VI. The UNC Enrollment Plan: Ensuring Access

A. Projecting Future Enrollment Growth among UNC Institutions

Section II summarizes recent enrollment trends among the three higher education sectors in North Carolina. Section III describes demographic trends that will produce a surge in higher education enrollments comparable to that experienced when the baby boomers reached college some thirty years ago.

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 first step in preparing an enrollment plan for UNC during the coming decade is 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.

UNC enrollment projections are built on extrapolations of two elements: 1) pools of potential students by age group for the planning period, and 2) the historic UNC attendance rates of these groups. UNC relies upon projections by independent sources for the number of potential students in various age cohorts. For North Carolina high school graduates, UNC uses the projections of high school graduates prepared by the National Center for Educational Statistics. For older North Carolinians, UNC uses the most recent projections supplied by the U.S. Census Bureau.

These projections represent potential demand. To determine what percent of this potential demand can be expected to enroll at a UNC institution, the projection model takes into account the UNC attendance rates of members of these various age cohorts at each UNC institution over the past seven years. It then multiplies the projected participation 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. Campus projections are then summed to produce a total UNC projection of enrollment demand. Given the high cost of out-of-state tuition, the model assumes that the participation rate of out-of-state undergraduates will not increase.

Figure VI.1 plots data on 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. Although the primary pool of potential graduate students—the 25-35 year-old cohort—will decline over the next decade, rising participation rates suggest that growth will continue at the graduate level as well. Figure VI.2 depicts the increase in UNC attendance rates for North Carolina high school graduates over the past decade and shows that the participation rate increased to 30.9 percent in fall 2001, following three years of relative stability.

Figure VI.3 displays projected annual UNC fall headcount enrollments through 2011, arrived at by using population pool projections and historical campus enrollment rates of students grouped by degree level, residency status, and age group.

The UNC projection model is a statistical model. It does not make assumptions about events that might reverse past trends. The following are examples of factors that might have a positive or negative impact on the 10-year enrollment projections:

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

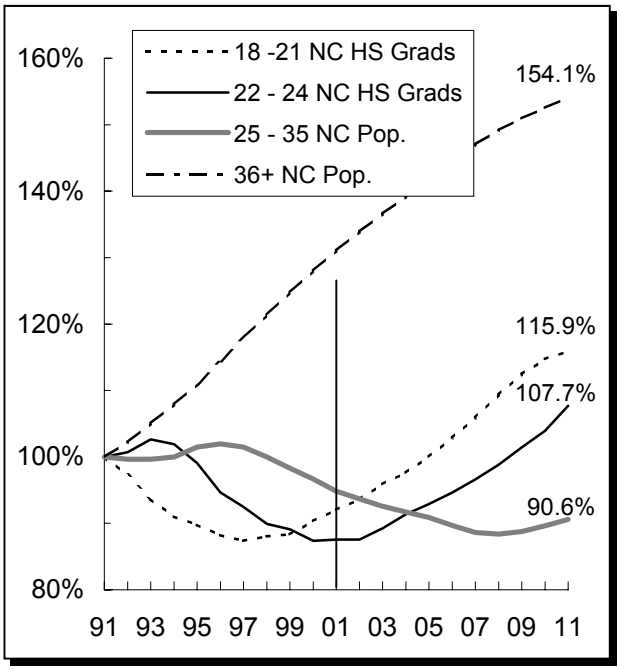


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Figure VI.2. UNC Going Rate for N.C. High School Graduates: 1991-2001

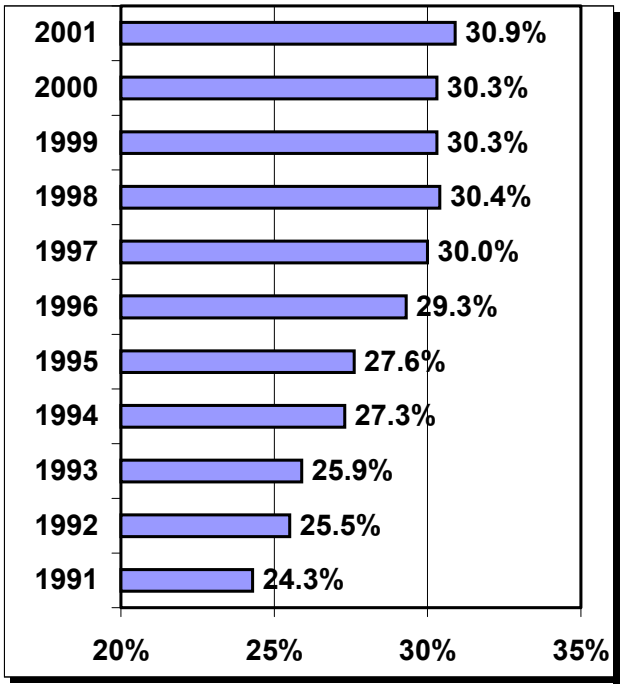
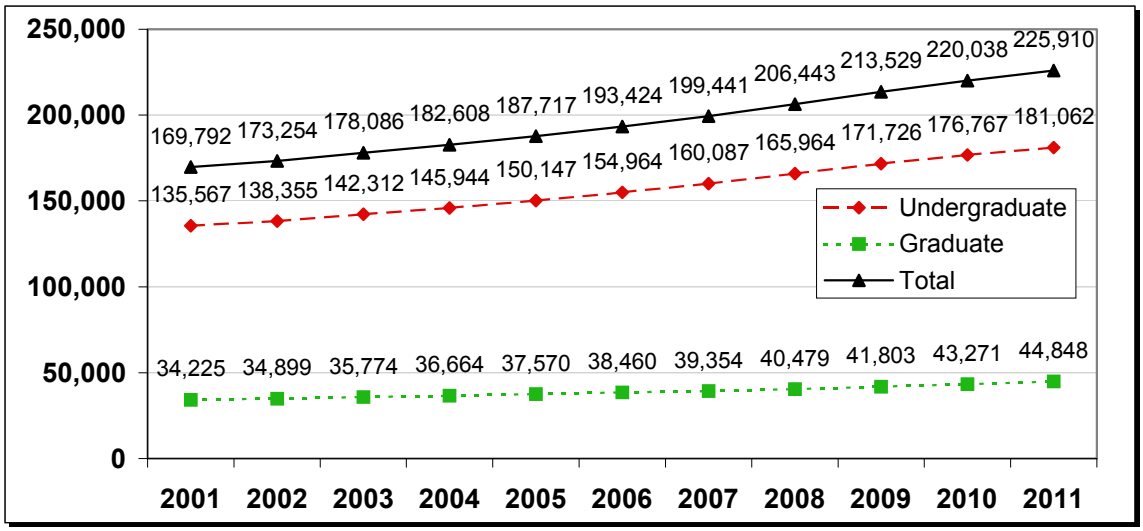


Figure VI.3. UNC Undergraduate and Graduate/First Professional Enrollments: 2001 (Actual), 2002-11 (Projected)[26]



- The Comprehensive Articulation Agreement appears to be leading more students to first obtain an associate degree from a community college and then transfer to a UNC institution. This may help to explain the stability in the UNC going rate for the graduates of 1998, 1999, and 2000. However, the going rate resumed its upward trajectory with the high school graduates of 2001. It is not yet clear whether this trend will accelerate or stabilize in future years.
- Participation in off-campus instruction and e-learning is currently growing at an exceptionally high rate (e.g., 20 percent growth from fall 2000 to fall 2001). This lends an element of instability to the projection process, since it is not yet clear if, or when, this growth pattern will stabilize.
- As the baby boomers (the best educated generation in U.S. history) retire, there may be significant growth in adult lifelong learners. Such a phenomenon is not reflected in current projections.
- The projection model makes no assumptions about future economic conditions. Economic downturns or recessions generally result in increased enrollment, as job seekers decide to strengthen their qualifications in a weak job market. The most recent example of this phenomenon occurred in fall 2001, when actual enrollments significantly exceeded expectations. The projections displayed in Figure VI.3 take into account the high level of growth experienced in fall 2001.

B. 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.

[26] Projected by UNC Model

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 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 expansion of distance education enrollment.

Applying these principles in partnership with UNC chancellors, appropriate targets for enrollment growth were adopted by the board for each campus. The 2000-2010 enrollment plan also 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.

Table VI.1. UNC Ten-Year Enrollment Growth Plan (2000-2010)

Fall headcount enrollment, 2000 actual and targets for 2005 and 2010, 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	12.27%	16,600	11.78%	3,373	25.50%
ECU	18,750	22,630	20.69%	27,500	21.52%	8,750	46.67%
ECSU	2,035	2,590	27.27%	3,270	26.25%	1,235	60.69%
FSU	4,487	5,480	22.13%	6,260	14.23%	1,773	39.51%
NCA&TSU	7,748	9,340	20.55%	11,000	17.77%	3,252	41.97%
NCCU	5,476	6,980	27.47%	8,230	17.91%	2,754	50.29%
NCSA*	768	840	9.38%	900	7.14%	132	17.19%
NCSU	28,619	31,020	8.39%	36,000	16.05%	7,381	25.79%
UNCA	3,292	3,530	7.23%	3,760	6.52%	468	14.22%
UNC Chapel Hill	24,892	28,100	12.89%	29,250	4.09%	4,358	17.51%
UNCC	17,241	20,430	18.50%	24,130	18.11%	6,889	39.96%
UNCG	13,125	15,360	17.03%	18,330	19.34%	5,205	39.66%
UNCP	3,445	5,170	50.07%	6,140	18.76%	2,695	78.23%
UNCW	10,100	11,270	11.58%	12,320	9.32%	2,220	21.98%
WCU	6,699	7,840	17.03%	9,530	21.56%	2,831	42.26%
WSSU	2,857	3,830	34.06%	4,780	24.80%	1,923	67.31%
TOTAL	**162,761**	**189,260**	**16.28%**	**218,000**	**15.19%**	**55,239**	**33.94%**

* NCSA enrollment figures do not include high school students.

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 current capacity

on campus and, in five cases, current enrollments below 6,000 students were targeted for above-average enrollment growth—ECSU, FSU, NCA&TSU, NCCU, UNCP, WCU, and WSSU. To assist these institutions in meeting ambitious growth targets, the North Carolina General Assembly appropriated over $11.5 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, and strengthen facilities management capabilities.

Consistent with this strategy, the plan seeks to shift more than 10,000 of the projected on-campus enrollment growth to those campuses that are prepared (given adequate facilities) to absorb this enrollment by accepting 10-year growth rates of 40 percent or higher.

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. In fall 2001 UNC institutions served 7,200 students off-campus. This represents 4.1 percent of the total fall headcount enrollment and 8.6 percent of total graduate enrollment. By 2010 the UNC enrollment plan calls for approximately 21,000 students to be taught through distance education. This would represent nearly 10 percent of total anticipated enrollment, with more than 20 percent of graduate students being served through distance education.

The UNC enrollment plan sets enrollment targets for two five-year periods (2000-05 and 2005-10), 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 most recent enrollment data available when the projections used to develop the plan were prepared were the fall 2000 headcount enrollments. Thus the first opportunity to monitor the projections and the UNC enrollment plan occurred in November 2001, when fall headcount enrollment figures became available. Table VI.2 compares fall 2001 enrollment with fall 2000 enrollment and with the targets set for fall 2001.

Table VI.2. Comparison of Fall 2000 and Fall 2001 Headcount Enrollment

	Fall 2000	**Fall 2001**		**Change (2000-2001)**	
Institution	**Actual**	***Target***	**Actual**	**Number**	**Percent**
ASU	13,227	*13,528*	13,762	535	4.0
ECU	18,750	*19,197*	19,412	662	3.5
ECSU	2,035	*2,128*	2,004	-31	-1.5
FSU	4,487	*4,701*	5,010	523	11.7
NCA&TSU	7,748	*8,006*	8,319	571	7.4
NCCU	5,476	*6,067*	5,753	277	5.1
NCSA	768	*756*	789	21	2.7
NCSU	28,619	*28,758*	29,286	667	2.3
UNCA	3,292	*3,321*	3,293	1	0.0
UNC Chapel Hill	24,892	*25,894*	25,494	602	2.4
UNCC	17,241	*17,817*	18,308	1,067	6.2
UNCG	13,125	*13,749*	13,775	650	5.0
UNCP	3,445	*3,853*	3,933	488	14.2
UNCW	10,100	*10,361*	10,799	699	6.9
WCU	6,699	*6,876*	6,863	164	2.4
WSSU	2,857	*3,127*	2,992	135	4.7
TOTAL	**162,761**	***168,139***	**169,792**	**7,031**	**4.3**

Headcount enrollment in fall 2001 reached a record high of 169,792 students. This was an increase of 7,031 (or 4.3 percent) over the 162,761 students who were enrolled in fall 2000. The university as a whole exceeded by 1,779 students the combined enrollment targets set for the 16 UNC institutions in the 2000-10 enrollment plan. Had enrollments not been influenced by the economic slowdown experienced in 2001, it is likely that the actual enrollments would have come even closer to targets set in the enrollment plan.

The numbers anticipated by the enrollment plan for the remaining years of the 2000-2010 period are closely aligned with the University's most recent enrollment projections. Thus there should be no reason to review and adjust the enrollment plan until the next revision of the long-range plan, when there will be two additional years of enrollment data to guide the planning process.

VII. 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. It is this specific responsibility for each of the institutions that 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 general statement of the educational mission of the institution; its descriptive classification; a summary of currently authorized degree programs in the institution by degree level and discipline division (see Appendix D for a complete list); any programs that the institution is authorized to discontinue; all new programs that the institution has indicated it intends to plan during this planning period; Ph.D. programs granted authorization for planning; reconfirmation of previous program planning authorizations; and an organizational chart showing the administrative structure of the institution.

A. Institutional Classification

The descriptive classification of the institutions used by the University of North Carolina is the system developed by the Carnegie Foundation for the Advancement of Teaching.[27] 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 classification system established ten categories. Six of these categories include all of the constituent institutions of the University of North Carolina. They are 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 Charlotte[28]
The University of North Carolina at Greensboro

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[27] Carnegie Foundation for the Advancement of Teaching, *The Classification of Institutions of Higher Education, 2000 Edition.* (Princeton, NJ: 2000)
[28] 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

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 the definition of 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 it is in this area that 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 for those students an educational experience of high quality. This is a primary obligation of every campus, and institutions are urged and encouraged 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, but the counterpart of change is the discontinuation of programs no longer needed. 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, the sciences, and health professions.

In keeping with these principles and priorities, the Board of Governors has defined a general academic mission for each of the UNC institutions. The board is responsible for authorizing all discontinuations and requests for new programs that 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 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 and review of graduate mathematics programs that is planned for 2002. These reviews are in addition to the biennial program review.

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 "2001 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. Fifty-five 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 the 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 2001 productivity review, thirteen academic degree programs were discontinued. An additional six degree programs were deleted from the Academic Program Inventory as separate, stand-alone programs and consolidated with other related degree programs. The combined discontinuations and consolidations resulted in a reduction of 19 programs from the University's Academic Program Inventory.

From its inception in July 1972 through November 2001, the UNC Board of Governors has authorized the establishment of 441 new academic degree programs and the discontinuation of 418 academic degree programs, as shown in Appendix D. Notifications of intent to plan 24 new baccalaureate programs and 15 new master's programs have been received from the UNC campuses. Additionally, the Board of Governors has authorized the planning of seven new doctoral programs. Specific programs being planned by campuses, as well as a listing of discontinued programs, are included in Section VII (as of November 30, 2001).

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 well established and effective policies and procedures for the 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 November 1999, while nine 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 2001 review included the 168 centers formally established by the Board of Governors prior to July 2000. (Eleven centers established since July 2000 were exempted from review.) Among the 168 centers reviewed, 117 focus their activities primarily on research, while 51 designate public service as their primary mission.

These centers spent an estimated $450 million during 1999-00. A total of $105.2 million, or just 23 percent of the funding, was provided by state funds. Fifty-five of the centers reported receiving no 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. Appendix E also contains performance measures for recent fiscal years. More detailed information is available on-line at the following Website: http//www4.ga.unc.edu/CI/.

Appalachian State University

1. General 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.

2. Program Discontinuations

None.

3. Notification of Intent to Plan New Programs (Baccalaureate or Master's)

Appalachian State University has submitted notification of intent to plan the following baccalaureate degree program.

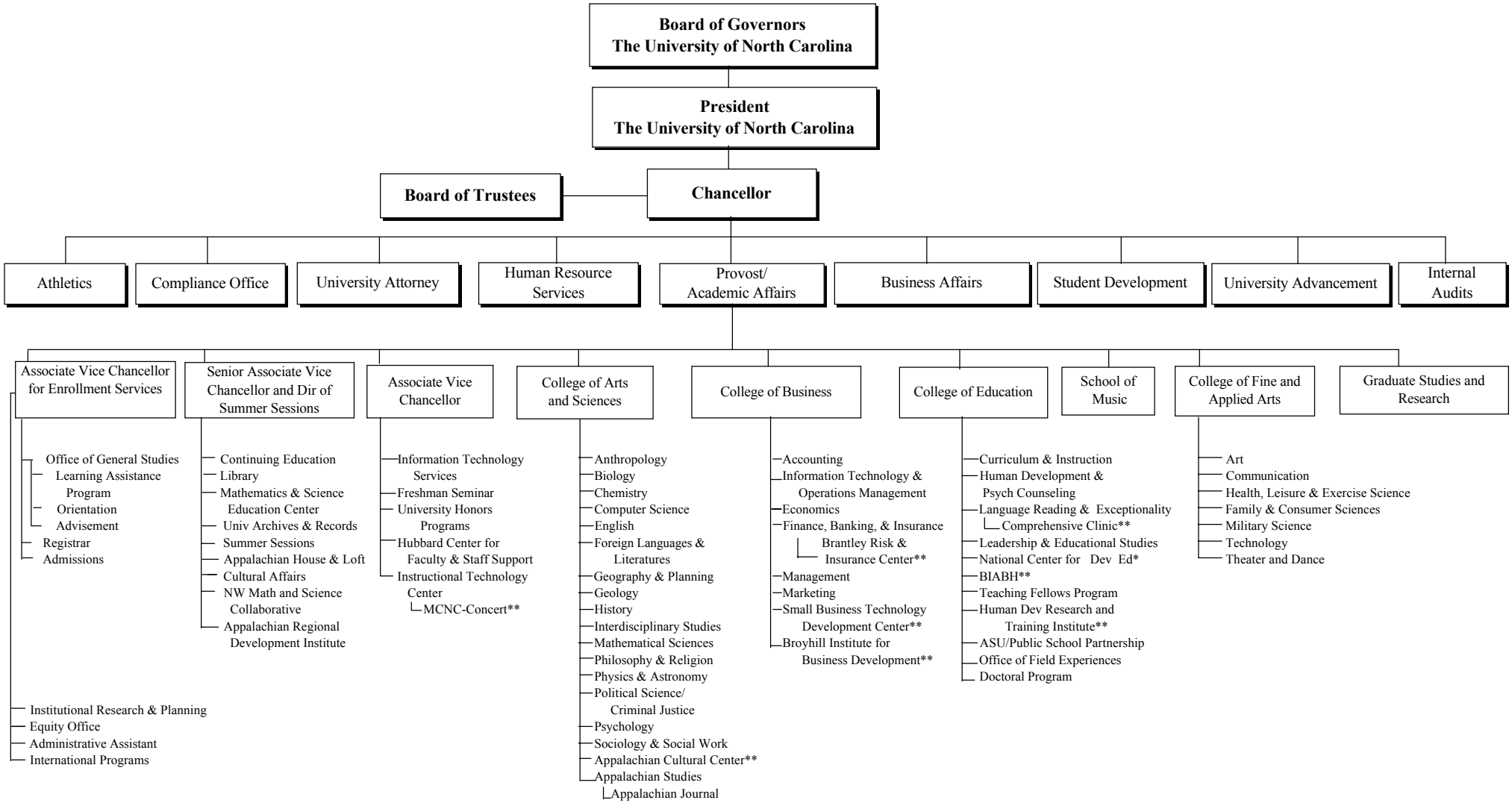
Business Management and Administration

52.1101 International Business

4. Authorized Degree Programs at Appalachian State University

The University of North Carolina Academic Program Inventory is included in Appendix D.

Organizational Chart of Appalachian State University, 2001



*Research Unit
**Public Service Unit

East Carolina University

1. General 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.

2. Program Discontinuations

None.

3. Notification of Intent to Plan New Programs (Baccalaureate and Master's)

East Carolina University has submitted notification of intent to plan the following baccalaureate and master's degree programs.

a. Baccalaureate Level

Engineering-Related Technologies

15.0201 Civil Engineering Technology
15.0303 Electronics Engineering Technology

Health Professions and Related Sciences

51.9998 Allied Health

b. Master's Level

Health Professions and Related Sciences

51.2201 Public Health

4. Authorization to Plan New Programs (Doctoral or First Professional)

East Carolina University is authorized to plan the following doctoral degree program.

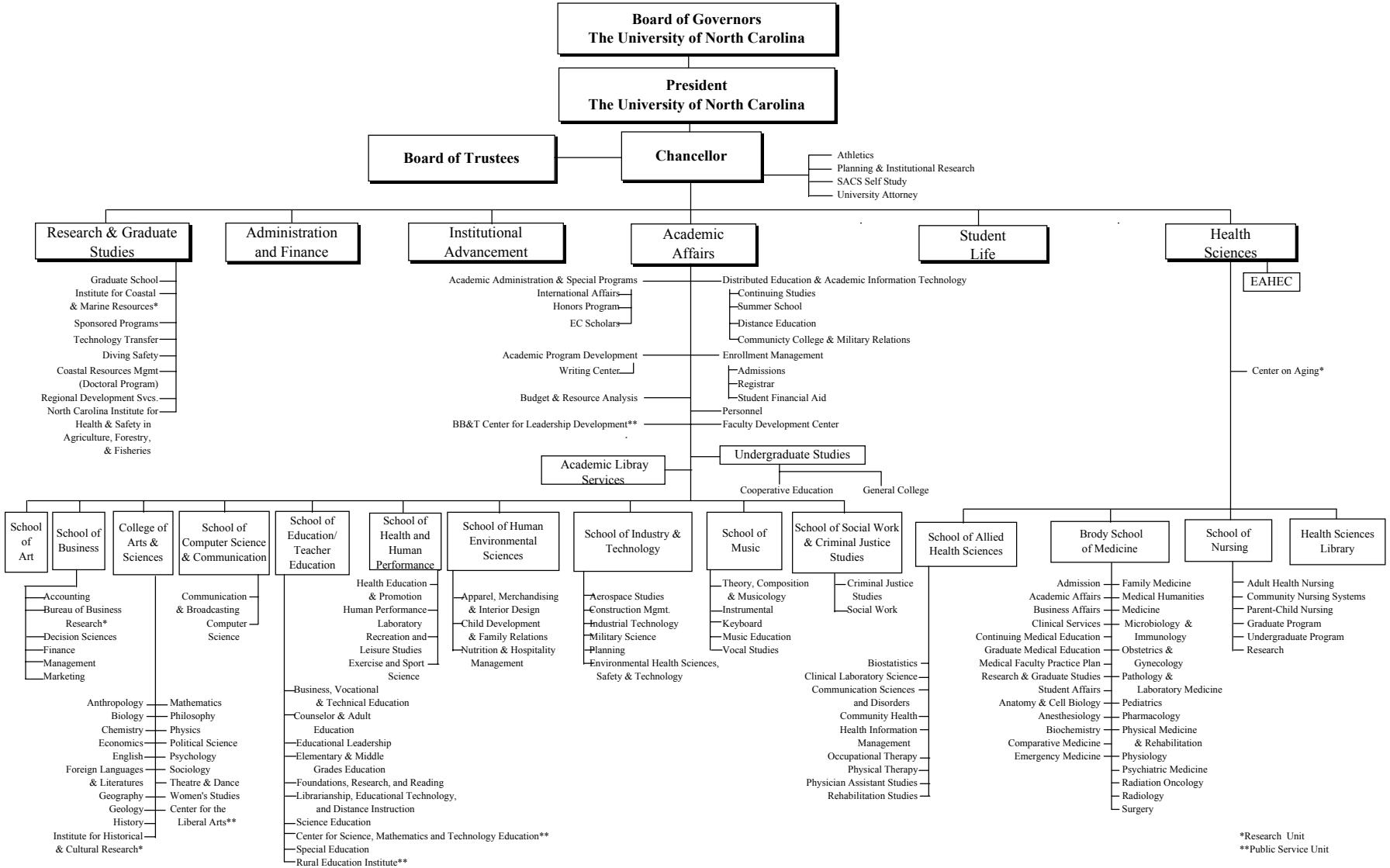
Health Professions and Related Sciences

51.2310 Rehabilitation Counseling and Administration

5. Authorized Degree Programs at East Carolina University

The University of North Carolina Academic Program Inventory is included in Appendix D.

Organization Chart of East Carolina University, 2001



Elizabeth City State University

1. General Statement of Educational Mission

Elizabeth City State University is a public university offering baccalaureate degree programs in the arts and sciences, selected professional and pre-professional areas, and the Master's Degree in Elementary Education. 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.

Originally an institution for African Americans, Elizabeth City State's heritage provides a rich background for serving its increasingly multi-cultural student body. The university offers a challenging and supportive environment that prepares its students for knowledgeable, responsible participation and leadership in an ever-changing, technologically advanced global society.

Elizabeth City State University promotes excellence in teaching as its primary responsibility to meet the needs of the students and citizens of the state. Through its teaching, research, and community outreach, the university seeks to identify and address the needs of northeastern North Carolina with particular attention to supporting its environmentally sensitive economic development.

2. Program Discontinuations

Elizabeth City State University is authorized to discontinue the following baccalaureate degree program.

Education

13.1303 Business Education

3. Notification of Intent to Plan New Programs (Baccalaureate and Master's)

Elizabeth City State University has submitted notification of intent to plan the following baccalaureate degree programs.

Communications

09.0101 Communication Studies

Social Sciences and History

45.0601 Economics

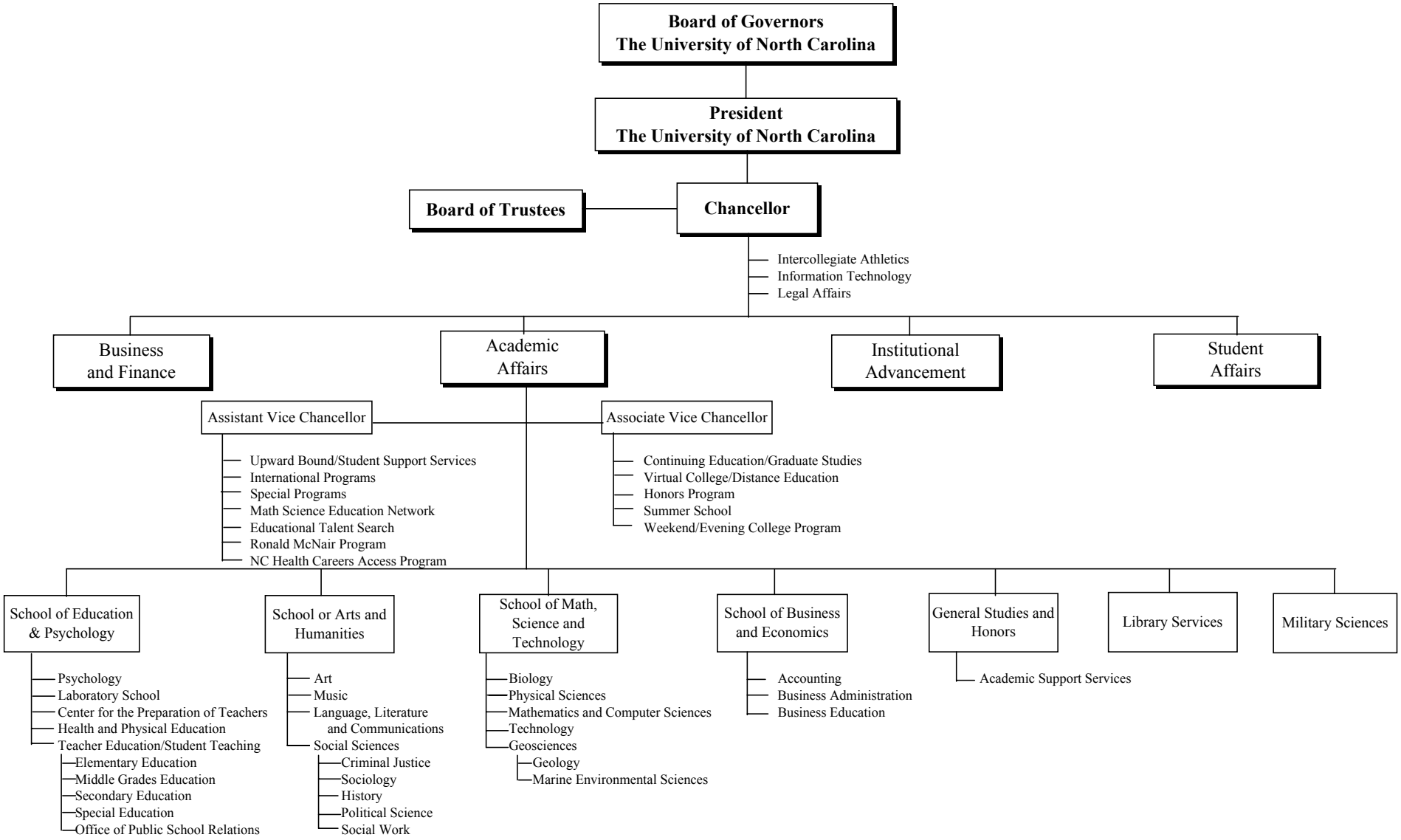
Transportation and Materials Moving Services

49.0101 Aviation Sciences

4. Authorized Degree Programs at Elizabeth City State University

The University of North Carolina Academic Program Inventory is included in Appendix D.

Organization Chart of
Elizabeth City State University, 2001



Fayetteville State University

1. General Statement of Educational Mission

Fayetteville State University is a public comprehensive university, offering degrees at the baccalaureate, master's and doctoral levels. The primary mission of Fayetteville State University is to provide quality education to its students through a basic liberal arts foundation, specialized professional training, and 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 America 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.

2. Program Discontinuations

Fayetteville State University is authorized to discontinue the following associate of arts and baccalaureate degree programs.

a. Associate Level

Computer and Information Science
11.0701 Computer Science

Foreign Languages and Literatures
16.0905 Spanish Language and Literature

English Language and Literature/Letters
23.0101 English

Liberal Arts & Sciences, General Studies and Humanities
24.0101 General Studies

Biological Sciences/Life Sciences
26.0101 Biology, General

Mathematics
27.0101 Mathematics

Physical Sciences
40.0501 Chemistry

Psychology
42.0101 Psychology, General

Protective Services
43.0104 Criminal Justice Studies
43.0107 Law Enforcement/Police Science

Public Administration and Services
44.0401 Public Administration

Social Sciences and History
45.0701 Geography
45.0801 History, General
45.1001 Political Science, General
45.1101 Sociology

Visual and Performing Arts
50.0701 Art, General
50.0901 Music, General

Business Management and Administrative Services
52.0201 Business Administration

b. Baccalaureate Level

Business Management & Administrative Services
52.0201 Office Administration

3. Notification of Intent to Plan New Programs (Baccalaureate and Master's)

Fayetteville State University has submitted notification of intent to plan the following baccalaureate and master's degree programs.

a. Baccalaureate Level

Education
13.1302 Birth-Kindergarten

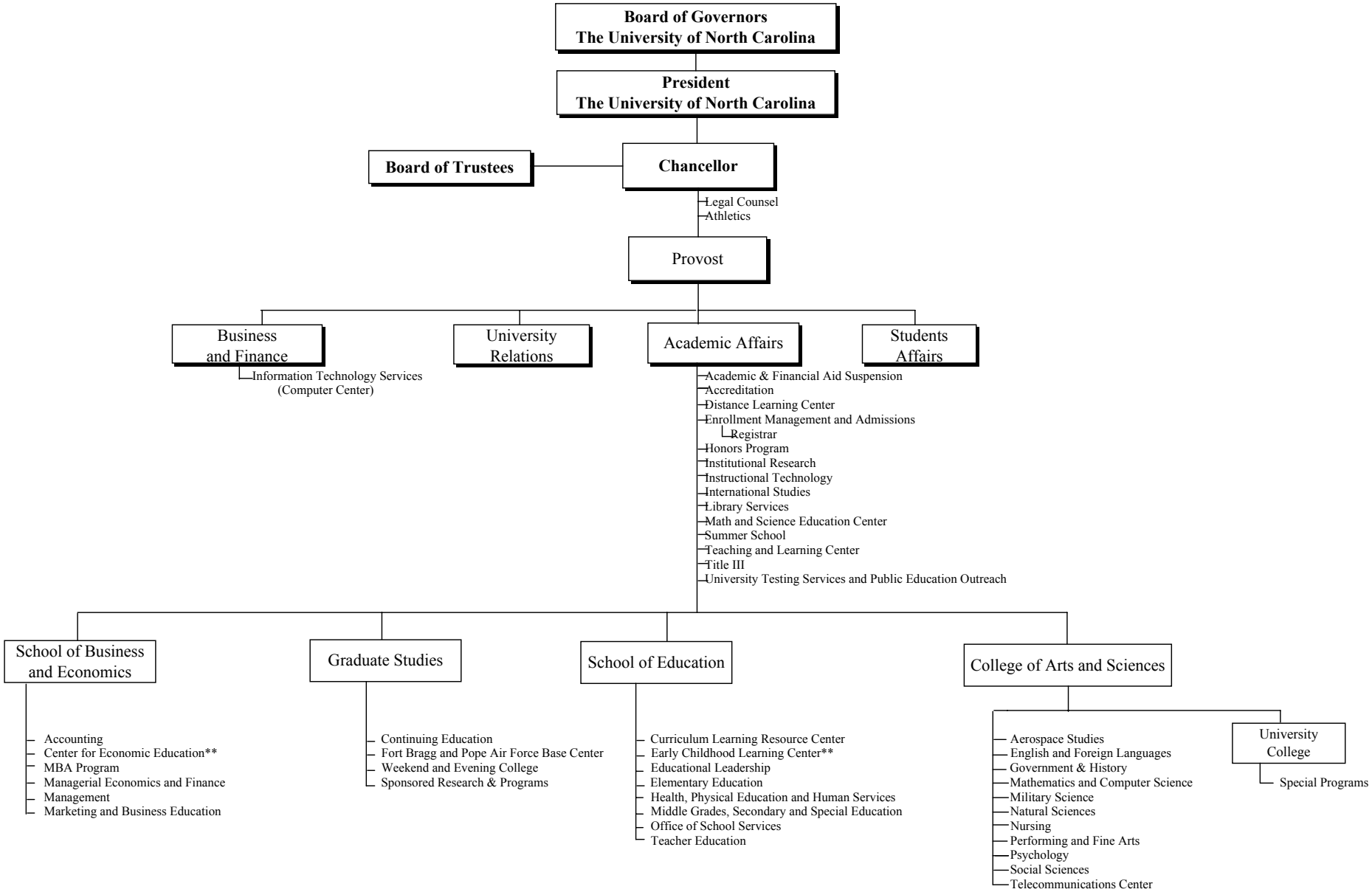
b. Master's Level

Public Administration and Services
44.0701 Social Work

4. Authorized Degree Programs at Fayetteville State University

The University of North Carolina Academic Program Inventory is included in Appendix D.

Organization Chart of Fayetteville State University, 2001



**Public Service Unit

North Carolina Agricultural and Technical State University

1. General 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.

2. Program Discontinuations

North Carolina Agricultural and Technical State University is authorized to discontinue the following master's degree programs.

Education

13.1315 Reading Education

Engineering

14.0101 Engineering, General
14.0401 Architecture Engineering

3. Notification of Intent to Plan New Programs (Baccalaureate and Master's)

North Carolina A & T State University has submitted notification of intent to plan the following baccalaureate degree programs.

Engineering

14.0901 Computer Engineering

Liberal Arts & Sciences, General Studies & Humanities

24.0101 Liberal Studies

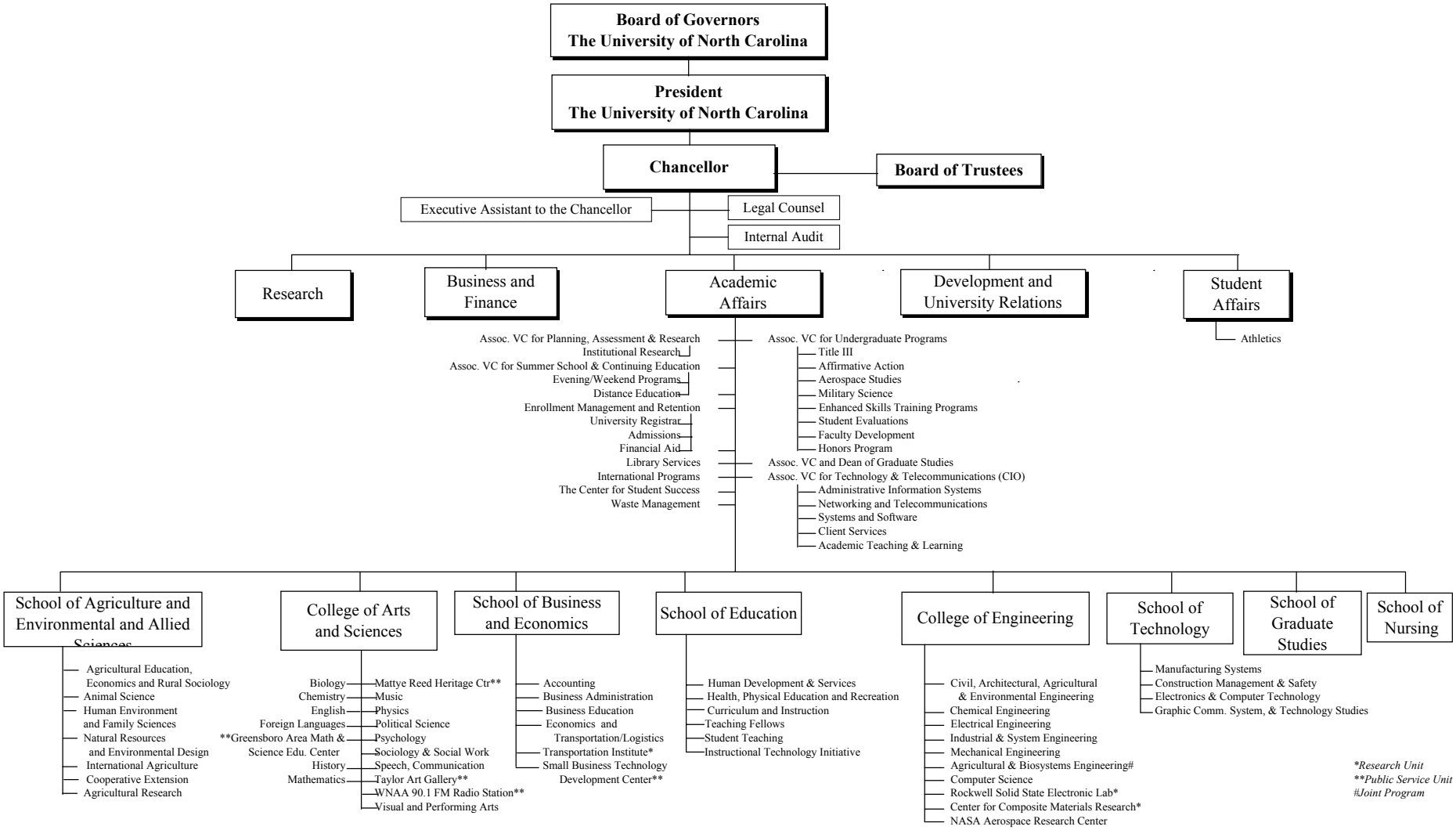
Protective Services

43.0104 Criminal Justice

4. Authorized Degree Programs at North Carolina A & T State University

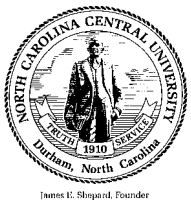
The University of North Carolina Academic Program Inventory is included in Appendix D.

Organization Chart of
North Carolina Agricultural and Technical State University, 2001



North Carolina Central University

1. General Statement of Educational Mission



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

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

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

2. Program Discontinuations

None.

3. Notification of Intent to Plan New Programs (Baccalaureate and Master's)

North Carolina Central University has submitted notification of intent to plan the following baccalaureate and master's degree programs.

a. Baccalaureate Level

Liberal Arts & Sciences, General Studies, and Humanities

24.0101 Interdisciplinary Studies

Public Administration and Services

44.0401 Public Administration

Business Management and Administrative Services

52.1201 Computer Information Systems

b. Master's Level

Education

13.1302 Art Education

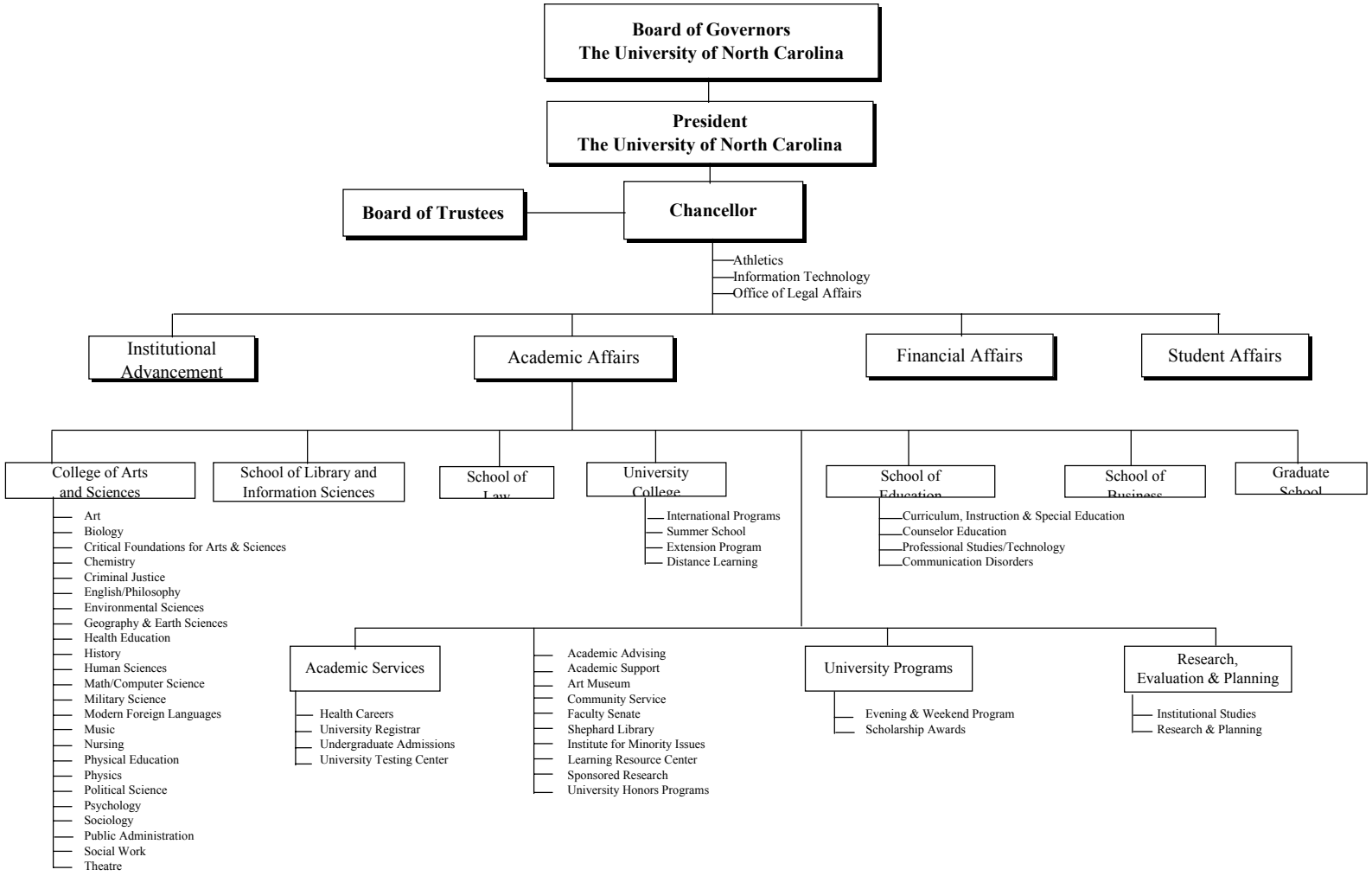
Law and Legal Studies

22.0199 Civil Rights Law

4. Authorized Degree Programs at North Carolina Central University

The University of North Carolina Academic Program Inventory is included in Appendix D.

Organization Chart of
North Carolina Central University, 2001



North Carolina School of the Arts

1. General 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.

2. Program Discontinuations

None.

3. Notification of Intent to Plan New Programs (Baccalaureate and Master's)

North Carolina School of the Arts has submitted notification of intent to plan the following master's degree program.

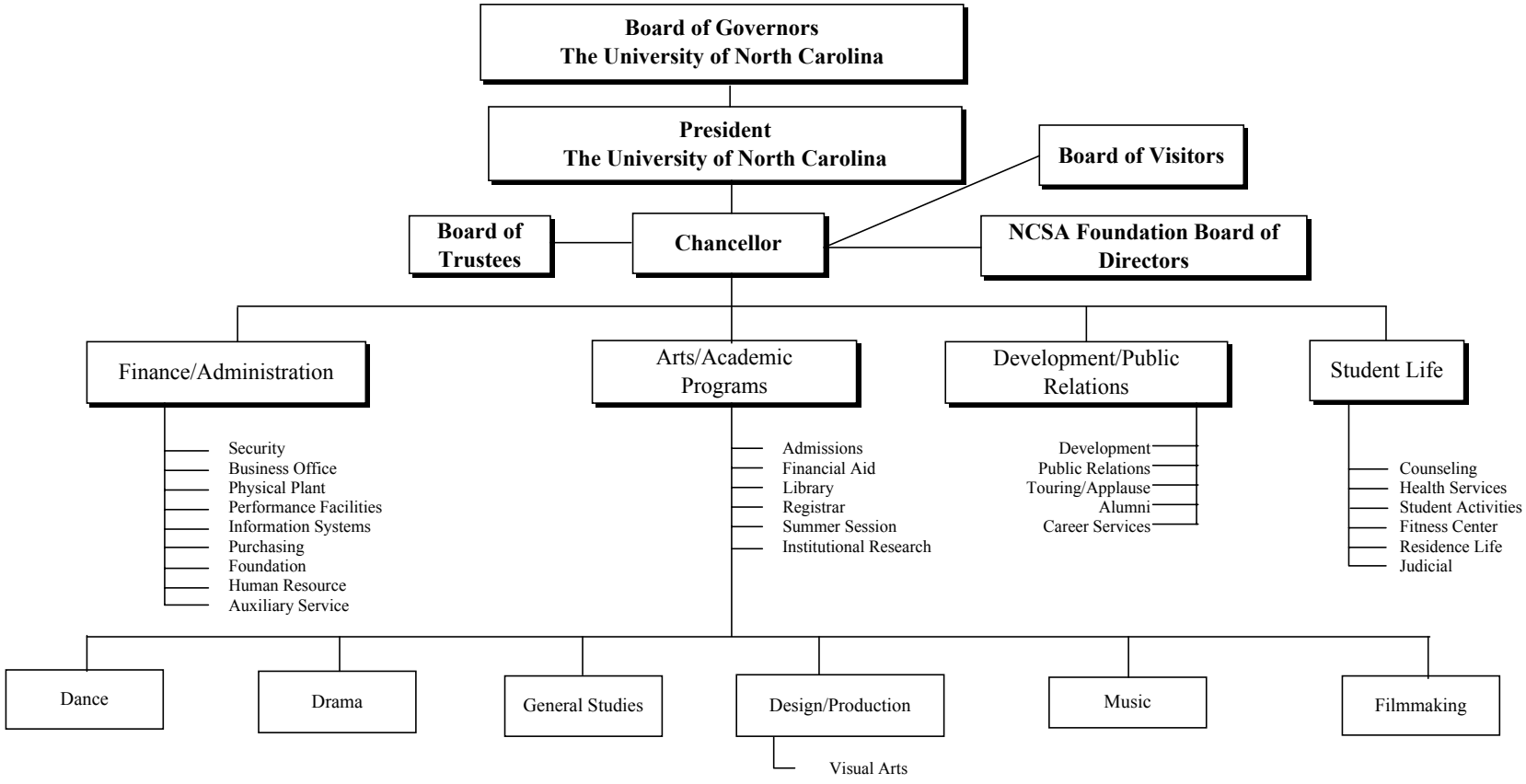
Visual and Performing Arts

50.0602 Film Arts

4. Authorized Degree Programs at North Carolina School of the Arts

The University of North Carolina Academic Program Inventory is included in Appendix D.

Organization Chart of
North Carolina School of the Arts, 2001



**Public Service Unit

North Carolina State University

1. General 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.

2. Program Discontinuations

North Carolina State University is authorized to discontinue the following master's degree program.

Social Sciences and History

45.1001 Political Science

3. Notification of Intent to Plan New Programs (Baccalaureate or Master's)

North Carolina State University has submitted notification of intent to plan the following master's degree program.

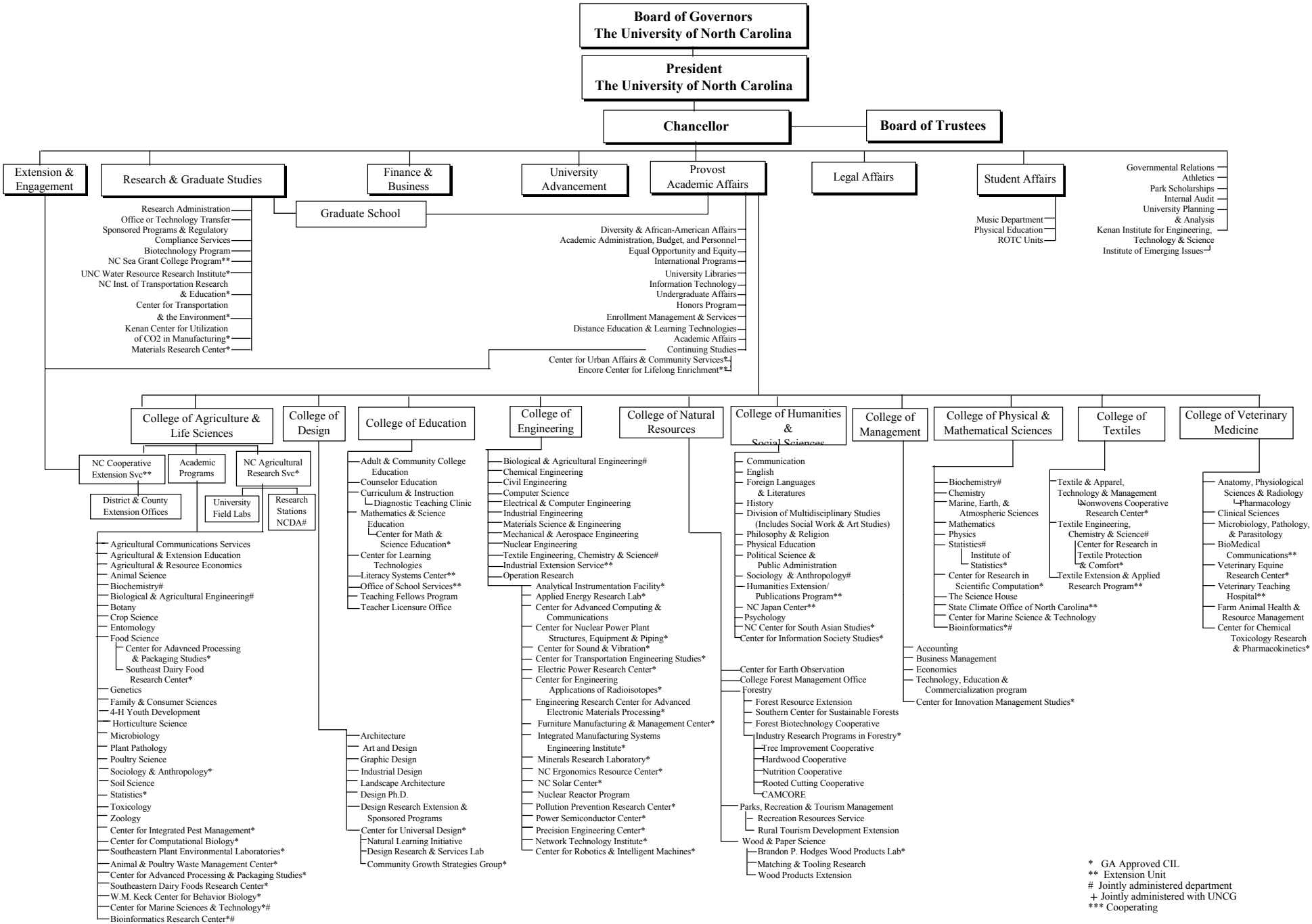
Foreign Languages and Literatures

16.0905 Foreign Languages

4. Authorized Degree Programs at North Carolina State University

The University of North Carolina Academic Program Inventory is included in Appendix D.

Organizational Chart of North Carolina State University , 2001



The University of North Carolina at Asheville

1. General 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.

2. Program Discontinuations

None.

3. Notification of Intent to Plan New Programs (Baccalaureate and Master's)

The University of North Carolina at Asheville has submitted notification of intent to plan the following baccalaureate programs.

Parks, Recreation, Leisure & Fitness Studies

31.0503 Athletic Training

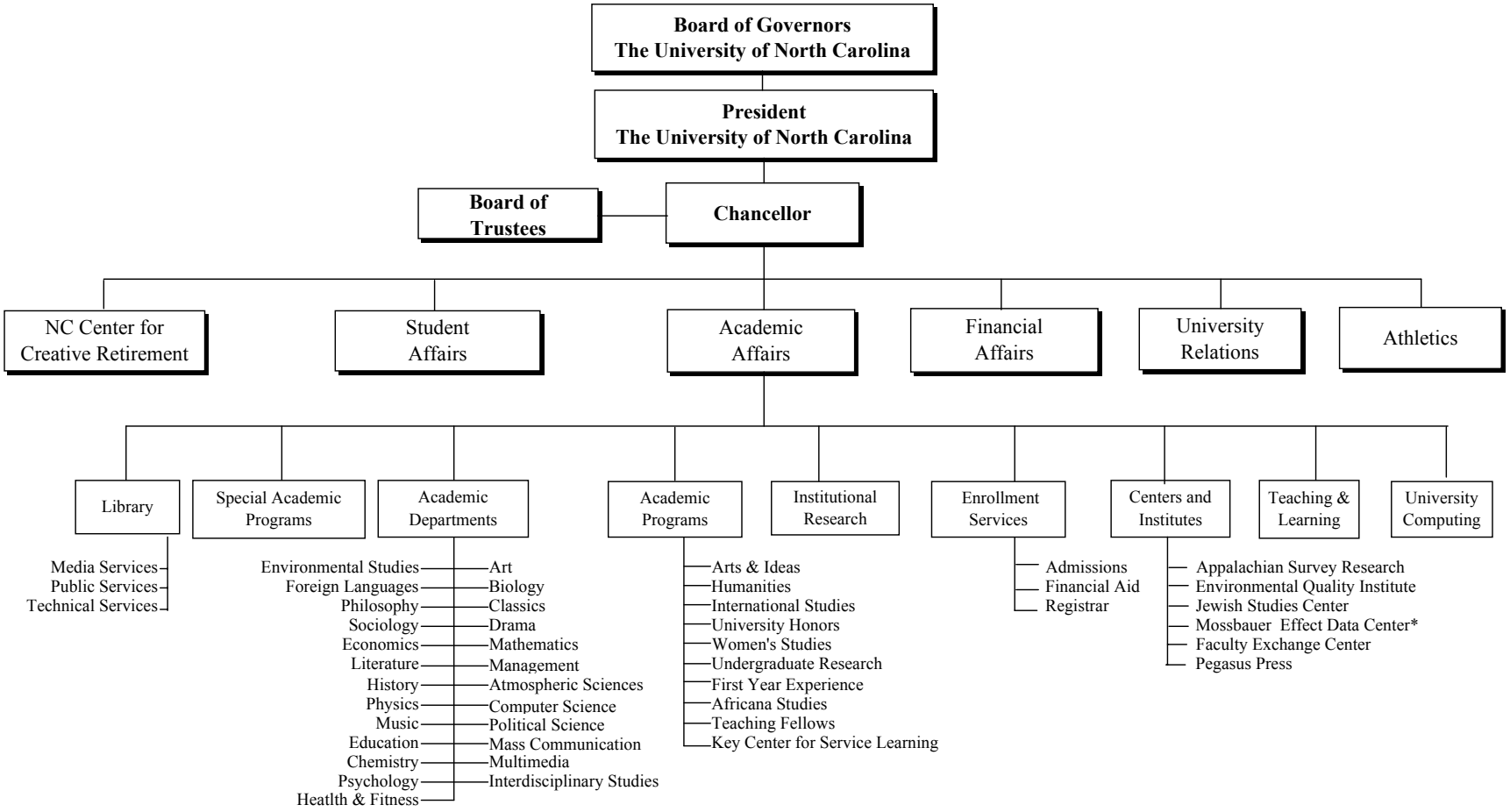
Health Professions and Related Sciences

51.2207 Public Health Promotion

4. Authorized Degree Programs at the University of North Carolina at Asheville

The University of North Carolina Academic Program Inventory is included in Appendix D.

Organization Chart of
The University of North Carolina at Asheville, 2001



*Research Unit

The University of North Carolina at Chapel Hill

1. General 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.

2. Program Discontinuations

The University of North Carolina at Chapel Hill is authorized to discontinue the following master's degree programs.

Education

13.1202 Elementary Education (*consolidate both of these programs into the existing*
13.1203 Middle Grades Education *master's program in Education, General under 13.0101*)

3. Notification of Intent to Plan New Programs (Baccalaureate and Master's)

The University of North Carolina at Chapel Hill has submitted notification of intent to plan the following baccalaureate degree programs.

Computer and Information Sciences

11.0401 Information Science

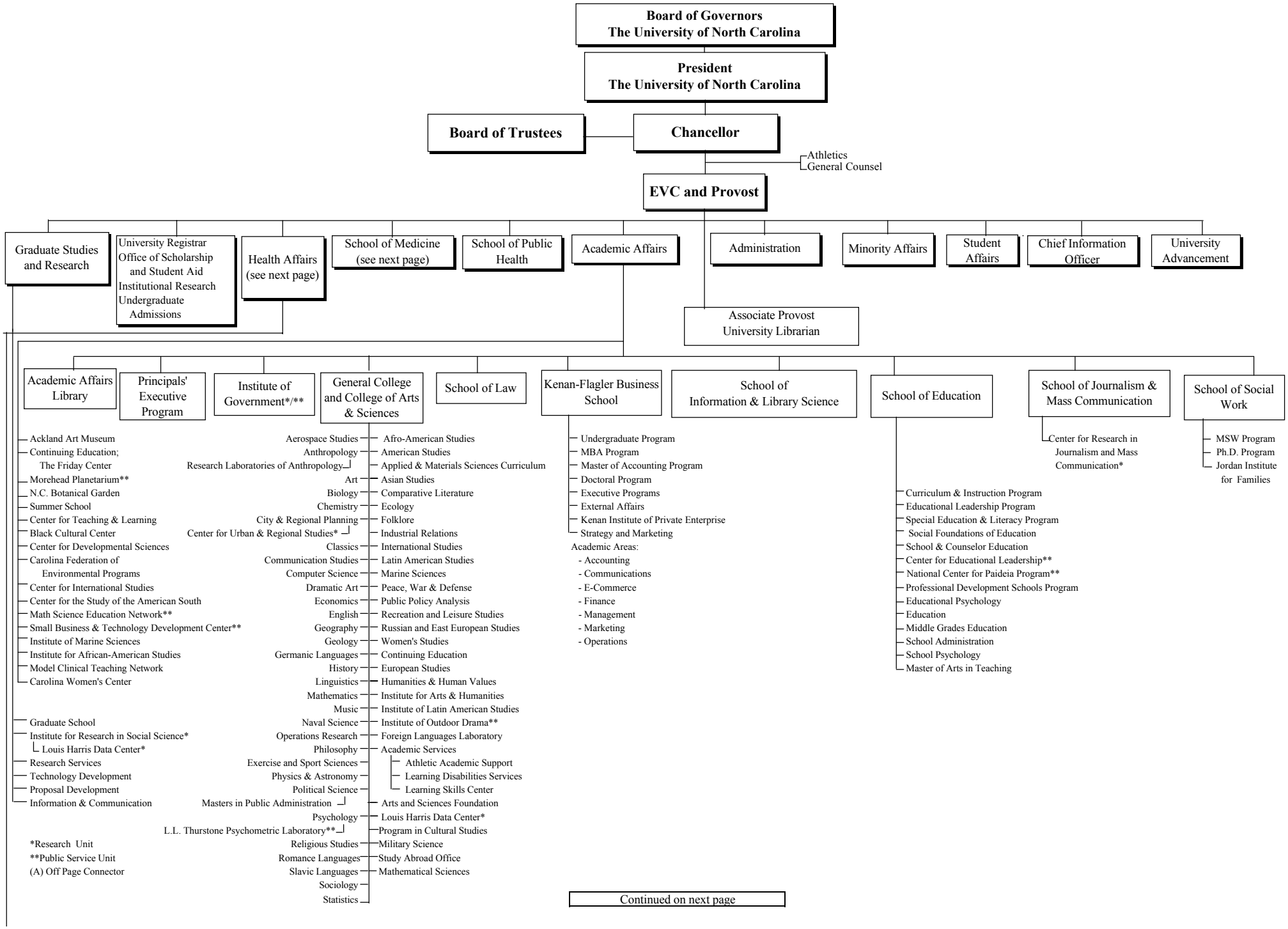
Biological Sciences/Life Sciences

26.0699 Human Biology

4. Authorized Degree Programs at the University of North Carolina at Chapel Hill

The University of North Carolina Academic Program Inventory is included in Appendix D.

Organization Chart of
The University of North Carolina at Chapel Hill, 2001



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(A)

Health Affairs

- Frank Porter Graham Child Development Center
- Health Sciences Library
- Cecil G. Sheps Center for Health Services Research*/**
- Center for Health Promotion and Disease Prevention*/**
- Highway Safety Research Center*/**
- Carolina Population Center
- Institute of Nutrition*/**
- N.C. Health Careers Access Program**
- Continuing Education in the Health Sciences
- Injury Prevention Research Center */**
- Institute on Aging */**

School of Dentistry

- Academic Affairs
  - Admissions
  - Student Affairs
- Administration
- Allied Dental Education Programs
- Computing & Information Services
- Dental Faculty Practice**
- Dental Research Center*
- Development
- Institutional & Community Relations
  - Alumni, Parent & Information Services
  - Continuing Dental Education
  - AHEC**
- Learning Resources Center
- Clinical Services**
- Patient Admissions/Emergency Care Services**
- Dental Ecology*/**
- Diagnostic Sciences and General Dentistry*/**
- Endodontics*/**
- Operative Dentistry*/**
- Oral & Maxillofacial Surgery*/**
- Orthodontics*/**
- Pediatric Dentistry*/**
- Periodontology*/**
- Prosthodontics*/**

School of Nursing

- Administration
- Graduate Studies
- Undergraduate Studies
- Student Services
- Adult and Geriatric Health*/**
- Community and Mental Health*/**
- Health of Women and Children*/**
- Social & Administrative Systems*/**
- Community Outreach Practice**
  - Statewide AHEC Nursing
  - Continuing Education
- Design & Educational Support
- Public Relations/Alumni Affairs
- Information & Technology Systems
- Minority Affairs
- Research Support Center*
- Center for Multiculturalism in Nursing

School of Medicine

Dean's Office

- Administration
- Alumni Affairs
- Clinical Affairs**
- Faculty Affairs
- Medical Education
- Research
- Development
- Institutional Relations
- N.C. AHEC Program
- Programs on Aging*/**
- Bowles Center for Alcohol Studies*
- Thurston Arthritis Research Center*
- Birth Defects Center */**
- Lineberger Comprehensive Cancer Center*/**
- Clinical Center for Study of Development & Learning*/**
- Cystic Fibrosis/Pulmonary Research & Treatment Center */**
- Center for Environmental Medicine & Lung Biology*
- Center for Gastrointestinal Biology & Disease*/**
- General Clinical Research Center*/**
- Gene Therapy Center*/**
- Program in Health Promotion/Disease Prevention*/**
- Program in Molecular Biology & Biotechnology*
- Center for Thrombosis and Hemostasis
- UNC Center for Cardiovascular Disease*/**
- UNCCenter for HIV/STDs and Infectious Disease
- UNC Neuroscience Center
- Center for AIDS Research
- Center for Cardiovascular Disease
- Center for Health Ethics & Policy
- Center for Maternal & Infant Health
- Center for Functional GI & Motility Disorders
- Macromolecular Therapeutics
- Neurodevelopmental Disorders Research Center
- UNC Women's Health Program

Academic Departments

- Allied Health Sciences
- Anesthesiology*/**
- Biochemistry & Biophysics*
- Biomedical Engineering
- Cell & Developmental Biology*
- Cell & Molecular Physiology
- Dermatology*/**
- Emergency Medicine*/**
- Family Medicine*/**
- Genetics
- Medicine*/**
- Microbiology & Immunology*
- Neurology*/**
- Nutrition*/**
- Obstetrics & Gynecology*/**
- Orthopaedics
- Ophthalmology*/**
- Otolaryngology/Head & Neck Surgery
- Pathology & Laboratory Medicine*/**
- Pediatrics*/**
- Pharmacology*
- Physical Medicine & Rehabilitation*/**
- Psychiatry*/**
- Radiation Oncology*/**
- Radiology*/**
- Social Medicine*
- Surgery*/**

School of Public Health

- Administration
  - Academic Programs
  - Admissions
  - Alumni Affairs
  - Student Affairs
- Biostatistics*
- Division of Computing & Information Services
- Environmental Science & Engineering*/**
- Epidemiolgy*/**
- Health Behavior & Health Education*/**
- Health Policy & Administration*/**
- Maternal & Child Health*/**
- Nutrition*/**
  - Public Health Leadership Program
  - NC Institute for Public Health Practice
  - Center for Distance Learning
  - Drinking Water Research Center
- Interdisciplinary Curriculum in Practice & Leadership
  - Public Health Nursing Curriculum*/**
  - Public Health Leadership Doctoral Program
  - Center for Public Health Practice*/**
  - AHEC**

School of Pharmacy

- Academic Affairs
- Administration
- Admissions
- Medicinal Chemistry & Natural Products*
- Pharmacotherapy
- Pharmaceutical Policy & Evaluative Sciences*
- Drug Delivery & Disposition
- Student Affairs
- Extension Program (Continuing Education)
- AHEC Pharmacy Program
- Center for Pharmaceutical Outcomes Research

*Research Unit
**Public Service Unit
*/** Research & Public Service Unit
(A) Off Page Connector

The University of North Carolina at Charlotte

1. General 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 Nursing and Health Professions, 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.

2. Program Discontinuations

The University of North Carolina at Charlotte is authorized to discontinue the following master's degree programs.

Mathematics

27.0302 Applied Mathematics (*consolidate both of these programs into existing master's program in Mathematics under 27.0101*)
27.0501 Applied Statistics

3. Notification of Intent to Plan New Programs (Baccalaureate or Master's)

The University of North Carolina at Charlotte has submitted notification of intent to plan the following baccalaureate and master's degree programs.

a. Baccalaureate Level

Parks, Recreation Leisure and Fitness Studies

31.0503 Athletic Training

b. Master's Level

Philosophy and Religion

38.0201 Religious Studies

Physical Sciences

40.0807 Optics

Visual and Performing Arts

50.0407 Arts Administration

4. Authorization to Plan New Programs (Doctoral or First Professional)

The University of North Carolina at charlotte is authorized to plan the following doctoral program.

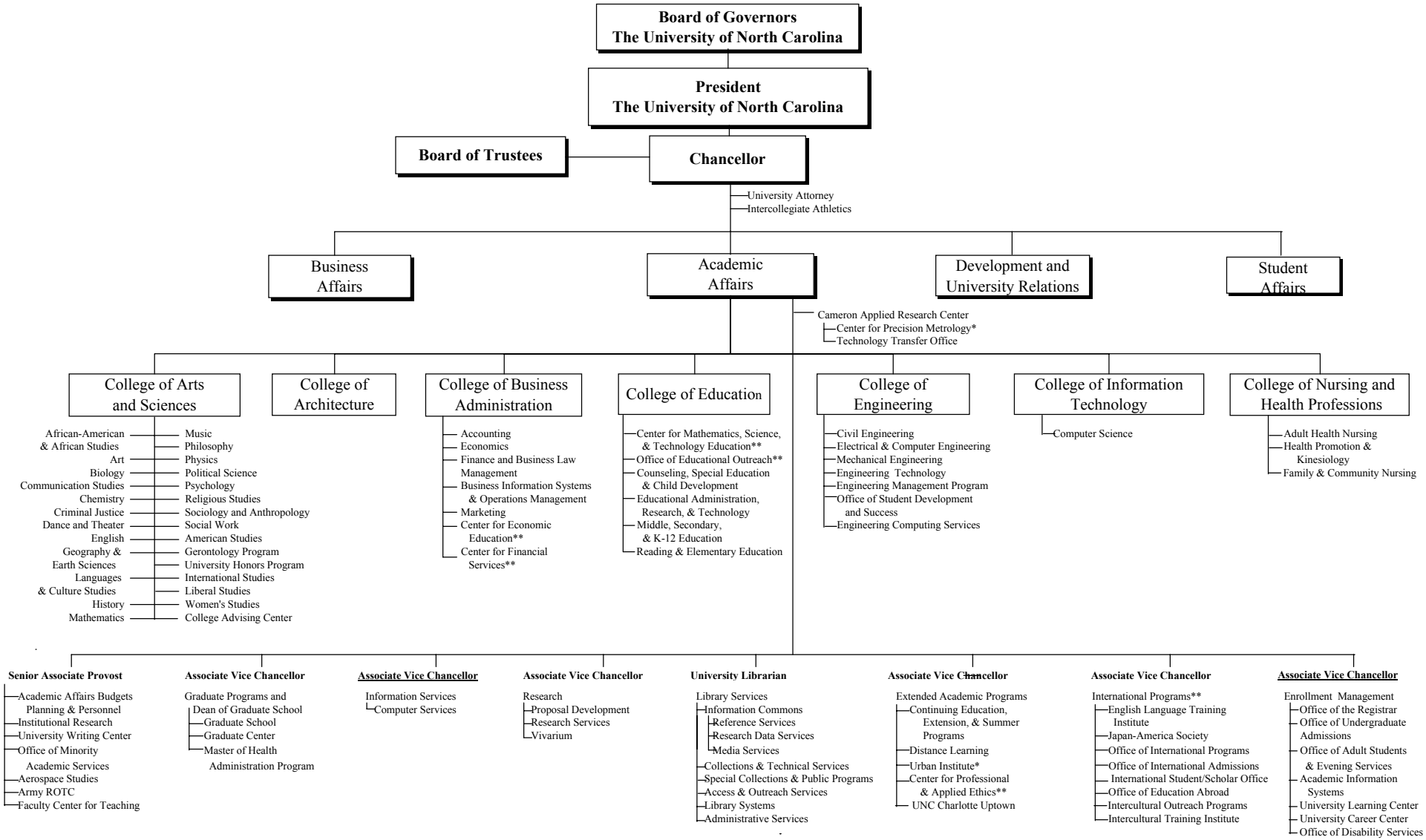
Physical Sciences

40.0807 Optics

5. Authorized Degree Programs at the University of North Carolina at Charlotte

The University of North Carolina Academic Program Inventory is included in Appendix D.

Organization Chart of
The University of North Carolina at Charlotte, 2001



*Research Unit
**Public Service Unit

The University of North Carolina at Greensboro

1. General Statement of Educational Mission

The University of North Carolina at Greensboro is a student-centered university, linking the Piedmont Triad to the world through learning, discovery, and service. As a doctoral/research-intensive university, 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 and residential 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.

2. Program Discontinuations

The University of North Carolina at Greensboro is authorized to discontinue the following master's degree programs.

Education

13.1316 Science Education
13.1318 Social Studies

(*consolidate both of these programs into the existing master's program in Curriculum and Instruction under 13.0301*)

3. Notification of Intent to Plan New Programs (Baccalaureate or Master's)

The University of North Carolina at Greensboro has submitted notification of intent to plan the following baccalaureate and master's degree programs.

a. Baccalaureate Level

Area, Ethnic and Cultural Studies

05.0201 African-American Studies

b. Master's Level

Multi/Interdisciplinary Studies

30.0501 Dispute Resolution

4. Authorization to Plan New Programs (Doctoral or First Professional)

The University of North Carolina at Greensboro is authorized to plan the following new doctoral degree programs.

Social Sciences and History

45.0701 Geography
45.0801 History

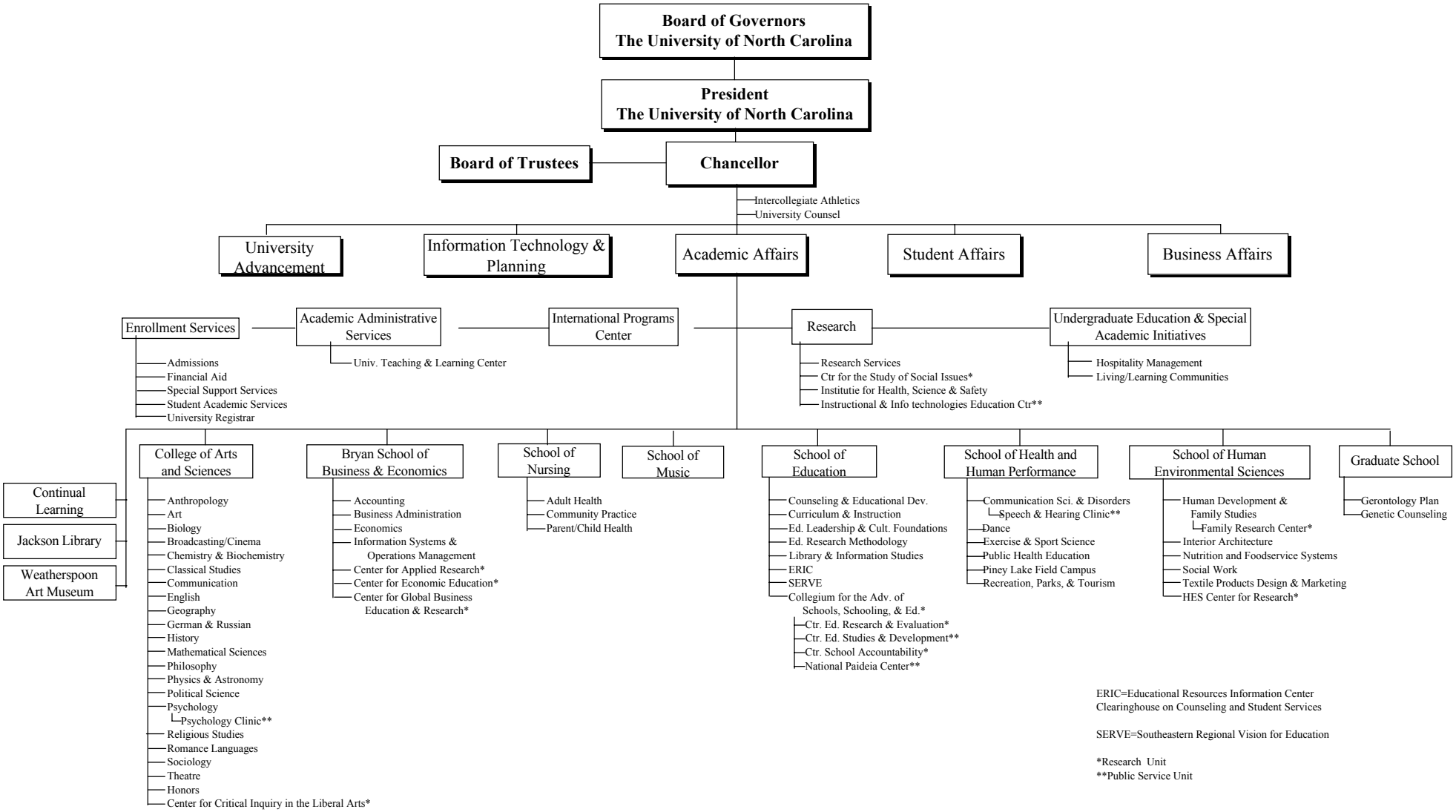
Business Administration and Administrative Services

52.0601 Economics
52.1201 Information Systems

5. Authorized Degree Programs at the University of North Carolina at Greensboro

The University of North Carolina Academic Program Inventory is included in Appendix D.

Organization Chart of
The University of North Carolina at Greensboro, 2001



ERIC=Educational Resources Information Center
Clearinghouse on Counseling and Student Services

SERVE=Southeastern Regional Vision for Education

*Research Unit
**Public Service Unit

The University of North Carolina at Pembroke

1. General 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.

2. Program Discontinuations

None.

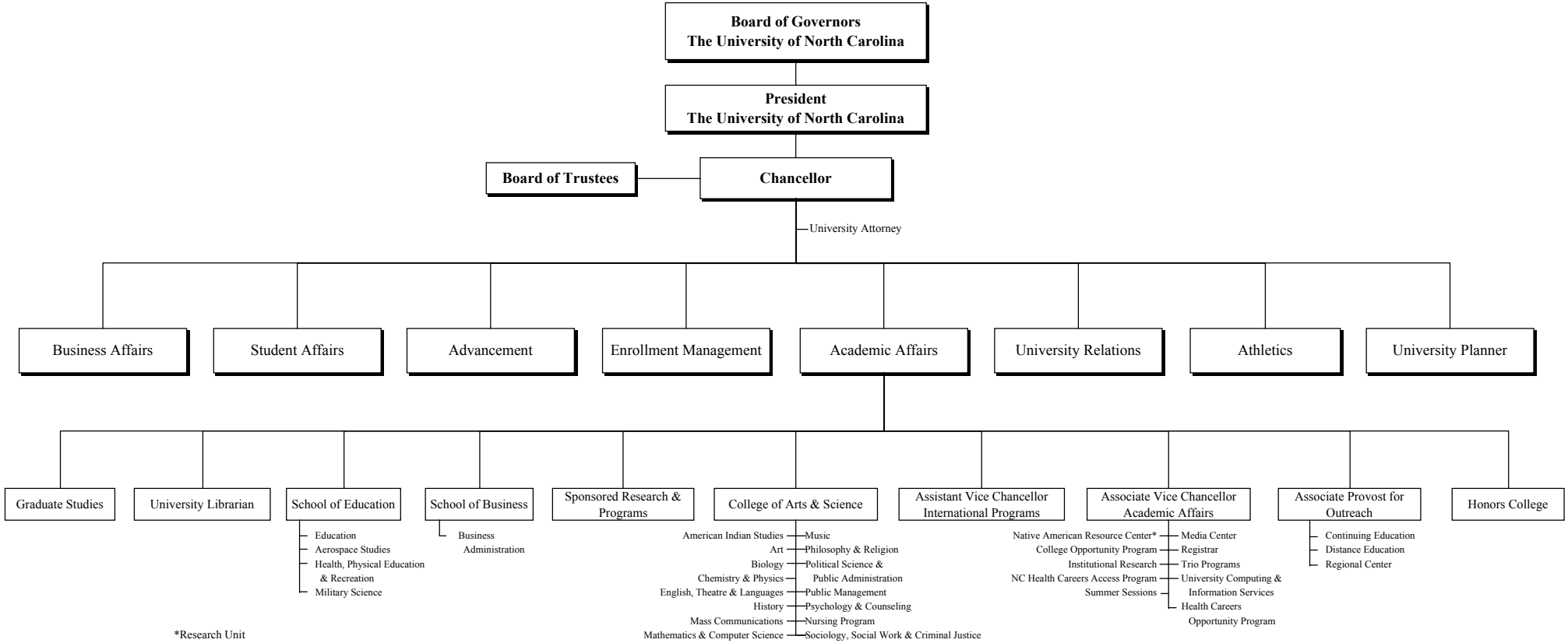
3. Notification of Intent to Plan New Programs (Baccalaureate or Master's)

No notification of intent to plan has been received from UNC Pembroke at this time.

4. Authorized Degree Programs at the University of North Carolina at Pembroke

The University of North Carolina Academic Program Inventory is included in Appendix D.

Organization Chart of
The University of North Carolina at Pembroke, 2001



*Research Unit

The University of North Carolina at Wilmington

1. General 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. Strong graduate programs 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.

2. Program Discontinuations

None.

3. Notification of Intent to Plan New Programs (Baccalaureate or Master's)

No notification of intent to plan has been received from UNC Wilmington at this time.

4. Authorization to Plan New Programs (Doctoral or First Professional)

The University of North Carolina at Wilmington is authorized to plan the following doctoral program.

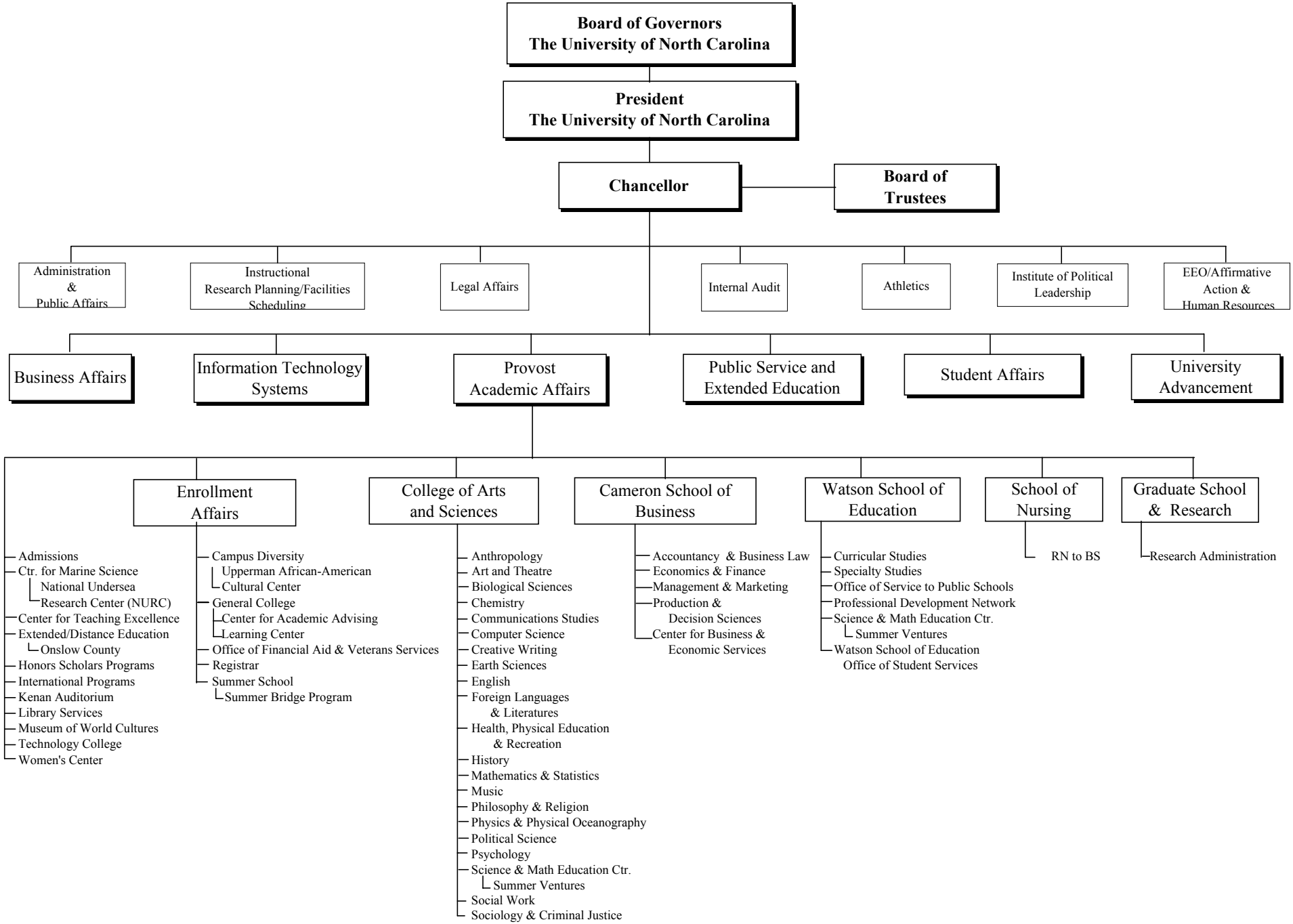
Biological Sciences/Life Sciences

26.0607 Marine Biology

5. Authorized Degree Programs at the University of North Carolina at Wilmington

The University of North Carolina Academic Program Inventory is included in Appendix D.

Organization Chart of
The University of North Carolina at Wilmington, 2001



Western Carolina University

1. General Statement of Educational Mission

Western Carolina University is a comprehensive university within the University of North Carolina, offering a broad array of undergraduate and graduate programs in the arts, sciences, and professions. The university serves the people of North Carolina from its residential main campus at Cullowhee and through its resident credit programs in Asheville and Cherokee. 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.

2. Program Discontinuations

Western Carolina University is authorized to discontinue the following baccalaureate degree programs.

Education
13.1308 Family/Consumer Science
13.1309 Industrial Arts Education

Home Economics
19.0701 Child and Family Studies

Physical Sciences
40.0601 Geology (B.A.)
40.0801 Physics

Health Professions and Related Sciences
51.0701 Health Services Management

Business Management & Admin. Services
52.0601 Economics

3. Notification of Intent to Plan New Programs (Baccalaureate or Master's)

Western Carolina University has submitted notification of intent to plan the following baccalaureate and master's degree programs.

a. Baccalaureate Level

Conservation & Renewable Natural Resources
03.0102 Environmental Science

Engineering-Related Technologies
15.9999 Construction Management

b. Master's Level

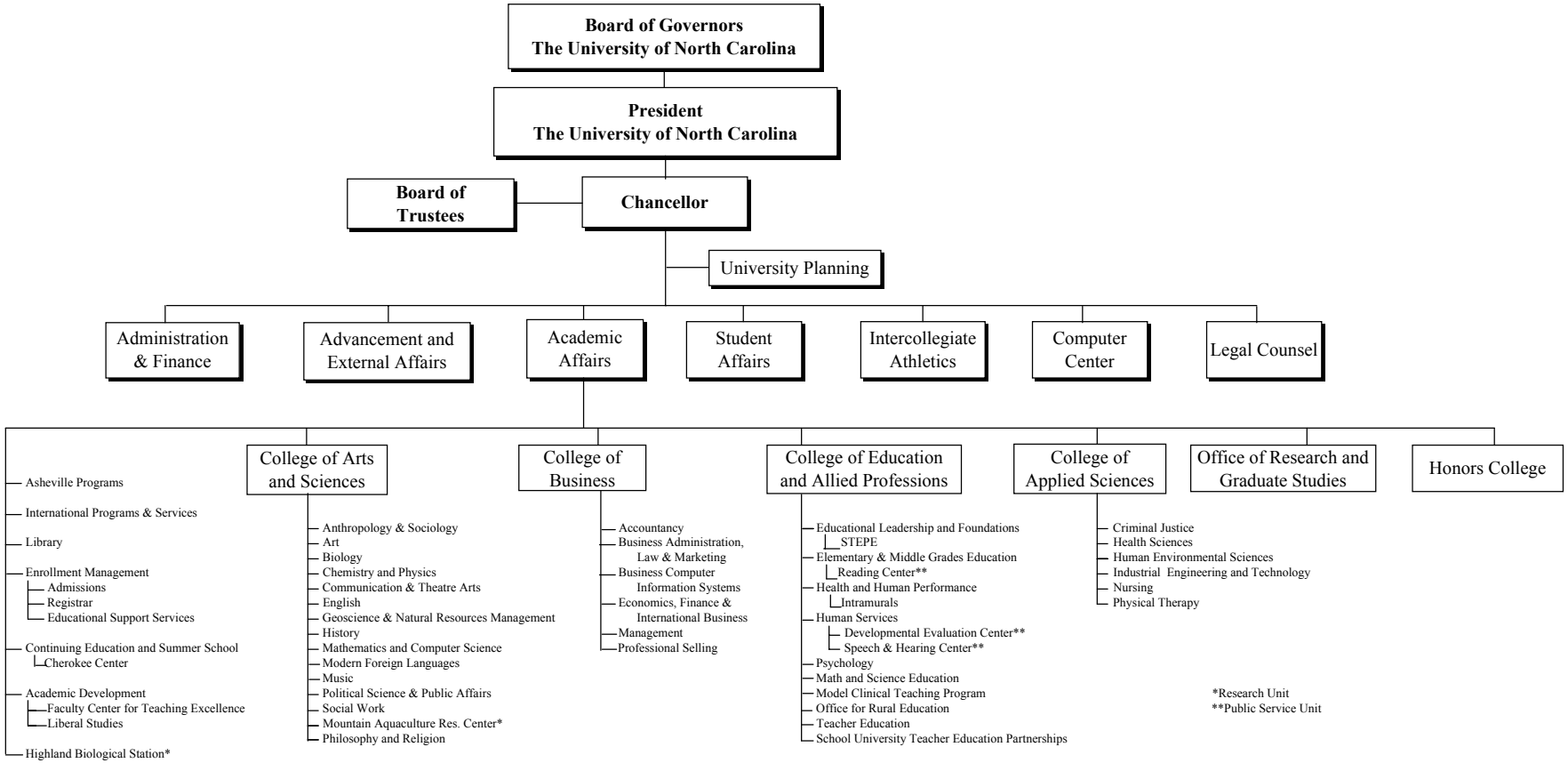
Conservation & Renewable Natural Resources
03.0102 Environmental Science

Education
13.1102 College Student Personnel

4. Authorized Degree Programs at Western Carolina University

The University of North Carolina Academic Program Inventory is included in Appendix D.

Organization Chart of Western Carolina University, 2001



Winston-Salem State University

1. General 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.

2. Program Discontinuations

Winston-Salem State University is authorized to discontinue the following baccalaureate degree program.

Health Professions and Related Sciences

51.2308 Physical Therapy
(*has been replaced with a master's program in Physical Therapy under 51.2308*)

3. Notification of Intent to Plan New Programs (Baccalaureate or Master's Level)

Winston-Salem State University has submitted notification of intent to plan the following baccalaureate and master's degree programs.

a. Baccalaureate Level

Social Work

44.0701 Social Work

Health Professions & Related Sciences

51.0701 Health Care Management

b. Master's Level

Computer and Information Sciences

11.0101 Computer Science and Information Technology

Nursing

51.1699 Nursing

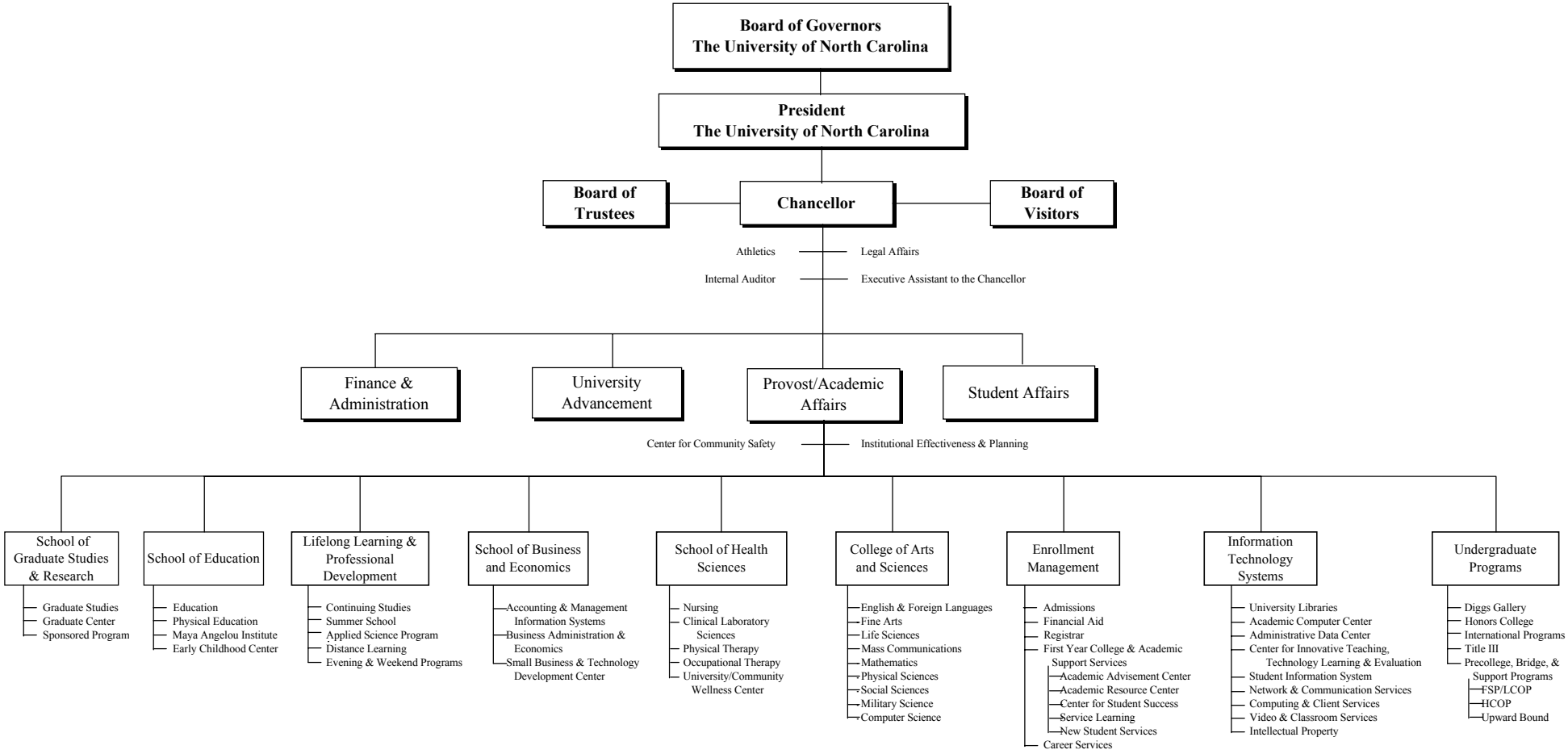
Business Administration and Management

52.0201 Business Administration

4. Authorized Degree Programs at Winston Salem State University

The University of North Carolina Academic Program Inventory is included in Appendix D.

Organization Chart of Winston-Salem State University, 2001



VIII. Future Planning

This plan will be reviewed in 2003 and will be revised biennially thereafter in odd-numbered years. The Board of Governors shall issue a revised long-range plan in early 2004, prior to preparation of the biennial budget request for 2005-07. 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 appropriate further definitions by the Board of Governors of institutional classification, responsibilities, and expectation, including biennial review of academic degree programs characterized by low productivity.

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.

Requests for authorization to plan or to establish degree-related programs may be submitted to the President in accordance with Administrative Memoranda 406 and 407. Requests for authorization to plan or to establish new centers or institutes may be submitted to the President at any time in accordance with Administrative Memorandum 373.

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

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 2000-2005 Long-Range Plan

The Board of Governors approved five interrelated strategic directions to pursue in fulfillment of the University's mission, which are presented in *Long-Range Planning 2000-2005*. 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 on the part of traditionally underrepresented segments of North Carolina's population, particularly racial minorities.

- North Carolina continues to make progress toward the national average of adults 25 and older who have earned a bachelor's degree or higher (26 percent in 2000, compared to 25.2 percent in 1999) with an overall NC rate of 23.2 percent (23.3 percent for men, 23.2 percent for women). There are significant differences among racial and ethnic groups, however, with 26 percent of non-Hispanic whites 25 or older earning a bachelor's degree or higher compared to 14.7 percent for African Americans and 11.3 percent for Hispanics. After a significant increase in rates of NC high school graduates attending a UNC institution over a 15-year period (from 21.2 percent in 1983 to 30.4 percent in 1998), the UNC going rate stabilized for two years at 30.3 percent before increasing to 30.9 percent in fall 2001.
- 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 and their families and school counselors. The program combines web-based information (*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 10,000 online applications have been submitted as of December 2001. Upcoming innovations include automatic downloading and uploading of applications, a marketing initiative to increase online applications, and agreement between UNC and the Department of Public Instruction for electronic transfer of the official high school transcript.
- 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 14 NC counties whose college going rate is among the state's lowest and in whose school systems 50 percent or more of the students are eligible for free or reduced lunches. 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.
- The UNC Board of Governors has adopted a need-based financial aid plan that, if fully funded by the NC General Assembly, will have a significant positive impact on students

who wish to attend UNC institutions (see below). Current (2001-2202 year) funding is approximately one-half of the full funding needed for the program.

- 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.

Continue to keep the costs of attendance at UNC institutions affordable and to address the adequacy and effectiveness of need-based aid for undergraduates.

- UNC trails other major universities in the nation in funding for need-based financial aid. While NC ranks 10th in the nation in the 18-24-year-old population, it ranks 28th in availability of need-based aid for full-time undergraduates and 36th in the percentage of full-time undergraduates receiving need-based grants. When compared to students enrolled in other low-tuition state institutions, UNC students on average have 48 percent more in unmet need after grant aid, and those who borrow are borrowing close to 43 percent more than their counterparts.
- 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 5,300 students were aided in 2000-2001, although funding availability limited grant awards to only freshman students. The budget has now been expanded to allow funding for both freshmen and sophomores, and over 10,000 recipients are anticipated for the 2001-2002 year. Fund information is offered via the Internet so that all campuses in which a student expresses an interest are simultaneously notified of grant eligibility and can include the UNC Need Based Grant in their aid offers.

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 smaller institutions with under-utilized capacity.

- 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.
- Seven institutions with current capacity and, in five cases, current enrollments below 6,000 students were targeted for above average enrollment growth (ECSU, FSU, NCA&TSU, NCCU, UNCP, WCU, and WSSU). The NC General Assembly in the 1999 session appropriated $10 million in recurring funds to assist these institutions in increasing their enrollment. These funds were used to develop comprehensive enrollment growth plans, promote greater operating efficiencies, improve instruction, enhance development offices, and strengthen facilities management capabilities.
- The General Assembly also directed the board to use $2 million from the "Strategic Initiatives Reserve" to perform campus assessments and develop enrollment growth plans for the seven institutions. The board included in its 2001-03 biennial budget request a

proposal to appropriate an additional recurring funds to each of these campuses, and the General Assembly responded with a recurring appropriation of approximately $2.2 million.

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, and distance education.

- The 1999 UNC enrollment plan was based on the concept of maximizing the efficient use of existing capacity. 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 2001-03 included a proposal for funding of pilot summer programs at NCSU, UNCC, and UNCW. With year-round utilization of their facilities, UNC campuses would increase their effectiveness in meeting the growing demand for higher education. The 2001 General Assembly did not fund this request.
- Recognizing that some campuses cannot sustain the high rates of growth 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. Currently UNC institutions serve approximately 7,200 students off-campus. This represents 4.25 percent of the total fall headcount enrollment. By 2010 projections suggest that over 21,000 students will be taught through distance education, representing approximately 5 percent of the total projected enrollment. UNC currently has more than 200 degree programs listed on its distance education inventory serving the needs of the state. Programs are offered on-site in 59 counties and an additional 29 programs are available online via the Internet.
- 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.

Continue to pursue state support for new and renovated facilities to accommodate current students and anticipated enrollment 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.

Facilitate educational access through the effective use of information technology to provide information on educational opportunities (e.g., Pathways) and distance education 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.) In spring 2000, the Office of the President made funding available for proposals from UNC institutions for faculty development activities related to information technology use in distance education. Proposals were received from every campus, and 24 were funded. These grants reflect UNC's ongoing commitment to strengthen institutional capacity in faculty use of instructional technology; the development of online courses and programs; and support of online instruction with online laboratories, databases, and library resources. In spring 2001, funding was again made available, this time specifically for 27 proposals from UNC campuses to develop collaborative e-learning degree programs.
- For the fourth consecutive year, in September 2001, the UNC Office of the President provided supplemental funding for NCSU's UNC Workshop on Distance Education Technology, a system-wide conference at which UNC faculty and staff make presentations and provide exhibits on distance education instructional delivery and support.

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.

- 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.
- The UNC Distance Education Learning Forum, now in its fourth year, convenes quarterly 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. Planning groups are active in the areas of foreign language, aging and gerontology, special education, speech and hearing sciences, and information technology.
- 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.

- The 2001 review of academic degree program productivity within the University of North Carolina recommended that 13 programs be discontinued. Another six degree programs were deleted from the Academic Program Inventory as separate, stand-alone programs and consolidated with other related degree programs. Taken together, the recommended discontinuations and consolidations resulted in a total reduction of 19 in the number of separate, stand-alone degree programs in the University's Academic Program Inventory.

These program discontinuations have enabled institutions to reallocate resources to programs of higher priority and greater need.

- 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, alumni, and employers used to evaluate institutional performance in a broad range of areas;
  - Full participation in P/PB, the State's system of performance budgeting;
  - 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,
  - Annual 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.

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 2001, $41,750,000 of the Trust Fund has been paid to UNC institutions or placed in escrow to match private gifts and pledges of $83,250,000 for the creation of 191 endowed professorships totaling $125,000,000.
- The Board of Governors proposed in its 2001-2003 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 2001 General Assembly did not fund this request.

Strengthen undergraduates' knowledge and academic skill development (including IT skills, critical thinking, and working in teams and in diverse environments) and prepare them to be successful in post-graduate studies and/or in the workplace; and prepare informed and successful graduate and professional students.

- 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, 83.2 percent of responding sophomores in spring 2000 evaluated faculty as "excellent" or "good" compared to 81.6 percent in spring 1998. For responding seniors in spring 2000, 90.6 percent gave ratings of "excellent" or "good" compared to 90.8 percent in spring 1998. Of responding UNC alumni (1997-98 graduates) who were enrolled in a post-baccalaureate program, 93 percent said that they were "well" or "adequately" prepared by their undergraduate program. Of responding full-time employed alumni, 85 percent said that their institution prepared them "well" for employment.

Promote broad-based diversity in enrollments, international education opportunities, and a global perspective throughout the University community in order to prepare citizens capable of functioning effectively in a multi-ethnic and increasingly global society.

- Fall 2001 minority headcount enrollment increased by 2,708 students (6.4 percent) and represented 27.4 percent of the University's total enrollment, up from 26.7 percent in 2000. In percentage terms, the growth for each identified minority group exceeded the growth for white students, which was 3.0 percent. The percentages were: African American students, up 6.2 percent; American Indian students, up 7.7 percent; Asian students, up 5.6 percent; and Hispanic students, up 10.6 percent.
- As noted above, 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 emphasizes the need to reduce the

achievement gap in North Carolina by promoting early intervention to prepare students for college; improving outreach and training activities with teachers, counselors, administrators, and parents in grades K-12; and refining and expanding the communications plan for the Minimum Course Requirements (MCR).

- Since 1999, UNC Exchange Program (UNC-EP, the official system-wide exchange program) increased by 60 percent the number of UNC students participating in University-wide exchange programs. The number of UNC institutions whose students participate in UNC-EP exchanges has increased from 9 to 13, with 119 UNC students studying abroad and 138 international students studying at UNC institutions in 2001-2002. The number of UNC-EP exchange programs has increased from 3 to 7 (Mexico, Germany, Finland, Israel, Australia, the Oresund Consortium of Swedish and Danish universities, and the International Student Exchange Program).
- In 1999, UNC signed a memorandum of understanding with Monterrey Tech, a 29-campus Mexican university, for collaboration in developing high school courses, e-learning initiatives, student-faculty exchanges, and joint research in areas of mutual interest. A delegation of UNC administrators visited Monterrey in spring 2001 as part of this agreement.
- In 2001, UNC signed a memorandum of understanding with higher education institutions in the state of Parana, Brazil, with UNC-EP exchange programs and a number of institutional agreements to begin in 2002.
- In addition to UNC-EP, UNC institutions maintain over 300 exchange programs that in 2000-2001 involved nearly 3,000 UNC students and 4,500 international students. According to the Institute for International Education, UNC-Chapel Hill had the eighth largest study abroad program among U. S. universities in 2000-2001; 1217 UNC Chapel Hill students studied abroad last year.
- The UNC Office of the President Division of Academic Affairs has developed a "white paper," "Internationalization and the University of North Carolina," which is the initial step toward a strategic plan for international activity across the University. The University Council on International Programs and other groups have reviewed the document, with a final document expected in spring 2002.
- A public service program of UNC, the North Carolina Center for International Understanding, provides opportunities for international experiential education, including programs for K-12 educators, citizen exchanges, the Latino Initiative, and professional exchanges.

Ensure that the facilities and campus environment necessary to support educational excellence are available through the implementation of the Board of Governors' capital plan.

- 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.

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

Continue efforts to develop outstanding teacher preparation programs that include strong discipline content, pedagogy, clinical training, i.e., integration of Arts and Sciences, accreditation of programs and assessments to ensure high quality teachers, administrators, and other school personnel.

Expand efforts in teacher preparation to increase the supply of well qualified teachers to serve the rapidly growing needs of North Carolina's schools—using traditional approaches, incentives to students, and innovative strategies, such as the 15 University-School Teacher Education Partnerships, NC TEACH, the NC Model Teacher Education Consortium, the UNC Teacher Education E-Learning Initiative, and the 2+2 agreement with NC community colleges.

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 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 and to promote student success in higher education.

Support and strengthen both research and public service programs in the 15 colleges/schools/departments of education in the Center for School Leadership Development: Executive Leadership Academy, Principals' Executive Program, Principal Fellows Program, N.C. Center for the Advancement of Teaching, N.C. Mathematics and Science Education Network, N.C. Teacher Academy, and in the NC Education Research Council and the Southeast Center for Teaching Quality.

(Note: Because many activities of the UNC Division of University-School Programs have an impact on more than one of the above strategies, these are addressed collectively in the following comments.)

- 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-12 education. The Division coordinates the 15 colleges, schools, or departments of education that operate the University-School Teacher Education Partnerships (USTEP), a collaborative effort of universities and public schools in providing teacher preparation, and the Offices of School Services, which have been awarded Matching Incentive Grants to support the needs of the public schools. USTEP is designed to restructure and improve both initial preparation and continuing professional development programs, renew and improve public school curriculum, conduct school-based research that improves classroom practice, and share and disseminate best practices throughout the state. UNC's 15 colleges, schools, and departments of education are also revising all graduate degrees to incorporate the State Board of Education's advanced masters' competencies. The Division of University-School Programs is UNC's liaison with the NC Department of Public Instruction, the School Improvement Panel, and other education-focused organizations. Other components of the Division that address the strategic directions listed above include:

- The UNC Center for Leadership Development provides quality professional development and lateral entry support for all public school employees. A state-of-the-art facility has been constructed to house eight program providers assigned to the Center:
  - The Executive Leadership Academy focuses on school superintendents who want to increase their knowledge and skills. The academy also provides opportunities for professional networking and support.
  - NC TEACH (Teachers of Excellence for All Children) is a rigorous, high quality 12-month program designed to recruit, prepare, and support college graduates and highly skilled mid-career professionals as they enter the teaching profession.
  - NC Center for the Advancement of Teaching (NCCAT) provides residential seminars for teachers 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 mounting setting in Jackson County.
  - NC Teacher Academy provides high-quality professional development for teachers in the areas of school leadership, instructional methodology, core content, and the use of modern technology.
  - NC Math and Science Education Network (MSEN), through ten centers located on state university campuses, provides professional development in mathematics, science, and technology for teachers. 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.
  - NC Model Teacher Education Consortium is a collaboration among school systems, community colleges, four-year colleges and universities, and the NC Department of Public Instruction to attract and prepare teachers by making high-quality teacher programs accessible and affordable.
  - NC Principal Fellows Program is a merit-based, competitive scholarship loan program that funds full-time study in a Master of School Administration (MSA) degree program. The program provides North Carolina with a cadre of well-trained administrators for public schools.
  - 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.
- In March 2001, the Board of Governors authorized creation of the James B. Hunt, Jr., Institute for Educational Leadership and Policy. The Hunt Institute will enhance and extend the component programs within the UNC Center for School Leadership Development and will extend its reach via new linkages to other complementary organizations within and outside the state.
- The NC Education Research Council coordinates research on major policy issues for the Education Cabinet (Governor, State Board of Education Superintendent, UNC President, and NC Community College System President). In 1999, Governor Hunt signed an executive order assigning the Education Research Council responsibility for designing and issuing an annual "report card" on progress toward the First in America in Education goals. With support from the Spencer Foundation, representatives from UNC Chapel Hill, NCSU, ECU, and UNCG are developing plans for a multi-campus center for policy-related research in education.
- The Southeast Center for Teaching Quality is the southeast regional office of the National Commission on Teaching & America's Future, which includes a regional clearinghouse for information on teaching quality issues and data, support for creating teaching quality

policy and practice alliances, a common data gathering and reporting system for critical indicators, and leadership development among diverse stakeholders and constituencies.

- University-School Programs is developing and implementing new strategies and programs to advance the effective uses of technology in teaching and learning. NC Catalyst, a two-year UNC instructional technology plan for teacher preparation, helps develop plans for each of the 15 UNC teacher preparation programs that are consistent with the NC Department of Public Instruction's program certification requirements. NC Catalyst enlists the 15 University-School Teacher Education Partnerships in delivering professional development in instructional technology to teacher education and arts and sciences faculty and to cooperating teachers 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 NC School Technology Users Task Force was re-established to address issues relating to the professional development of educators in the area of technology. The UNC Center for Public Television (UNC-TV), has also expanded its services to become an online site for the professional development of educators. A National Best Practices resource area on the UNC web site provides an electronic forum for principals and administrators from NC and other states on issues that relate to public education.

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.

- A close collaboration with the NC Community College System is maintained, with 80 UNC programs being offered on 31 Community College campuses. Individual UNC institutions have held a number of meetings with community colleges in their service area to discuss needed programs. An agreement with the NC Community College System has been signed that outlines site rental and service guidelines for UNC programs offered at community college sites.
- The NC Transition Program in the Biomedical Sciences is a joint minority student transfer initiative between selected UNC institutions and NC community colleges with the goal of increasing the number of underrepresented minority community college students in biomedical research at UNC institutions. This is a "Bridges to the Baccalaureate Degree" program funded by the National Institutes of Health.
- The Comprehensive Articulation Agreement (CAA) between UNC and the NC Community College System (NCCCS) campuses and related transfer guidelines will be available through both the UNC Office of the President website and the Pathways web site described above. The Transfer Advisory Committee (TAC) has developed a college transfer guide that was distributed on community college campuses in spring 2001. An articulation agreement has also been developed with a private institution, Louisburg Junior College, and the TAC will be adding a representative from the NC Association of Independent Colleges and Universities.
- The UNC/NCCCS Task Force was established by the chief academic officers from UNC and NCCCS to explore potential issues that could be jointly addressed by the two systems. The Task Force was asked to examine issues including: teacher education shortage, nursing shortage, joint publication and outreach initiatives, e-learning and distance education, and joint professional development opportunities.

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.

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

Encourage technology transfer and the commercialization of UNC research discoveries.

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 outlined by the Board of Governors as described in this report. Access to higher education is promoted through fellowships and research assistantships funded through sponsored programs. Teacher training and development grants and programs support the University's commitment to K-16 education partnerships. Sponsored funding helps pay for information technology used in campus infrastructure and in distance education. The educational benefits of sponsored programs in almost every academic program are pervasive and powerful, and the basic and applied research that is funded support the University's mission to expand the frontiers of knowledge.
- UNC campuses have been remarkably successful, ranking third in the nation—behind only the University of California system and the University of Texas system—in securing federal research dollars, which totaled $443 million in FY 2000. The top five federal funding agencies, in order of amount of funding provided, included the Department of Health and Human Services, the Department of Education, the National Science Foundation, the Department of Defense, and the Department of Agriculture. Federal funding represented 66 percent of total sponsored program activities in FY 2000. Other major sources of funding include state and local governments (14 percent) and industry (8 percent). Between 1990 and 2000, sponsored program awards to UNC institutions increased by 144 percent, from $277 million to $673 million.
- Sponsored funding proposals submitted by UNC faculty are directly responsive to the economic and health and well-being needs of the state and to the need to collaborate and create partnerships with other important sectors. Of the $673 million in awards made to UNC by external agencies in FY 2000, $279 million was awarded for activities related to health, education, and welfare; $141 million was related to community service activities; $110 million in awards had a regional focus; and $128 million in awards was related to economic development. Approximately $146 million in awards involved linkages with NC education organizations, $150 million involved linkages with NC government agencies, $74 million involved non-profit organizations, and $113 million involved NC industry.

- Examples of collaborative research initiatives include the Biotechnology/Genomics initiative focused on four research cluster areas (genomics, bioinformatics, proteomics, and bioethics) identified as priorities by the NC Genomics and Bioinformatics Consortium. The North Carolina General Assembly has provided funding to support research in these areas and curriculum and research development on the UNC campuses. Another UNC priority is the environment, and two areas—environmental application technologies and marine sciences—have been chosen to build upon the existing strengths of the University. Key system strengths are technology, science, and engineering; programs with strong ties to industry; well-trained students and graduates; and numerous faculty who address environmental issues.
- The Sponsored Programs and Research Council (SPARC) is a forum of the 16 UNC institutions and the Office of the President for the advancement of sponsored programs and best practices in their administration. The Council has modernized policies, streamlined University-wide administration of sponsored programs, encouraged collaborative activities, and identified special needs that require attention at the system level.
- UNC has created the NSF-funded Technology Development Initiative (TDI) to provide technology case management services to the 16 UNC institutions. Research Triangle Institute (RTI) was selected to provide these technology case management services and has completed stages one and two of the process by assessing technology transfer opportunities and providing training on each UNC campus. RTI will coordinate new training modules for department heads and faculty regarding technology transfer and copyright issues.
- The Board of Governors has authorized establishment of 17 new centers and institutes in the last two years. The total of 180 currently authorized centers and institutes includes 13 interinstitutional research centers, 113 institution-based research centers, 7 interinstitutional public service centers, and 47 institution-based public service centers. The UNC Centers and Institutes website (*http://www4.ga.unc.edu/ci/*) provides detailed information about these research and public service units.
- A University-wide task force, with the active leadership of the Faculty Assembly, worked with the Office of the President to develop a policy framework for the administration of copyright within the University. The Board of Governors adopted the resulting copyright policy in November 2000 and implemented it in August 2001.
- The Research and Sponsored Programs Division of the Office of the President has licensed the GenoMax enterprise genomics and bioinformatics software for all UNC institutions. The software and databases will be housed at UNC-Chapel Hill, and training will be provided to assist in biotechnology, genomics, and bioinformatics research to facilitate collaboration throughout the UNC system.

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

Implement the recommendations of the Information Technology Strategy (ITS) project, emphasizing initiatives in the following five areas:

Campus Teaching and Learning with Technology (TLT): Enhance campus TLT activities through campus TLT centers, instructional technology services, faculty development labs, and instructional technology development grants; and create a Collaborative TLT Program with a TLT collaborative organization, faculty fellowships, a web portal for UNC faculty, a collaborative grant program, and faculty workshops/symposia.

- In 2001, the TLT Collaborative has allocated $136,000 in funds directly to UNC campuses for professional development and research activities where synergies across campuses may be realized. A major focus has been research into handheld and wireless computing.
- The UNC TLT Collaborative Professional Development Portal (PDP) is now fully operational. The portal allows faculty, staff and administrators to both submit to and access an expanding range of materials and online resources associated with the three focus areas of teaching and learning, human resources/staff development, and administrative leader development. Plans are underway to incorporate additional focus areas into the portal.
- In 2001, the TLT sponsored three events to bring TLT professionals from UNC together. In January 2001, the TLT hosted a UNC Flashlight Training workshop on the campus of NC State. This one and a half-day training session gave representatives from all campuses a clearer understanding of the Flashlight program and the opportunity to develop collaborative partnerships.
- In April 2001, the TLT hosted a UNC TLT Symposium that brought the expertise of national leaders in the TLT faculty support arena to colleagues in the UNC system. The day of information discussions centered on structuring, developing, staffing and managing faculty support for teaching and learning with technology.
- The annual UNC TLT Conference was held at UNC Wilmington in May 2001. More than 190 representatives from the 16 UNC campuses shared information and strengthened professional relationships by discussing and identifying common issues and best practices and by developing visions and recommendations for future collaborative projects. The 2001 conference was expanded to include faculty, library professionals, and representatives from a cross-section of academic and continuing education programs, as well as TLT and instructional technology staff.
- Appointed in 2001, a new executive director and two new program coordinators for the TLT Collaborative are helping the TLTC increase program offerings and interaction with the 16 UNC campuses.

Distance Education: Coordinate a comprehensive distance education strategy and deploy distance education pilots to evaluate distance education models and strategic challenges as a prelude to pursuing broader collaborative approaches.

- On the national scene, the Teaching and Learning with Technology Collaborative has managed UNC's association with MERLOT, the organization devoted to helping faculty access online learning material and incorporate it into their own courses.
- Members of the UNC Office of the President have formed the UNC E-Learning committee. In September 2000, the committee presented the results of several internal workgroups that identified UNC-specific issues and possible approaches for e-learning to the Administrative Council.
- The Division of Information Resources contracted with external consultants to conduct an assessment of existing services at the campus and system-wide levels and develop consensus for a service model that will most effectively utilize campus and UNC-wide resources in order to expand e-learning programs on all UNC campuses.

Administrative Systems: Establish the Alliance Shared Software Support Center to provide collaborative software services to participating campuses; and create a UNC-wide data warehouse to simplify UNC-wide data collection, improve data retention, and provide more efficient and effective reporting capabilities.

- The Prospective Student Portal (PSP) was beta tested in 2001 with Western Carolina University (WCU) as the pilot campus. Phase II of PSP began with the launch of a development team comprised of campus and UNC-OP representatives. This twenty-week

project is the first development project the Alliance has initiated. This project will produce a portal ready for implementation for WCU as well as code that will be ready for customizing on the campuses of UNC-Wilmington and Appalachian State University.

- The development of the PSP is drawing near completion with testing scheduled for December 2001 at WCU. The innovative PSP will lead prospects through the steps required for enrollment as entering freshmen or transfer students. It will also bridge the gap between two portals already in place: NC Mentor, a web site that helps families select a college and Campus Pipeline, a portal serving students from enrollment through graduation. UNC campuses that choose to implement the PSP will be able to customize the portal to meet unique needs.
- The Shared Services Alliance has investigated enterprise-wide approaches for administrative systems such as human resources, finance and e-learning. .

Services for Students: Implement Web-enabled services for students through approaches suitable for the campus context; and develop integrated services-for-students programs through approaches suitable for the campus context.

- The Shared Services Alliance completed Phase I of the Web for Student Services project in 2001. Phase I focused on web-enabled activities for students and faculty. Twenty-two activities, such as electronic transactions and registering for classes and course articulation were accomplished in this phase. The Alliance Board and functional workgroups are now focusing on the remaining 31 services needed by campuses to improve delivery of administrative support.
- Phase II of the Web for Student Services addressed the baseline services needs of career services, alumni services and payment of fees via the web. The Alliance is working to identify solutions for the remaining area of residential life, transfer student services, advising, campus bookstore and records.

Logistical Needs: Expand campus network maintenance, enhance user support and training, and create a collaborative procurement program to facilitate multi-campus purchases of information technology hardware, software, and services.

- Ninety-five 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 plan to complete baseline services and in some cases go beyond baseline services.
- The Collaborative IT Procurement Team has saved or avoided more than $300,000 for UNC's campuses since July 2000, bringing the overall total saved to more than $1.7 million. These savings include purchases of hardware such as NT and Sun servers as well as software. 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 procurement team's services for the negotiation of Flashlight software and the Alliance has used its services for acquisition of hardware, software, and negotiation of maintenance contracts.
- Information Resources awarded nearly $500,000 from 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 conference to share project implementations and outcomes is planned.
- 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 NC, and the 75 public libraries that serve residents of all 100 NC counties. Additional appropriations will be necessary to support UNC's participation in this expanding resource.

Streamline administrative processes and increase managerial flexibility in conducting the affairs of the University and its constituent institutions.

- The UNC Office of the President has developed a draft report, *Recommendations for Additional Management Flexibility and Accountability*, that outlines a series of recommendations that, if approved, would enable the University to implement more effective administrative and business practices. The report recommends additional management flexibility and accountability in eight functional areas: human resources, budgeting, purchasing, real property leasing, construction, capital improvements, surplus property, and utilities. The recommendations build on the management flexibility previously granted to the University. A number of them call for a transition to a more distributed decision-making environment by shifting responsibility from central state offices to institutional managers charged with implementing policy at the campus level, with accountability shifting to the campus community as well. The 2001 General Assembly responded 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.

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

- At the close of the 1998-99 academic year, UNC institutions had completed a baseline-setting round of student surveys and P/PB reports. The Division of Program Assessment and Public Service began a series of monthly campus visits the following year to learn how this information is being used by institutions in their own accountability and institutional improvement processes. Given the board's attention to the enrollment goals of the seven focused-growth institutions, all seven were included in the 1999-2000 visits. Each visit included separate sessions with the chancellor and his or her cabinet, the deans and department heads, faculty leaders, directors of administrative units, student leaders, and those responsible for assessment activities on the campus. The purpose of each visit was to share information about system-wide and campus-level assessment activities and to receive input from campus representatives on how the collaborative process could be strengthened in the future.

Appendix B. Constituent Institutions' Progress toward Achieving the Strategic Directions of the 2000-2005 Long-Range Plan

The Board of Governors approved five interrelated strategic directions to pursue in fulfillment of the University's mission, which are presented in *Long-Range Planning, 2000-2005*. 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's primary contribution to this strategic direction takes the form of courses offered at off-campus sites. Since 1998-99, both the number of persons served and off-campus student credit hours (SCHs) produced increased by over 100 percent. Another 50 percent increase in SCHs is projected for the next two years, with an equivalent increase expected in the number of persons served. Only funding constraints may hold down the actual number of students ASU serves at off-campus sites.

ECU has set an institutional strategy of expanding the educational opportunities provided on and off campus by 20 percent. ECU will: develop and implement an integrated university marketing plan; identify and prioritize for development new and existing programs that meet the needs of students and the state; improve its competitiveness for superior undergraduate and graduate students; increase the proportion of in-state enrollment from the Piedmont and western sectors of NC; improve recruitment, retention, and graduation rates; ensure that academic programs are appropriate to accommodate both the expected enrollment increase and the institution's new doctoral status; expand distance education offerings; enhance responsiveness to the needs of non-traditional students and life-long learners; and increase the number and value of financial support offerings and scholarships available to students.

ECSU is committed to increase its current student enrollment from 2,035 to 2,863 by 2007 and 3,285 by 2010. In support of this effort, ECSU engaged many support endeavors for implementation: a consultant report, "Strategic Enrollment Directions at Elizabeth City State University," to assist in defining and refining enrollment, scholarship, and retention services; "Institutional Image and Competitive Position Analysis," a Noel-Levitz consultant report; "A Retention Planning Resource," by Noel-Levitz, a report to define the quality of student life and learning plan for ECSU; Undergraduate Academic Advising Handbook, an internal ECSU guidebook for advising, following, and retaining students; "Strategic Enrollment Management Planning for Recruitment," a Noel-Levitz report to define long-range recruitment goals, providing the model for recruitment strategies; "Report on Final Visit," a retention consultation report; the Administrative Improvement Project, a PricewaterhouseCoopers report to define operational issues for administrative efficiency; and creation of the Millennium Scholarship Program to attract highly qualified students.

FSU revitalized the Weekend and Evening College (WEC) to offer a variety of lower and upper-division courses beginning in the 1999-2000 academic year. As a result of a community needs survey, the WEC will offer courses leading to degrees in criminal justice, business administration, elementary education, middle grades education, sociology, computer science, psychology, and accounting. After consultation with the Pappas Consulting Group, Inc., the university has developed strategies and work plans to improve its recruitment and marketing efforts. A recruitment/admissions plan is being implemented to increase the number of transfer students from community colleges. The university has hired an associate vice

chancellor for academic planning and retention to assist in developing and implementing strategies to reach enrollment growth objectives of more than 6,000 students by 2010.

NCA&TSU has put in place several programs to increase access through enhanced distance education courses as evidenced by increased student enrollment in e-learning courses; implemented a marketing and retention plan; developed a long-range enrollment plan targeting under-represented minority students, e.g., Hispanics, Native Americans, and Caucasians; implemented a more aggressive campaign to encourage students to register and complete the financial award process; and implemented Web for Students to provide ready access to student information.

NCCU has developed an aggressive enrollment plan to invite and enroll increased numbers of students to its campus. 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; building 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 School has studied marketing, recruitment, and admissions procedures and has revamped its website to facilitate electronic dissemination of information and student applications. Renewed efforts have been made to attract a more diverse student population.

NCSU is seeking to serve more students by: aligning enrollment and space allocation plans as new classroom and lab space is built and improving efficiency of classroom utilization by increasing hours per week and occupancy rates; developing web-based courses and programs; working to improve retention and graduation rates; proposing an expanded summer school session, to be piloted when state funding is appropriated; developing financial aid resources to attract a diverse student body; developing new strategies for recruitment and for encouraging campus dialog, guided by the Vice Provost for Diversity and African American Affairs; revising course content and pedagogy and awarding funds to support diversity; and enhancing support for disability services.

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 Chapel Hill has had a substantial increase in primarily web-based distance education courses, with the professional schools of Business, Public Health, Education, Nursing, and Social Work leading the way. The Friday Center for Continuing Education is also a leader in web-based distance learning with its popular Carolina Courses Online. A multi-disciplinary team of faculty is developing a film, book, and web-based course to help practicing professionals learn Spanish and develop appropriate cultural competencies to serve the state's rapidly growing Latino population. The Office of Minority Affairs has numerous campus-based recruitment and visitation programs, and minorities account for nearly 21 percent of the class of 2004. During 1999-2000 the AHEC Program brought health careers and workforce diversity programs to over 20,000 public school students in the state. AHEC's information technology

initiatives have significantly improved access to educational programs and services across the state. The university's libraries now offer web-based document delivery.

UNCC has taken the following actions to enhance access: using 25 percent of a $150 tuition increase in 2000-01 and 2001-02 to fund need-based financial aid; using the $190 million in capital funding approved in the bond referendum exclusively for academic facilities and planning for a campus to accommodate 25,000 students as a long-term goal; strategically proposing, planning, and implementing new programs that enhance its ability to meet the educational needs of the region and state; and working aggressively to recruit, support, and retain a diverse student body, faculty, and staff.

UNCG emphasizes access issues through three of its own strategic directions: providing exemplary learning environments, expanding outreach efforts, and increasing enrollments. Highlights include: creation of instructional technology consultant positions and delivery of workshops in web-based course design; development of online degree programs; greatly increasing distance education offerings and enrollments; providing extensive library support for distance learning; developing a new recruitment plan for non-traditional students; and developing new support programs for all entering students to increase student success and retention.

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. A new Associate Provost for Outreach has been hired to help increase the number of programs offered at off-campus locations and online.

UNCW continues to develop online courses, many of which are designed to assist Onslow County students to complete a UNCW degree off campus. UNCW is a leader in developing the UNC German Studies Consortium, which will share courses among eight UNC institutions. The Watson School of Education is creating a teacher cadet program, which will partner with area schools to attract students to the teaching profession.

WCU since 1998 has made eight degree programs available to place-bound students with distance learning technologies and through partnerships with area community colleges. The admissions office is using the software program Sequitor to manage organized and sequential recruitment activities for new students. WCU is the development and beta test site for a new UNC Prospective Student Portal, which will provide comprehensive information to prospective students. The web portal Campus Pipeline enhances the sense of university community by grouping all student-related web functionality into one location and informing students about all campus activities.

WSSU has signed four articulation agreements with community colleges in the last year. An evening/weekend division is being developed and a director will be hired. WSSU has developed, in collaboration with Winston-Salem Forsyth County Schools System, a proposal to the US Department of Education to increase the number of students who will be qualified and will seek postsecondary education degrees. WSSU offers six RN-BSN programs at community college sites and an evening-weekend RN-BSN program.

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

ASU's Appalachian Learning Alliance is designed to respond to the needs of the constituencies of each two-year institution. Quality programs at ASU are ensured through use of multiple measures including system-wide surveys and reports from accrediting bodies. ASU was one of eight institutions selected by the American Council on Education to conduct a model self-study on internationalization.

ECU's plan to enrich the learning environment for its students includes the following actions: preserve ECU's tradition of being a large institution with a small campus feel; raise the academic quality of the incoming classes; create an environment that fosters the recruitment and retention of a more diverse student body, faculty, staff, and administration; ensure that students have frequent access to and interaction with faculty; promote a balanced educational experience for students; ensure quality advising; strengthen opportunities for innovative teaching strategies and innovative experiential settings; develop interdisciplinary curricula; and support selected university centers of excellence.

ECSU assesses its academic delivery system annually with an internal assessment document. Criteria in evaluating academic programs include: centrality to the university's mission, quality of the program, faculty involved, facilities and equipment, demand, cost, duplication, critical mass, new programs, and assessment of program effectiveness. Through Title III funding, ECSU provides fellowship support for faculty to pursue the terminal degree and support for other activities, including proposals by students for international research.

FSU opened its new Advisement and Career Services Center in fall 2000. The new center includes a full service advisement staff who advise undeclared majors, low-GPA students, and other students who seek general academic advisement. As a result of the Freshmen Year Initiative (FYI), the 4-year graduation rate of 23.4 percent for the 1996 cohort exceeded all previous rates by at least five percent. The FYI was cited as one of the most effective retention programs in the country by the Consortium for Student Retention Data Exchange when it was awarded the Effective Retention Program Award for 2000. The university has established a Student Help/Information Desk that will serve as the focal point for students seeking information on student services.

NCA&TSU graduates are excelling in the job market and in graduate and professional schools. Because of NCA&TSU's land-grant mission, the School of Agriculture provides cooperative extension programs and agricultural research that positions students and NC citizens at the cutting edge of science and technology. The School of Technology is involved in a new Ph.D. consortium. The School of Business and Economics' Master of Science degree program offers concentrations in Transportation/Logistics and Management Information Systems. Programs offered help prepare a technologically competitive citizenry who can meet the human resource expectations of world-class organizations.

NCCU has strengthened academic advising and quality of academic programs through faculty and staff workshops and through review of all programs in the College of Arts and Sciences. Nine programs in the college have received accreditation or were re-approved for accreditation or certification since 1999. The School of Business is accredited by the Association of Collegiate Business Schools and Programs (ACBSP) and has entered the candidacy phase to achieve International accreditation by the Association to Advance Collegiate Schools of Business (AACSB). Although it is a relatively small school, the School of Law has produced more African American graduates than any other law school in North Carolina.

NCSA continues to product 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.

NCSU is engaged in many initiatives to improve undergraduate education and teaching effectiveness, including: The Campus Writing and Speaking Program; portfolio-based undergraduate program reviews focused on assessment of student learning; expanded support for faculty from the Faculty Center for Teaching and Learning; a new honors program; and the Undergraduate Research Symposium and Summer Enrichment Grants. NCSU contributes to the expertise and advancement of professionals throughout the state through a variety of on-campus and distance programs.

UNCA is UNC's designated Public Liberal Arts institution, and it also hosts the Asheville Graduate Center, which brokers graduate learning opportunities for residents of western NC. UNCA continues to develop opportunities for new and restructured programs that will graduate students capable of leading the state. The institution is current with technology changes and opportunities in electronic-mediated learning for students. This new approach to learning will enhance education and skill development in the region, resulting in improved economic opportunities.

UNC Chapel Hill students, through the Carolina Computing Initiative and wireless technology, are increasingly using laptop computers and the Internet in the classroom and for research assignments. The new Office of Undergraduate Research offers opportunities for students to work with faculty on special research projects. The College of Arts and Sciences has expanded and strengthened the First Year Seminar Program. The Graduate School has developed a bridge program for students in the sciences who are interested in pursuing a master's of education at NCCU or NCA&TSU, followed by PhD training at UNC Chapel Hill.

UNCC has created the Charlotte Institute for Technology Innovation (Charlotte Institute). The research programs on the 100-acre Charlotte Institute campus will focus on technologies that enhance and diversify the region's competitive advantage. Three research centers provide the initial focus areas for the Charlotte Institute. The eBusiness Technology Institute is a partnership with the finance industry and technology suppliers to address data security, privacy and cryptography. The internationally renowned Center for Precision Metrology works with industry in the research, application, and integration of precision metrology in design, manufacturing processes, and controls. The Center for Optoelectronics and Optical Communications supports interdisciplinary research in next-generation optics technologies.

UNCG faculty developed Student Learning Goals for all undergraduates and revised the general education program to support the goals. The new requirements include two writing-intensive and two speaking-intensive courses for all students. UNCG faculty developed a vision statement for teaching and learning that stresses diverse learning styles and the importance of active involvement in learning on the part of students and frequent evaluation and feedback by faculty. UNCG faculty also developed technology competencies for all undergraduates and incorporated them into technology expectations in each undergraduate major. UNCG has developed two masters' programs to meet crucial state needs, Genetic Counseling, the only NC program that trains specialists to explain genetic risks to families, and Gerontology, which produces service providers for the growing population of the elderly.

UNCP added four new graduate programs in the previous biennium. The campus is completing a comprehensive academic planning exercise. Assessment procedures are reviewed regularly and are implemented across all academic units. UNCP has formed three international exchange partnerships (China, Germany, and France) and has established a new Office of International Programs. A Multicultural Center was established in fall 2001.

UNCW has developed the Master of Liberal Arts degree for members of the community; the average age of students is in the 40-45 range. The university has also established a Master of Public Administration program, which is unique in offering a coastal town management track. Students evaluate every course at UNCW in a standardized manner, and the results are reported to the department chair and dean. All departments and interdisciplinary units are encouraged to make available to their students an honors program, directed individual studies, and opportunities to conduct research with faculty members. Each major has identified a standard of information technology skills necessary for that discipline and has established an appropriate computer competency course requirement.

WCU's College of Business successfully completed a visit from a peer review team and was reaccredited for ten years. The Office of Research and Graduate Studies administers a rigorous periodic review of each graduate degree program. All new students are required to attend a "Jump Start" training program prior to the beginning of classes to learn navigation of the university network and use of university web services. The library conducts a bibliographic instruction program that emphasizes teaching of critical thinking skills and their application.

WSSU has planned and implemented master's degree programs in physical therapy and elementary education. The university administers a graduate center that currently hosts the MBA and master's degree programs in middle grades education, school administration, reading education, and instructional technology from ASU and a program in community health administration from UNC Chapel Hill.

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 preparation and continuing professional development. Many continuing education opportunities are offered through such campus agencies as the Math and Science Education Center. Advances in the use of technology connect public schools with the university such as with Impact North Carolina, a partnership among ASU, Lucent Technologies, and BellSouth that provides computer and video connections with ASU for five schools in the Watauga County School System.

ECU demonstrates its sustained commitment to working with public schools by 1) initiating numerous professional development programs for clinical teachers who work with our interns; 2) delivering specifically designed professional development through the Center for Science, Math and Technology and Cybercampus projects; 3) delivering a new MAT program which allows individuals holding a baccalaureate degree in another area to gain teacher licensure; 4) supporting lateral entry teachers through Project ACT and NC TEACH programs; 5) delivering an extensive distance education program which provides online or accessible face-to-face courses and degree programs; and 6) initiating a support program for teachers desiring to pursue National Board certification.

ECSU's School of Education and Psychology serves the 21-counties in northeastern NC in collaboration with the NC Model Teacher Education Consortium. The Model Summer Student Teaching Project provides preservice teachers opportunities to complete their practicum at area schools. The ECSU-School Teacher Partnership (ECSU-STEP) provides workshops for clinical teachers who supervise student teachers. The Northeastern NC Communication Skills Enhancement Program assists public school students in improving test taking, communication, and technology skills necessary for college entrance and subsequent teacher candidacy.

FSU's Chancellor's Scholars program involves students who perform community service as part of their scholarship requirements. These students provide tutoring and serve as mentors to students in grades K-12 in 15 public and private schools. FSU continues its work with the Seamless Education Highway Project with the Cumberland County and Robeson County Public School Systems, Fayetteville Technical Community College, Robeson Community College, and UNC-Pembroke. This program seeks to develop strategies to remove the barriers that students face as they attempt to move from K-12 to postsecondary education. In October 2000, the university was awarded a GEAR UP Grant from the US Department of Education for $3.2 million. In May 2000, the National Science Foundation awarded a five-year $6 million grant to FSU as the site coordinator for the "Coastal Rural Systemic Initiative," a collaborative effort among 35 impoverished counties along I-95 in North Carolina, South Carolina, and Virginia.

NCA&TSU has made a commitment to work with K-16 schools to improve teaching and learning. One of its most significant involvements in K-12 schools is through the USTEP Partnership. Opportunities are provided for pre-service teachers to work with clinical teachers in the public school classrooms while completing a yearlong internship. Faculty and students interact through seminars, workshops and research to improve teaching and learning for all involved. The GEAR UP program recruits and prepares students for college. Collaborative recruitment programs with local schools districts, such as the Cadet Program, provide evening programs for lateral entry and licensure students.

NCCU is the only UNC institution to be awarded the Teacher Quality Enhancement grant during first round competition. The School of Education, in partnership with the College of Arts & Sciences, six school districts, and two community colleges, is now in the second year of reinventing its teacher preparation programs. The University-Schools Teacher Education Partnership now offers the Ron Edmonds 4-year full scholarship to individuals who will major in education at NCCU. NCCU, in partnership with UNC Chapel Hill, designed and implemented the largest NC Teach program during 2000-2001. This program is for mid-career professionals who want an alternative route to teaching.

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. 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 is the site of the Centennial Campus Middle School, which opened in summer 2000. The Partners in Schools Research and Development Center is planned and, if funded, will focus on the use of technology in math and science education and provide in-service education for teachers throughout the state. Science House and a variety of workshops for public school teachers provide in-service professional development.

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 positions, post-baccalaureates, and NC-TEACH. Advisors work closely with lateral entry teachers to plan their schedules, monitor their progress, and serve as liaisons with the school.

UNC Chapel Hill's School of Education is: targeting potential math and science teachers in NC-TEACH, a high quality, accelerated program for lateral entry; increasing its elementary education program by 50 full-time students; increasing its MAT program from 67 to 120 full-time students over the next two years; and has established three county-based off-campus cohorts of 25 experienced teachers each. Currently the School has 50 teachers from the central part of the state enrolled in its licensure ESL program. The Center for Mathematics and Science Education serves teachers in the northeast Piedmont. The Frank Porter Graham Child Development Center has examined the ability of schools to assess the readiness of

children to enter kindergarten. The School of Social Work has partnered with Communities in Schools to design the School Success Profile, a tool for informing interventions with middle and high school students at risk of school failure.

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 College of Education has developed innovative Graduate Certificates in Education, which offer a fast track to teacher licensure for college graduates from other fields. The college is offering four field-based master's degree programs to teachers in Charlotte-Mecklenburg schools and distance education programs in five other counties.

UNCG is involved in the Piedmont Triad Education Consortium, which serves teachers and administrators in 15 NC counties. UNCG's SERVE supports research and development efforts throughout the Southeast that address education issues and provide technical assistance to school personnel. Six UNCG centers also provide services to K-12 education: the Center for Educational Research and Evaluation, the Center for Educational Studies and Development, the Center for School Accountability and Staff Development, the Center for the Study of Social Issues, the Reading Together USA Institute, and the National Paideia Center. UNCG participates in two statewide initiatives to enhance the recruitment and retention of teachers. The NC TEACH (North Carolina Teachers of Excellence for All Children) lateral-entry program is for individuals in other careers who want to become teachers. The USTEP (University-Schools Teacher Education Partnerships) program provides funding for collaborative school improvement projects between school practitioners and university faculty. As part of the elementary and middle grades programs, all UNCG juniors and seniors work at Professional Development Schools in the Greater Triad Community where they assist teachers and work with students during learning activities, accumulating over 1,000 hours in schools.

UNCP's School of Education was named one of the exemplary programs in North Carolina as measured by both the 2000 and the 2001 IHE "report card" of performance. The School is actively involved with the University-Schools Teacher Education Partnerships, NC TEACH, and the NC Model Teacher Education Consortium.

UNCW introduced a Graduate Certificate in Spanish aimed at enhancing the qualifications of secondary school teachers. UNCW hosts the regional Science Olympiad, which brings 1,000 middle and high school students from the surrounding eight counties, and it hosts the North Carolina Regional Science Fair annually. The Watson School of Education is expanding its partnership to additional schools and continues to work with community colleges for seamless transfer of students. 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 revised its undergraduate and graduate programs, resulting in strengthened programs. Most programs take advantage of the Model Clinical Teaching Program that pairs master public school teachers with faculty in teaching methods courses. The college annually sponsors a Teachers of Tomorrow day and participates in the Teacher Cadet Program designed for high school students interested in becoming teachers. The college participates in Coach 2 Coach, a program in which two teachers-in-residence housed at WCU assist public school mentor teachers. 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 college has expanded its University-Schools Teacher Education Partnership to include additional schools. The Office for Rural Education, the Mathematics and Science Education Center and the NC TEACH Program provided services and coursework at a variety of sites throughout the region. Faculty provided over 500 school service events to the public schools.

WSSU developed a new middle grades science concentration, and has developed a strong relationship with Winston-Salem Forsyth County Schools. Using matching incentive grant funds, WSSU established three collaborative computer laboratories in its three professional development schools in the school district. The university has developed a strong clinical component for its University-Schools Teacher Education Partnership.

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 annually submits grant proposals that total between $8-10 million and receives funding for $5-7.5 million. Most of these grant submissions sponsor or focus benefits primarily on NC residents. ASU serves as the cultural center of northwest NC through dozens of art, music, and drama presentations throughout the year. Appalachian Summer, a month-long festival of art, music, and drama during July, serves thousands of citizens.

ECU has the strategic goals of extending external leadership and partnership roles in eastern NC and increasing the productivity of faculty, staff, and students in research and creative activity. This will be accomplished in a variety of ways, including: develop selected new interdisciplinary doctoral programs; develop university and systemwide collaborative and interdisciplinary research programs; increase recognition of and resources for faculty and student research and creative activity; increase by 50 percent the grant and contract dollars secured over the next five years; and strengthen the campus infrastructure that supports the application for and implementation of grants and contracts.

ECSU houses the Community Development Program, a federally sponsored program, and the Small Business and Technology Development Center, both of which support economic development in the region. Funding agencies that provide contract and grants to ECSU faculty include the National Cancer Institute, NASA, National Institutes of Health, Kaufman Center for Entrepreneurial Leadership, and the UNC Math and Science Education Network.

FSU will use grant funding to open in fall 2001 the Fayetteville Business Center, an incubator for newly emerging businesses. This center, using FSU faculty and students, will provide technical and clerical assistance and operational space for small businesses. FSU's Sponsored Research Office has provided a number of technical and grant-writing workshops to assist faculty and development of grant proposals. The number of new proposals submitted rose from 36 in 1999-2000 to 51 in 2000-2001.

NCA&TSU has multidisciplinary research teams organized into thematic clusters and centers that conduct basic and applied research. NCA&TSU ranks fourth in the UNC system in overall revenue from sponsored programs and has a balanced portfolio of federal and non-federal sponsors, including industries and extensive local, state, national and international partnerships. The School of Agriculture provides programs in cooperative extension and agricultural research that improve the economic, environmental and social sustainability of NC. NCA&TSU established an Office of Technology Transfer and Commercialization as an enhancement to the research administrative infrastructure.

NCCU through its Sponsored Research Office is providing training to enhance the skills of faculty in electronic grants proposal submission. NCCU is emphasizing delivery of grant development workshops across campus, development and implementation of a grant management curriculum for faculty, and increased collaboration and development of partnerships. The progress of the Julius L. Chambers Biomedical/Biotechnology Research

Institute continues with an expanding focus on human genomics and bioinformatics research and strengthening of the major core laboratories.

NCSA serves as a major cultural driving force in NC, offering more than 300 public performances annually. The School has added to NC's economic base by providing an increasingly well-recognized School of Filmmaking, which helps attract film business to the state. The School has also been instrumental in developing initiatives to found professional arts companies in NC.

NCSU research programs address economic and societal problems, and are multidisciplinary, reflecting the complexity of problems faced by NC communities, agriculture, and industry. Emphases include: genomic science and bioinformatics, which are revolutionizing agriculture; nanotechnology—engineering at the sub-microscopic level; polymer science, which is producing a wide range of new materials; computer science; information technology; technology commercialization; and environmental health and sustainability. NCSU has established the position of Vice Chancellor for Extension and Engagement, who will develop a more systematic, multidisciplinary approach to NC issues. The Centennial Campus continues to be a primary focus of NCSU engagement activities.

UNCA is involved in a variety of research, public service, and knowledge transfer activities that enrich the quality of life of NC citizens. The Environmental Quality Institute is involved in water quality testing in many counties in western NC. UNCA has partnered with CrossLogic Corporation, Mars Hill College, and Ikon to support a business training center in Asheville that offers courses in specialized software applications to business personnel and students. UNCA continues its emphasis on undergraduate research, and faculty and staff receive external support from agencies such as the National Science Foundation, the Office of Naval Research, the National Park Service, and the National Endowment for the Arts.

UNC Chapel Hill and **NCSU** jointly developed the Patent Acquisition and Technology Transfer Initiative to provide a business plan for marketing the application of research findings. UNC Chapel Hill has produced research that enabled a number of new companies to develop in the last year. UNC Chapel Hill is developing its capacity in genomics, nanoscience, computational sciences, and, in cooperation with Triangle Universities, statistical and mathematical sciences. The university conducts a wide variety of applied research focused on issues of importance to NC, including infant mortality, the Work First initiative, child abuse prevention, aging, and health information.

UNCC has increased emphasis on research activity with a variety of programs and initiatives that support the following: the C.C. Cameron Applied Research Center, home to research programs in biomedical engineering, electronics, biotechnology, analytic chemistry, robotics, and the Center for Precision Metrology; the Charlotte Institute for Technology Innovation, which will build on current research strengths to fuel the development of high-technology companies; the Center for Optoelectronics and Optical Communications, which will conduct applied optics research; the eBusiness Technology Institute; the Metropolitan Studies Group, which will be organized to support social science research; and the Office of Technology Transfer.

UNCG total external funding increased by 41 percent in fiscal year 2000, to $32.9 million, with the greatest support for projects in education and the social and behavioral sciences. A multidisciplinary research unit in the life sciences, the Gene and Micro Array Application Project (GMAP), will support development of the biotechnology workforce. In the area of technology transfer, increased disclosures have led to patent applications for Reading Together and electronic voting. An Office of Business and Economic Research has been established in the Bryan School to support contracted research. UNCG created the position of Associate Provost for Research, and all academic units have established targets for external funding.

UNCP faculty and staff, in collaboration with the Office of Sponsored Research and Programs, continue to expand externally funded research and public service activities dramatically over the level of grant-supported activity in place five years ago. UNCP established the Regional Center for Economic, Community, and Professional Development as a formal public service center in fall 2000.

UNCW supports faculty research through yearly research awards, travel funds, and research reassignments, and new policies have been developed to facilitate faculty research stipends received from external agencies. Academic units at UNCW provide a variety of outreach activities to the local community and region, including film festivals, history exhibits, health presentations, clinical health services, and theatre productions.

WCU is developing a Biotechnology Center in Asheville to serve regional needs. Research and Graduate Studies promotes research through grant administration, information dissemination, and grant-writing workshops. The College of Arts and Sciences is developing a commercial and electronic music concentration and a musical theatre concentration that will support the music industry in NC.

WSSU has developed the Maya Angelou Institute for Improvement of Child and Family Education; the Center for Community Safety, with a focus on reducing and preventing crime in the community; and the University/Community Wellness Center, an academic primary care facility that cares for 4,000 underserved Forsyth County residents.

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 has ongoing projects involving the allocation of technology to faculty and instruction in its uses and addressing the use of information technology (IT) for educational purposes in both on-campus and distance-education classes. A new IT division for the support of teaching and learning with technology is active in serving the needs of faculty and staff. Students are also realizing the benefits of increased IT services including increasing access to newer and more capable computers, increased access to network services, and growing access to technology-enhanced "smart" classrooms.

ECU has made significant capital investments in strategically deployed IT, including a campus-wide fiber optic backbone and highly advanced IT infrastructure. Collaborative groups are refining a variety of technology enhanced instructional strategies, student support services, and other critical service functions. The campus is also involved in a pilot project to provide wireless connectivity to the backbone. The Brody School of Medicine's TeleMedicine program is a leader in the deployment of IT to address delivery of critical medical services and support. Other advances include development of a web-supported diagnostic system to provide direct monitoring of patients in remote locations.

ECSU has two IT specialists who assist faculty and students in integrating technology in the teaching and learning process. The university sponsors an annual technology expo at which vendors provide demonstrations and faculty make presentations on their teaching innovations. Academic Computing offers at least ten workshops a semester for faculty and staff, as well as one-on-one training. On-line training resources are also available via the campus web site. A faculty development lab will be housed in the new Information Technology Center.

FSU in the last three years has purchased computers for all faculty members and has provided training for faculty to develop on-line and web-enhanced courses. The university has

implemented on-line and voice response registration, web-for-students, and web-for-faculty, and is part of the PricewaterhouseCoopers Integrated Student Services project. The university is completing the wiring of all of its residence halls and has reorganized its management information systems for Information Technology Services to improve service delivery. The university is hiring an associate vice chancellor/chief information officer to provide leadership in the areas of academic and administrative computing, telecommunications, and distance learning.

NCA&TSU has implemented its network infrastructure baseline and five applications (Web for Students, Web for Faculty, Web for Alumni, Payment Gateway, and Campus Pipeline). The university is participating in Army University Access Online, the world's largest educational portal, where military personnel can access course work, advisory services, registration services, and technical and administrative support.

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; student services that will provide students with learning environments and one-stop service centers almost anywhere on or off campus; and administrative services with implementation of Web for Students, Web for Faculty, Pathways Mentor, and the Eagle-Line Voice System.

NCSA is making progress to complete the fiber-optic backbone for the entire campus; to incorporate significant elements of a comprehensive software package to benefit students, faculty, and staff; and to move toward further integration of technology into the teaching of academics and arts. Faculty and staff workshops are conducted, and several classrooms have been furnished with computers and Smartboard technology.

NCSU achieved universal connectivity on campus in June 2001. A new university-wide Learning Technology Service complements college-level support for faculty infusing web-based applications into their classrooms. The campus uses assistive technologies to support learner-centered instructional design and to comply with ADA requirements, and has implemented a Basic Information Technology project to ensure student competency in computing and network skills. A new partnership between Information Technology and Telecommunications has resulted in better coordination and shared facilities and services.

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. UNCA actively participates in the UNC Shared Services Alliance, which has resulted in training opportunities for staff and acquisition of new computer hardware and software licenses. Administrative Computing has provided a number of web-enabled services, including a master events scheduling system and a computing job tracking system.

UNC Chapel Hill's Carolina Computing Initiative (CCI) is the first program for technology delivery of its kind on any research campus in the nation. Phase I provides a desktop life cycling plan for faculty, staff, and teaching graduate students in the College of Arts & Sciences. 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. The Department of Biology has developed a program using videoconferencing and SmartBoard technology that enables delivery of biology instruction to students at campuses across the state. The Department of Chemistry has instituted a wireless keypad response system to assess student understanding in the classroom. 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 has engaged the assistance of Eduprise, Inc., in formulating a campus instructional technology strategic plan. UNCC will develop one-stop student services delivered over the web and in a single location on campus. New software from SCT Corp. has been installed to provide increased web self-service features for students. 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 developed the Campus Information Technology Plan to guide its efforts in accomplishing: completion of the campus telecommunications network with a fiber optic backbone linking the entire campus and wiring in all campus buildings for high speed information technology; provision to students of email, personal web pages, open access to computer resources, and over 60 software packages; new systems support activities in Human Resource Services and Financial Records; and upgrades in other operating systems and databases.

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. The Director of University Computing and Information Services, currently on leave with the UNC Information Resources Shared Services Alliance, will supervise Web for Faculty in 2001-2002.

UNCW has established a plan for using bond funds to expand its fiber optic network and wireless computing capabilities across campus. The university has implemented a web-based registration system for students and web services for faculty, and students are able to take standardized tests such as the GRE at campus computer terminals. Data warehousing processes are being considered as a way of responding to the growing demand for current assessment data.

WCU fully supports and participates in activities of the UNC Teaching and Learning with Technology Collaborative and the UNC Shared Services Alliance. WCU has invested in upgrading its baseline network infrastructure. The library has licensed a growing array of electronic resources and established a major web presence to provide "any time, any place" access to library information and services.

WSSU maintains a training lab for faculty development and provides faculty training in all software that the university has adopted. The campus has benefited from participation in the UNC Teaching and Learning with Technology Collaborative, which has sponsored an initiative to develop PDA/handheld technology projects. WSSU participated in the spring 2001 UNC Flashlight training workshop, which helps institutions improve educational uses of technology. WSSU is a participant in the Strategies for Online Learning Infrastructure Development (SOLID), which focuses on course management and development systems. The campus has also participated in the UNC Alliance for Shared Services software sharing initiative. Campus Pipeline, Web for Students, and Web for Faculty have been implemented.

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

As a part of the 2002-2007 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 to fully respond to this newly defined initiative will require campus-wide planning, we asked only for preliminary plans in this area. 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 to begin the process called for in the report that each campus develop a strategic plan and an enrollment plan that 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 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?

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.

- Work with the Southern Education Foundation to assess North Carolina's activities to promote access.
- Work with NCSEAA to consolidate student grant programs.
- Lobby for increased state-supported student need-based aid programs.
- Distribute funds to focused-growth institutions to support programs that will enhance diversity efforts.
- Work with campuses on enrollment planning.
- 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.
- No longer require monthly reports that were mandated by the consent decree.
- Hired Associate Vice President for Access and Outreach with primary responsibilities for access and outreach; Pathways, GEAR UP, and Transfer Advisory Council all report to this administrator. Associate Vice President for Access and Outreach will visit 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.
- Form 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. The two programs offered in summer 2001 had sessions on diversity.
- Submit biennial budget request to support the SREB Doctoral Scholars Program for minority PhD students.
- 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).

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 resolution of 1995 states commitment to diversity
- Has an Equity Office to promote equity and diversity issues throughout campus
- Multicultural Center
- Current taskforce on recruitment and retention of students of color
- Active involvements in minority faculty vitae bank

East Carolina University

- University Diversity Committee
- Staff Forum Diversity Committee
- Admissions Recruitment officer who focuses solely on attracting underrepresented populations
- Initiative on Race Relations—"Defining the Past—Charting the Future"
- Z. Smith Reynolds Foundation grant for a race relations initiative
- Increase in minority enrollment over seven years from 8.5% to 18% in 2000
- Increase in minority enrollment in School of Medicine from 25% in 1996 to 36% in 1999 along with an increase in graduation rate from a low of 79% in 1992 to 100% in 1996.
- Sponsors high school financial aid workshops
- Ledonia Wright Cultural Center
- Office of Intercultural Student Affairs—Peer Mentoring Program
- Office of International Affairs
- Increased number of courses in ethnic studies
- Office of Equal Employment Opportunity has Affirmative Action Recruitment Assistance program and Minority Host Recruitment Committee for faculty and staff recruitment and retention
- Science Track Enhancement Program to reach high school students from underrepresented groups or disadvantaged backgrounds to pursue careers in science and math

Elizabeth City State University

- Current minority enrollment (white, Hispanic, Native American, Asian American) is 21.4%
- Current faculty is 25% white, 18% Asian, and 1% Hispanic
- Has highest graduation and persistence rate for minority students among HBCUs
- Plans to use student surveys to assess and strengthen commitments to all students
- Maintains racially diverse admissions staff
- VANS—Vikings Assisting New Students used in recruitment activities
- Plan to expand new student orientation
- Added commuter student to SGA; 40% of commuter population is white
- Expanding professional development for faculty

Fayetteville State University

- Maintains high minority population—from low in 1981 of 20.5% to high in 1991 of 36.9%, it is now 27.3%.
- Supports Upward Bound, Educational Talent Search, Educational Opportunity Centers Program, and GEAR UP
- Preparing information about FSU in both Spanish and English
- Aggressive efforts to facilitate transfer of students from community colleges
- Freshman Year Initiative
- New Advisement and Career Services Center
- Initiate curriculum review in 2001-02

North Carolina A&T State University

- Strengthening 2+2 articulation agreements
- Updated brochures
- Office of Minority Affairs—direct mail campaign, orientation reception, new student interviews, freshman tracking, career counseling, personal counseling, luncheon/rap sessions
- Annual survey to minority students
- Plans include aggressive marketing, efforts to sustain positive campus atmosphere, "one stop" services for students, and annual recruitment weekend for minority students

North Carolina Central University

- Offering English as a Second Language courses for community members
- International festivals
- Strategic focus groups
- Aggressive marketing
- On-line services expanded
- Services to communities—SAT workshops, financial aid education seminars, lecture series
- Provide international opportunities

North Carolina School for the Arts

- Address historical underrepresentation of minority faculty and students
- Coca Cola Foundation grant provided minority recruitment scholarship for three years.
- Ford Foundation grant helped develop extensive national networks to identify minority applicants
- Expand scholarship funds in general to be competitive with other conservatories
- New School of Filmmaking has 17% minority faculty
- Initiatives to recruit minority faculty
- Improve campus climate through curriculum revisions

North Carolina State University

- Office of the Vice Provost of Diversity and African American Affairs
- Lair of Diversity to provide monthly meetings about diversity issues
- Plan to train Student Diversity Facilitators
- Curriculum diversity pilot effort in Center for Teaching and Learning
- External review of the African American Cultural Center
- Partnerships with the Graduate School to increase the number of minority graduate students
- Den of Diversity to include deans and African American faculty to recommend diversity policy
- Diversity Proposal Competition for college initiatives
- Hired Coordinator of Diversity Programming

- New position of Coordinator of Gender Affairs
- Transition Program, University Tutorial Center, and First Year Inquiry
- Community Link established through African American Chancellor's Advisory Council
- Funding from Alcoa for curriculum revision project

University of North Carolina at Asheville

- 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
- Conducted workshops with coaching staffs and Athletic Director
- Diversified library and bookstore holdings to reflect popular magazines featuring people of color
- Worked with residence hall staff on diversity issues
- Supported RACE WAVE, symposium in conjunction with the Women's International League for Peace and Freedom
- Expanded support services to persons with disabilities, women, and groups included under sexual orientation
- Examining admissions requirements and negative impact on students of color
- Admissions counselor to focus on recruitment of minority students
- Sponsor financial assistance programs in the community
- Uses Delaney Scholarship to increase diversity
- Horizon: Multicultural Student Orientation
- Colloquium—one semester course focusing on African American life used to increase retention

University of North Carolina at Chapel Hill

- Assistant to the Chancellor for minority affairs
- Equal Opportunity/ADA Officer
- Chancellor's Committee on Community and Diversity
- Evaluation of senior level administrators includes diversity outcomes
- Holistic admissions criteria to recognize potential for success
- Diversity included in orientation activities for students
- Organizations for African American, Native America, Hispanic, and South East Asian students
- Expanded curriculum in ethnic studies
- First year academic warning system to identify students at risk and to provide tutoring and mentoring
- Cultural diversity requirements as a part of undergraduate curriculum
- Office of Minority Affairs supports 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 Minority Student Recruitment Committee

University of North Carolina at Charlotte

- Referral Mailings—minority students and graduates are asked to provide names of potential students
- Minority Academic Services supports University Transition Opportunities Program, Student Advising for Freshman Excellence, Transfer Resources for Advancing the College Experience, Producing Readiness of Diverse University Cohorts
- Seven historically black Greek organizations

- Multicultural Resource Center
- Target of Opportunity program to recruit diverse faculty
- Council on University Community provides oversight and coordination of all multicultural programs and activities
- "Valuing Diversity" brochure published
- Expanding summer bridge programs

University of North Carolina at Greensboro

- Representation in over 100 national and international associations which address specific minority issues
- Teaching and Learning Center provides workshops on learning environments and alternative learning patterns
- 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
- Upward Bound Program
- Office of Special Support Services and Learning Assistance Center
- Human Relations Council

University of North Carolina at Pembroke

- Second most racially diverse campus in the South
- Required Freshman Seminar
- University Early Alert Program to identify students at risk
- Student Support Services Program that is federally funded and specifically aimed at low-income and first-generation students
- Curriculum that includes major in American Indian Studies and minor in African American Studies
- Student organizations—African American, Native American, and American Indian Science and Engineering Society
- Multicultural Center established in fall 2001
- The fastest-growing campus in the UNC system over the last two years

University of North Carolina at Wilmington

- Plans to expand diversity efforts by hiring additional staff
- Participate in NSSFNS (National Scholarship Service for Negro Students) fairs
- Direct Mail campaign to minority students and families
- Visitation Days and "Evening with the Chancellor" event
- Admitted student receptions
- Volunteer Recruitment Groups—alumni, parents and current students
- Create mentoring teams
- Establishing Summer Bridge Program

Western Carolina University

- Send notices of faculty vacancies to HBCUs
- University vision statement makes reference to "diverse people and cultures" and Eastern Band of Cherokee Indians
- Holistic admissions standards
- Student Support Services provide academic advising, career counseling and personal counseling
- Site for UNC Prospective student portal linked to Pathways
- Attention to diversity issues at Orientation events

- Annual programs: Stompfest, MLK, Jr. celebration, Kwanza, Black History Month, Native American History Month, Black Awareness Month, Native American Powwow, International Festival, Hispanic Heritage Month, Diversity Week
- Organizations: Ebony Students, Black Theatre Ensemble, Inspirational Choir, Project Care
- Academic Support Services: Writing Center, Mathematics Tutoring Resource Center, Catamount Tutoring Center, Technology Assistance Center
- Cherokee Center supports Cherokee students and works closely with public schools

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
- Actively seek diverse faculty
- Precollege and bridge programs: Hispanic sixth graders and their parents, partnerships with community colleges
- Certification in English as a second language
- Expansion of distance learning to reach more students
- External funds are supporting international education opportunities for students
- Emphasis on support services for commuters, many of whom are minority
- First year College and Academic Support Services for all students
- Required freshman orientation courses

Appendix D. UNC Academic Program Inventory

In addition to the Academic Program Inventory of each constituent institution of the University of North Carolina, this appendix presents a summary of new programs established (Table D.1, p. 168) and programs discontinued (Table D.2, p. 169) by the Board of Governors from July 1972 through November 2001.

Academic Program Inventory
Appalachian State University

157 programs
11-30-2001

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

Architecture and Related Programs

04.0301 City/Urban, Community and Regional Planning

BS Community and Regional Planning

Area, Ethnic and Cultural Studies

05.0199 Area Studies, Other

MA Appalachian Studies

Communications

09.0201 Advertising

BS Communication, Advertising

09.0401 Journalism

BS Communication, Journalism

09.0501 Public Relations and Organizational Communications

BS Communication, Public Relations

09.0701 Radio and Television Broadcasting

BS Communication, Electronic Media/Broadcasting

Computer and Information Sciences

11.0701 Computer Science

BS Computer Science

MS Computer Science

Education

13.0301 Curriculum and Instruction

MA Curriculum Specialist

13.0401 Education Administration and Supervision, General

EDD Educational Leadership

EDS Educational Administration

13.0403 Adult and Continuing Education Administration

EDS Higher Education, Adult Education

MA Higher Education, Adult Education

13.0405 Elementary, Middle and Secondary Education Administration

MSA School Administration

13.0406 Higher Education Administration

EDS Higher Education, Teaching

EDS Higher Education, Developmental Studies

EDS Higher Education, Administration

MA Higher Education, Teaching

MA Higher Education, Developmental Studies

MA Higher Education, Administration

13.0501 Educational/Instructional Media Design

MA Educational Media

13.1001 Special Education, General

BS Habilitative Science

MA Special Education: Teaching Parent Specialty

MA Special Education: Cross Categorical

13.1011 Education of the Specific Learning Disabled

BS Special Education: Learning Disabilities

13.1101 Counselor Education Counseling and Guidance Services

MA Counseling and Guidance

13.1102 College/Postsecondary Student Counseling and Personnel Services

MA Community Counseling

MA College Student Development

13.1202 Elementary Teacher Education

BS Elementary Education

MA Elementary Education

13.1203 Jr.High/Intermed./Middle Schl. Teacher Ed.

BS Middle Grades Education

MA Middle Grades Education

13.1204 Pre-Elementary/Early Childhood/Kindergarten Teacher Education

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 (Vocational)

BS Business Education

13.1305 English Teacher Education

BS English, Secondary Education

MA English, Education

13.1307 Health Teacher Education

BS Health Education, Secondary Education

13.1308 Home Economics Teacher Education (Vocational)

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

MA Biology, Education

13.1323 Chemistry Teacher Education

BS Chemistry, Secondary Education

13.1324 Drama and Dance Teacher Education

BS Teaching Theatre Arts, K-12

13.1325 French Language Teacher Education

BS French, Education

13.1328 History Teacher Education

BS History, Secondary Education

MA History, Education

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

13.1329 Physics Teacher Education
BS Physics, Secondary Education

13.1330 Spanish Language Teacher Education
BS Spanish, Education

13.1399 Teacher Education, Specific Academic and Vocational Programs, Other
BS Geology, Secondary Education

Engineering-Related Technologies

15.0303 Electrical, Electronic and Communications Engin. Tech./Technician
BS Industrial Technology, Electronics

15.0603 Industrial/Manufacturing Tech./Technician
BS Industrial Technology
MA Industrial Technology

15.9999 Engineering-Related Technol./Technicians, Other
BS Industrial Technology, Construction

Foreign Languages and Literatures

16.0901 French Language and Literature
BA French

16.0905 Spanish Language and Literature
BA Spanish

16.0999 Romance Languages and Literatures, Other
MA Romance Languages, Spanish (Teaching)
MA Romance Languages, Spanish
MA Romance Languages, French (Teaching)
MA Romance Languages, French

Home Economics

19.0101 Home Economics, General
MA Family and Consumer Sciences

19.0501 Foods and Nutrition Studies, General
BS Foods and Nutrition

19.0703 Family and Marriage Counseling
MA Marriage and Family Therapy

19.0706 Child Growth, Care and Development Studies
BS Child Development

19.0901 Clothing/Apparel and Textile Studies
BS Clothing and Textiles

English Language and Literatures/Letters

23.0101 English Language and Literature, General
BA English
MA English

23.1001 Speech and Rhetorical Studies
BS Applied Communication

Liberal Arts & Sciences, General Studies & Humanities

24.0101 Liberal Arts and Sciences/Liberal Studies
BA Interdisciplinary Studies

Library Science

25.0101 Library Science/Librarianship
MLS Library Science, General

Biological Sciences/Life Sciences

26.0101 Biology, General
BA Biology
BS Biology, Pre-Professional
MS Biology

26.0603 Ecology
BS Biology/Ecology and Environmental Biology

Mathematics

27.0101 Mathematics
BA Mathematics
BS Mathematics
MA Mathematics

27.0501 Mathematical Statistics
BS Statistics

Multi/Interdisciplinary Studies

30.1101 Gerontology
MA Gerontology

Parks, Recreation, Leisure, & Fitness Studies

31.0301 Parks, Recreation and Leisure Facilities Management
BS Recreation Management

31.0503 Athletic Training and Sports Medicine
BS Athletic Training

31.0504 Sport and Fitness Administration/Management
MA Sports Management

31.0505 Exercise Sciences/Physiology and Movement Studies
BS Exercise Science
MS Exercise Science

Philosophy and Religion

38.9999 Philosophy and Religion
BA Philosophy and Religion

Physical Sciences

40.0501 Chemistry, General
BA Chemistry
BS Chemistry

40.0601 Geology
BA Geology
BS Geology

40.0801 Physics, General
BA Physics
BS Physics
MS Applied Physics

Psychology

42.0101 Psychology, General
BA Psychology, General
BS Psychology, General
MA Psychology, General Experimental

42.0201 Clinical Psychology
MA Clinical Psychology

42.0901 Industrial and Organizational Psychology
MA Industrial-Organizational Psyc and Human Resource Management

42.1701 School Psychology
CAS School Psychology

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

MA School Psychology

Protective Services

43.0104 Criminal Justice Studies

BSCJ Criminal Justice

Public Administration and Services

44.0401 Public Administration

MPA Public Administration

44.0701 Social Work

BSW Social Work

Social Sciences and History

45.0201 Anthropology

BA Anthropology
BS Anthropology

45.0601 Economics, General

BA Economics
BSBA Economics

45.0701 Geography

BA Geography
BS Geography
MA Geography

45.0801 History, General

BA History
BS History
MA History

45.0805 Public/Applied History and Archival Administration

MA Public History

45.1001 Political Science, General

BA Political Science
BS Political Science
MA Political Science

45.1101 Sociology

BA Sociology
BS Sociology

Visual and Performing Arts

50.0402 Graphic Design, Commercial Art and Illustration

BFA Graphic Design
BS Graphic Arts and Imaging Technology

50.0404 Industrial Design

BS Industrial Technology, Industrial Drafting and Design

50.0408 Interior Design

BS Interior Design

50.0501 Drama/Theater Arts, General

BA Theatre Arts

50.0701 Art, General

BA Art

50.0702 Fine/Studio Arts

BFA Studio Art

50.0704 Arts Management

BS Art Management

50.0903 Music - General Performance

BM Music Performance
MM Performance

50.0909 Music Business Management and Merchandising

BS Music Industry Studies

Health Professions and Related Sciences

51.0201 Communication Disorders, General

BS Communication Disorders
MA Communication Disorders

51.0701 Health System/Health Services Administration

BSBA Health Care Management

51.1005 Medical Technology

BS Clinical Laboratory Sciences

51.2207 Public Health Education and Promotion

BS Health Promotion

51.2305 Music Therapy

BM Music Therapy

51.2310 Vocational Rehabilitation Counseling

MA Health Psychology

Business Management & Administrative Services

52.0201 Business Administration and Management, General

BSBA Management
MBA Business Administration

52.0301 Accounting

BSBA Accounting
MS Accounting

52.0801 Finance, General

BSBA Finance and Banking

52.0805 Insurance and Risk Management

BSBA Risk and Insurance

52.0901 Hospitality/Administration Management

BSBA Hospitality and Tourism Management

52.1201 Management Information Systems and Business Data Processing, General

BSBA Information Systems

52.1401 Business Marketing and Marketing Management

BSBA Marketing

Academic Program Inventory
East Carolina University

189 programs
11-30-2001

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

Architecture and Related Programs

04.0301 City/Urban, Community and Regional Planning

BS Urban and Regional Planning

Area, Ethnic and Cultural Studies

05.0207 Women's Studies

BA Women's Studies

05.9999 Area, Ethnic and Cultural Studies, Other

MA International Studies

Communications

09.0101 Communications, General

BA Communication

09.0402 Broadcast Journalism

BS Communication

Computer and Information Sciences

11.0701 Computer Science

BA Computer Science
BS Computer Science
MS Computer Science

Education

13.0401 Education Administration and Supervision, General

EDD Educational Leadership
EDS Educational Administration and Supervision

13.0403 Adult and Continuing Education Administration

MAED Adult Education

13.0404 Educational Supervision

MAED Educational Supervision (Level I)

13.0405 Elementary, Middle and Secondary Education Administration

MSA School Administration

13.0501 Educational/Instructional Media Design

MAED Instructional Technology Education
MS Instructional Technology

13.1005 Education of the Emotionally Handicapped

BS Special Education, Behaviorally-Emotionally Handicapped

13.1006 Education of the Mentally Handicapped

BS Special Education, Mentally Handicapped
MAED Special Education, Mental Retardation

13.1011 Education of the Specific Learning Disabled

BS Special Education, Learning Disabled
MAED Special Education, Learning Disabilities

13.1101 Counselor Education Counseling and Guidance Services

EDS Counselor Education
MS Counselor Education

13.1202 Elementary Teacher Education

BS Elementary Education (K-6)
MAED Elementary Education

13.1203 Jr.High/Intermed./Middle Schl. Teacher Ed.

BS Middle Grades Education
MAED Middle Grades Education

13.1204 Pre-Elementary/Early Childhood/Kindergarten Teacher Education

BS Birth-Kindergarten (B-K) Teacher Education

13.1299 General Teacher Education, Other

MAT Master of Arts in Teaching

13.1302 Art Teacher Education

BFA Art Education
MAED Art Education (K-12)

13.1303 Business Teacher Education (Vocational)

BSBE Business Education
BSBE Business and Marketing Education

13.1305 English Teacher Education

BS English, Secondary Education
MAED English

13.1307 Health Teacher Education

BS School Health Education
MAED Health Education

13.1308 Home Economics Teacher Education (Vocational)

BS Family and Consumer Sciences Education

13.1310 Marketing Operations Teacher Ed./Mkt. & Distribution Teacher Ed. (Voc.)

BSBE Marketing Education

13.1311 Mathematics Teacher Education

BS Mathematics, Secondary Education
MAED Mathematics, Secondary Education

13.1312 Music Teacher Education

BM Music Education
MM Music Education

13.1314 Physical Education Teaching and Coaching

BS Physical Education
MAED Physical Education

13.1315 Reading Teacher Education

MAED Reading Education

13.1316 Science Teacher Education, General

BS Science Education
MA Science Education
MAED Science Education

13.1318 Social Studies Teacher Education

BS History, Secondary Education

13.1319 Technical Teacher Education (Vocational)

MS Vocational Education

13.1324 Drama and Dance Teacher Education

BFA Theatre Arts Education
BFA Dance Education

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, Specific Academic and Vocational Programs, Other

MAED Career and Technical Education

Engineering-Related Technologies

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

15.0301 Computer Engineering Tech./Technician
- BS Electronics

15.0507 Environmental and Pollution Control Tech./Technician
- BS Environmental Engineering Technology

15.0603 Industrial/Manufacturing Tech./Technician
- BS Manufacturing
- BS Industrial Technology
- BS Industrial Distribution
- MS Industrial Technology

15.0699 Industrial Production Technol./Technicians, Other
- BS Design

15.9999 Engineering-Related Technol./Technicians, Other
- BS Construction Management

Foreign Languages and Literatures

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

Home Economics

19.0501 Foods and Nutrition Studies, General
- MS Nutrition

19.0503 Dietetics/Human Nutritional Services
- BS Nutrition and Dietetics

19.0701 Individual and Family Development Studies, General
- BS Family and Community Services
- MS Child Development and Family Relations

19.0703 Family and Marriage Counseling
- MS Marriage and Family Therapy

19.0706 Child Growth, Care and Development Studies
- BS Child Life

19.0901 Clothing/Apparel and Textile Studies
- BS Apparel and Textiles Merchandising

English Language and Literatures/Letters

23.0101 English Language and Literature, General
- BA English
- MA English

Liberal Arts & Sciences, General Studies & 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 Sciences/Life Sciences

26.0101 Biology, General
- BS Biology, General
- MS Biology

26.0202 Biochemistry
- BS Biochemistry

26.0402 Molecular Biology
- MS Molecular Biology and Biotechnology

26.0699 Miscellaneous Biological Specializations, Other
- PHD Bioenergetics

26.9999 Biological Sciences/Life Sciences, Other
- PHD Interdisciplinary Biological Sciences

Mathematics

27.0101 Mathematics
- BA Mathematics
- MA Mathematics

Multi/Interdisciplinary Studies

30.9999 Multi/Interdisciplinary Studies, Other
- PHD Coastal Resources Management
- MA Maritime Studies

Parks, Recreation, Leisure, & 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

31.0503 Athletic Training and Sports Medicine
- BS Athletic Training

31.0505 Exercise Sciences/Physiology and Movement Studies
- BA Exercise and Sport Science
- BS Exercise Physiology
- MA Exercise and Sport Science

31.0599 Health and Physical Education/Fitness, Other
- BS Physical Activity and Fitness

Philosophy and Religion

38.0101 Philosophy
- BA Philosophy

Physical Sciences

40.0501 Chemistry, General
- BA Chemistry
- BS Chemistry
- MS Chemistry

40.0601 Geology
- BS Geology
- MS Geology

40.0801 Physics, General
- BA Physics
- BS Physics
- BSAP Applied Physics
- MS Physics

Psychology

42.0101 Psychology, General
- BA Psychology
- MA Psychology, General-Theoretic

42.0201 Clinical Psychology
- MA Clinical Psychology

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

42.1701 School Psychology
- CAS School Psychology (Level II)
- MA School Psychology

Protective Services

43.0104 Criminal Justice Studies
- BS Criminal Justice
- MS Criminal Justice

Public Administration and Services

44.0401 Public Administration
- MPA Public Administration

44.0701 Social Work
- BSW Social Work
- MSW Social Work

Social Sciences and History

45.0201 Anthropology
- BA Anthropology
- MA Anthropology

45.0601 Economics, General
- BA Economics
- BS Economics

45.0602 Applied and Resource Economics
- MS Applied and Resource Economics

45.0701 Geography
- BA Geography
- BS Applied Geography
- MA Geography

45.0801 History, General
- BA History
- MA History

45.0805 Public/Applied History and Archival Administration
- BS Public History

45.1001 Political Science, General
- BA Political Science
- BS Political Science

45.1101 Sociology
- BA Sociology
- BS Applied Sociology
- MA Sociology

Visual and Performing Arts

50.0301 Dance
- BFA Dance

50.0408 Interior Design
- BS Interior Design

50.0501 Drama/Theater Arts, General
- BA Theatre Arts
- BFA Theatre Arts

50.0701 Art, General
- BA Art
- MA Art

50.0702 Fine/Studio Arts
- BFA Art
- MFA Art

50.0703 Art History, Criticism and Conservation
- BA Art History and Appreciation

50.0903 Music - General Performance
- BM Performance
- MM Performance

50.0904 Music Theory and Composition
- BM Theory-Composition
- MM Theory-Composition

Health Professions and Related Sciences

51.0204 Speech-Language Pathology and Audiology
- BS Speech and Hearing Sciences
- PHD Communication Sciences and Disorders
- MS Speech, Language, and Auditory Pathology

51.0706 Medical Records Administration
- BS Health Information Management

51.0807 Physician Assistant
- BS Physician Assistant

51.1005 Medical Technology
- BS Clinical Laboratory Science

51.1201 Medicine (M.D.)
- MD Medicine

51.1302 Medical Biochemistry
- PHD Biochemistry

51.1304 Medical Physics/Biophysics
- PHD Biomedical Physics

51.1305 Medical Cell Biology
- PHD Anatomy and Cell Biology

51.1308 Medical Microbiology
- PHD Microbiology and Immunology

51.1313 Medical Physiology
- PHD Physiology

51.1501 Alcohol/Drug Abuse Counseling
- MS Substance Abuse and Clinical Counseling

51.1601 Nursing (R.N. Training)
- BSN Nursing

51.1608 Nursing Science (Post-R.N.)
- PHD Nursing

51.1699 Nursing, Other
- MSN Nursing

51.2003 Medical Pharmacology and Pharmaceutical Sciences
- PHD Pharmacology

51.2202 Environmental Health
- BS Environmental Health
- MSEH Environmental Health

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
- BM Music Therapy
- MM Music Therapy

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

51.2306 Occupational Therapy

BSOT Occupational Therapy

MSOT Occupational Therapy

51.2308 Physical Therapy

MPT Physical Therapy

51.2309 Recreational Therapy

BS Recreational Therapy

MS Recreational Therapy Administration

51.2310 Vocational Rehabilitation Counseling

BS Rehabilitation Services

MS Vocational Evaluation

MS Rehabilitation Counseling

Business Management & Administrative Services

52.0201 Business Administration and Management, General

BSBA Management

MBA Business Administration

52.0301 Accounting

BSA Accounting

MSA Accounting

52.0399 Accounting, Other

BSBA Management Accounting

52.0407 Information Processing/Data Entry Technician

BSBE Information Technologies

52.0801 Finance, General

BSBA Finance

52.0902 Hotel/Motel and Restaurant Management

BS Hospitality Management

52.1201 Management Information Systems and Business Data Processing, General

BSBA Decision Science

52.1401 Business Marketing and Marketing Management

BSBA Marketing

Academic Program Inventory
Elizabeth City State University

34 programs
11-30-2001

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

Computer and Information Sciences

11.0701 Computer Science
- BS Computer and Information Science

Education

13.1006 Education of the Mentally Handicapped
- BSED Special Education: Mental Retardation

13.1011 Education of the Specific Learning Disabled
- BSED Special Education: Learning Disabilities

13.1202 Elementary Teacher Education
- BSED Elementary Education (K-6)
- MED Elementary Education

13.1203 Jr.High/Intermed./Middle Schl. Teacher Ed.
- BSED Middle Grades Education

13.1302 Art Teacher Education
- BA Art Education

13.1305 English Teacher Education
- BS English, Secondary Education

13.1309 Technology Teacher Education/Industrial Arts Teacher Education
- BS Technology Education

13.1311 Mathematics Teacher Education
- BS Mathematics, Secondary Education

13.1314 Physical Education Teaching and Coaching
- BS Physical Education

13.1322 Biology Teacher Education
- BS Biology Education

13.1323 Chemistry Teacher Education
- BS Chemistry, Secondary Education

13.1328 History Teacher Education
- BA History, Secondary Education

Engineering-Related Technologies

15.0603 Industrial/Manufacturing Tech./Technician
- BS Industrial Technology

English Language and Literatures/Letters

23.0101 English Language and Literature, General
- BA English

Biological Sciences/Life Sciences

26.0101 Biology, General
- BS Biology

Mathematics

27.0101 Mathematics
- BS Mathematics

Physical Sciences

40.0501 Chemistry, General
- BS Chemistry

40.0601 Geology
- BS Geology

40.0702 Oceanography
- BS Marine Environmental Science

40.0801 Physics, General
- BS Physics, General

Psychology

42.0101 Psychology, General
- BS Psychology

Protective Services

43.0104 Criminal Justice Studies
- BS Criminal Justice

Public Administration and Services

44.0701 Social Work
- BSW Social Work Curriculum

Social Sciences and History

45.0801 History, General
- BA History

45.1001 Political Science, General
- BA Political Science

45.1101 Sociology
- BA Sociology
- BA Social Work Curriculum

Visual and Performing Arts

50.0702 Fine/Studio Arts
- BA Art (Studio)

50.0901 Music, General
- BA Music

50.0909 Music Business Management and Merchandising
- BS Music Industry Studies

Business Management & Administrative Services

52.0201 Business Administration and Management, General
- BS Business Administration

52.0301 Accounting
- BS Accounting

Fayetteville State University

43 programs 11-30-2001

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

Computer and Information Sciences

11.0701 Computer Science

BS Computer Science

Education

13.0401 Education Administration and Supervision, General

EDD Educational Leadership

13.0405 Elementary, Middle and Secondary Education Administration

MSA School Administration

13.1202 Elementary Teacher Education

BS Elementary Education (K-6)

13.1203 Jr.High/Intermed./Middle Schl. Teacher Ed.

BS Middle Grades (6-9)

13.1299 General Teacher Education, Other

MED Master of Education

13.1303 Business Teacher Education (Vocational)

BS Business Education, Secondary

13.1305 English Teacher Education

BS English Language and Literature, Secondary Education

13.1307 Health Teacher Education

BS Health Education (K-12)

13.1310 Marketing Operations Teacher Ed./Mkt. & Distribution Teacher Ed. (Voc.)

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 and Literatures

16.0905 Spanish Language and Literature

BA Spanish

English Language and Literatures/Letters

23.0101 English Language and Literature, General

BA English, Language and Literature

MA English

Biological Sciences/Life Sciences

26.0101 Biology, General

BS Biology

MS Biology

Mathematics

27.0101 Mathematics

BS Mathematics

MS Mathematics

Physical Sciences

40.0501 Chemistry, General

BA Chemistry

BS Chemistry

Psychology

42.0101 Psychology, General

BS Psychology

MA Psychology

Protective Services

43.0104 Criminal Justice Studies

BS Criminal Justice

Social Sciences and History

45.0701 Geography

BA Geography

45.0801 History, General

BA History

MA History

45.1001 Political Science, General

BA Political Science

MA Political Science

45.1101 Sociology

BA Sociology

MA Sociology

Visual and Performing Arts

50.0599 Dramatic/Theater Arts and Stagecraft, Other

BA Speech and Theatre

50.0701 Art, General

BA Visual Arts

Health Professions and Related Sciences

51.1601 Nursing (R.N. Training)

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

Business Management & Administrative Services

52.0201 Business Administration and Management, General

BS Business Adminstration

MBA Business Administration

52.0301 Accounting

BS Accounting

52.0601 Business/Managerial Economics

BS Managerial Economics

52.0801 Finance, General

BS Banking and Finance

Academic Program Inventory
North Carolina A&T State University

109 programs
11-30-2001

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

Agricultural Business and Production

01.0103 Agricultural Economics

BS Agricultural Economics
MS Agricultural Economics

Agricultural Sciences

02.0101 Agriculture/Agricultural Sciences, General

BS Agricultural Science, Natural Resources
BS Agricultural Science, Earth and Environmental Sciences

02.0201 Animal Sciences, General

BS Animal Science

02.0203 Agricultural Animal Health

MS Animal Health Science

02.0299 Animal Sciences, Other

BS Laboratory Animal Science

02.0402 Agronomy and Crop Science

MS Plant and Soil Science

Architecture and Related Programs

04.0601 Landscape Architecture

BS Landscape Architecture

Communications

09.0401 Journalism

BA Print Journalism

09.0402 Broadcast Journalism

BA Broadcast News

09.0501 Public Relations and Organizational Communications

BA Public Relations

09.0701 Radio and Television Broadcasting

BA Broadcast Production

Computer and Information Sciences

11.0701 Computer Science

BS Computer Science
MS Computer Science

Education

13.0501 Educational/Instructional Media Design

MS Instructional Technology

13.1001 Special Education, General

BS Special Education

13.1101 Counselor Education Counseling and Guidance Services

MS Counselor Education

13.1102 College/Postsecondary Student Counseling and Personnel Services

MS Human Resources
MS Adult Education

13.1202 Elementary Teacher Education

BS Elementary Education
MAED Elementary Education

13.1203 Jr.High/Intermed./Middle Schl. Teacher Ed.

MS Middle Grades Education

13.1204 Pre-Elementary/Early Childhood/Kindergarten Teacher Education

BS Child Development: Early Ed & Family Studies(B-K) (Teaching)

13.1301 Agricultural Teacher Education (Vocational)

BS Agricultural Education
MS Agricultural Education

13.1302 Art Teacher Education

BS Visual Arts, Art Education

13.1303 Business Teacher Education (Vocational)

BS Business Education

13.1305 English Teacher Education

BS English, Secondary Education
MS English Education

13.1308 Home Economics Teacher Education (Vocational)

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

13.1319 Technical Teacher Education (Vocational)

MS Vocational-Industrial Education

13.1320 Trade and Industrial Teacher Education (Vocational)

BS Vocational-Industrial Education

13.1322 Biology Teacher Education

BS Biology, Secondary Education
MS Biology,

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 Engineering

BS Agricultural and Biosystems Engineering

14.0401 Architectural Engineering

BS Architectural Engineering

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

14.0701 Chemical Engineering
- BS Chemical Engineering
- MS Chemical Engineering

14.0801 Civil Engineering, General
- BS Civil Engineering
- MS Civil Engineering

14.1001 Electrical, Electronics and Communication Engineering
- BS Electrical Engineering
- PHD Electrical Engineering
- MS Electrical Engineering

14.1201 Engineering Physics
- BS Engineering Physics

14.1701 Industrial/Manufacturing Engineering
- BS Industrial Engineering
- PHD Industrial Engineering
- MS Industrial Engineering

14.1901 Mechanical Engineering
- BS Mechanical Engineering
- PHD Mechanical Engineering
- MS Mechanical Engineering

Engineering-Related Technologies

15.0303 Electrical, Electronic and Communications Engin. Tech./Technician
- BS Electronics Technology

15.0603 Industrial/Manufacturing Tech./Technician
- BS Manufacturing Systems
- MSIT Industrial Technology

15.9999 Engineering-Related Technol./Technicians, Other
- BS Construction Management

Foreign Languages and Literatures

16.0999 Romance Languages and Literatures, Other
- BA Romance Languages and Literatures, Spanish
- BA Romance Languages and Literatures, French

Home Economics

19.0101 Home Economics, General
- BS Family and Consumer Science

19.0502 Foods and Nutrition Science
- BS Food and Nutritional Sciences
- MS Food and Nutritional Sciences

19.0706 Child Growth, Care and Development Studies
- BS Child Development

English Language and Literatures/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

Biological Sciences/Life Sciences

26.0101 Biology, General
- BS Biology
- MS Biology

Mathematics

27.0101 Mathematics
- BS Mathematics

27.0301 Applied Mathematics, General
- BS Applied Mathematics
- MS Applied Mathematics

Parks, Recreation, Leisure, & 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

Public Administration and Services

44.0701 Social Work
- BSW Social Work
- MSW Social Work (Jt. with UNC-G)

Social Sciences and History

45.0601 Economics, General
- BS Economics

45.0801 History, General
- BA History

45.1001 Political Science, General
- BA Political Science

45.1101 Sociology
- BA Sociology

Visual and Performing Arts

50.0402 Graphic Design, Commercial Art and Illustration
- BS Graphic Communication Systems

50.0501 Drama/Theater Arts, General
- BFA Professional Theatre

50.0701 Art, General
- BA Visual Arts, Design

50.0901 Music, General
- BA Music

Health Professions and Related Sciences

51.1601 Nursing (R.N. Training)
- BSN Nursing

51.2206 Occupational Health and Industrial Hygiene
- BS Occupational Safety and Health

Business Management & Administrative Services

Discipline Division, CIP Code, Discipline Specialty, Degree Abbreviation, and Degree Program Title	Discipline Division, CIP Code, Discipline Specialty, Degree Abbreviation, and Degree Program Title
52.0201 Business Administration and Management, General	
BS Management	
BS Business Administration	
MS Management	
52.0203 Logistics and Materials Management	
BS Transportation	
52.0301 Accounting	
BS Accounting	
52.0801 Finance, General	
BS Finance	
52.1401 Business Marketing and Marketing Management	
BS Marketing	

Academic Program Inventory
North Carolina Central University

85 programs
11-30-2001

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

Conservation & Renewable Natural Resources

03.0102 Environmental Science/Studies
- BS Environmental Sciences

Computer and Information Sciences

11.0401 Information Sciences and Systems
- MIS Information Sciences

11.0701 Computer Science
- BS Computer Sciences

Education

13.0301 Curriculum and Instruction
- MED Curriculum and Instruction (Elementary and Middle Grades)

13.0501 Educational/Instructional Media Design
- MA Educational Technology

13.1005 Education of the Emotionally Handicapped
- MED Special Education, Emotionally Handicapped

13.1006 Education of the Mentally Handicapped
- MED Special Education, Mentally Handicapped

13.1009 Education of the Blind and Visually Handicapped
- MED Special Education, Blind and Visually Handicapped

13.1011 Education of the Specific Learning Disabled
- MED Special Education, Learning Disabilities

13.1101 Counselor Education Counseling and Guidance Services
- MA School Counseling

13.1102 College/Postsecondary Student Counseling and Personnel Services
- MA Career Counseling and Placement
- MA Agency Counseling

13.1202 Elementary Teacher Education
- BA Elementary Education (K-6)
- MED Elementary Education (K-6)

13.1203 Jr.High/Intermed./Middle Schl. Teacher Ed.
- BA Middle Grades Education (6-9)
- MED Middle Grades (6-9)

13.1204 Pre-Elementary/Early Childhood/Kindergarten Teacher Education
- BS Early Childhood Ed B-K Licensure

13.1299 Master of Arts in Teaching
- MAT Master of Arts in Teaching in Special Education

13.1302 Art Teacher Education
- BA Art Education

13.1305 English Teacher Education
- BA English, Secondary Education
- MA English, Secondary Education

13.1307 Health Teacher Education
- BS Health Education

13.1308 Home Economics Teacher Education (Vocational)
- BS Family and Consumer Sciences Education
- MS Family and Consumer Sciences Education

13.1311 Mathematics Teacher Education
- BS Mathematics, Secondary Education
- MS Mathematics, Secondary Education

13.1312 Music Teacher Education
- BA Music Education

13.1314 Physical Education Teaching and Coaching
- BS Physical Education
- MS Physical Education (K-12)

13.1322 Biology Teacher Education
- BS Biology, Secondary Education
- MS Biology, Secondary Education

13.1323 Chemistry Teacher Education
- BS Chemistry, Secondary Education
- MS Chemistry, Secondary Education

13.1324 Drama and Dance Teacher Education
- BA Theatre Arts Education, K-12

13.1325 French Language Teacher Education
- BA French, Secondary Education

13.1328 History Teacher Education
- BA History, Secondary Education
- MA History, Secondary Education

13.1329 Physics Teacher Education
- BS Physics, Secondary Education

13.1330 Spanish Language Teacher Education
- BA Spanish, Secondary Education

Foreign Languages and Literatures

16.0901 French Language and Literature
- BA French

16.0905 Spanish Language and Literature
- BA Spanish

Home Economics

19.0101 Home Economics, General
- BS Family and Consumer Sciences
- MS Family and Consumer Sciences

Law and Legal Studies

22.0101 Law (LL.B., J.D.)
- JD Law
- LLB Law

English Language and Literatures/Letters

23.0101 English Language and Literature, General
- BA English
- MA English

Library Science

25.0101 Library Science/Librarianship
- MLS Library Science

Biological Sciences/Life Sciences

26.0101 Biology, General
- BS Biology
- MS Biology

Mathematics

27.0101 Mathematics
- BS Mathematics
- MS Mathematics

Academic Program Inventory
North Carolina Central University

85 programs
11-30-2001

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

Parks, Recreation, Leisure, & 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

31.0502 Adapted Physical Education/Therapeutic Recreation
- MS Adapted Physical Education

31.0503 Athletic Training and Sports Medicine
- BS Athletic Training

Physical Sciences

40.0501 Chemistry, General
- BS Chemistry
- MS Chemistry

40.0703 Earth and Planetary Sciences
- MS Earth Sciences

40.0801 Physics, General
- BS Physics

Psychology

42.0101 Psychology, General
- BA Psychology
- MA Psychology

Protective Services

43.0103 Criminal Justice/Law Enforcement Administration
- MS Law Enforcement and Corrections

43.0104 Criminal Justice Studies
- BS Criminal Justice

Public Administration and Services

44.0401 Public Administration
- MPA Public Administration

44.0701 Social Work
- BSW Social Work

Social Sciences and History

45.0701 Geography
- BS Geography

45.0801 History, General
- BA History
- MA History

45.1001 Political Science, General
- BA Political Science

45.1101 Sociology
- BA Sociology
- MA Sociology

Visual and Performing Arts

50.0501 Drama/Theater Arts, General
- BA Theatre

50.0701 Art, General
- BA Art

50.0901 Music, General
- BA Music

50.0903 Music - General Performance
- BM Jazz

Health Professions and Related Sciences

51.0201 Communication Disorders, General
- MED Communication Disorders

51.1601 Nursing (R.N. Training)
- BSN Nursing

51.2207 Public Health Education and Promotion
- BS Community Health Education

Business Management & Administrative Services

52.0201 Business Administration and Management, General
- BBA Business Administration
- MBA Business Administration

52.0301 Accounting
- BBA Accounting

52.0901 Hospitality/Administration Management
- BS Hospitality and Tourism Administration

Academic Program Inventory
North Carolina School of the Arts

10 programs
11-30-2001

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

Visual and Performing Arts

50.0101 Visual and Performing Arts

4D Four-year College Diploma in Fine Arts

50.0301 Dance

BFA Dance

50.0501 Drama/Theater Arts, General

BFA Drama

50.0502 Technical Theater/Theater Design and Stagecraft

BFA Design and Production

MFA Design and Production

50.0602 Film-Video Making/Cinematography and Production

BFA Filmmaking

50.0903 Music - General Performance

C Professional Artist Certificate (Post-Master's)

C Fletcher Opera Professional Artist Certificate (Post-Master's)

BM Music

MM Music

Academic Program Inventory
North Carolina State University

344 programs
11-30-2001

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

Agricultural Business and Production

01.0101 Agricultural Business and Management, General
- AAS Agribusiness Management

01.0102 Agricultural Business/Agribusiness Operations
- BS Agricultural Business Management

01.0103 Agricultural Economics
- M Agricultural and Resource Economics
- MS Agricultural and Resource Economics

01.0302 Agricultural Animal Husbandry and Production Management
- AAS Livestock Management and Technology

01.0304 Crop Production Operations and Management
- AAS Field Crops Technology

01.0401 Agricultural and Food Products Processing Operations and Mgmt.
- AAS Food Processing and Distribution

01.0605 Landscaping Operations and Management
- AAS Ornamentals and Landscape Technology

01.0607 Turf Management
- AAS Turfgrass Management

Agricultural Sciences

02.0101 Agriculture/Agricultural Sciences, General
- AAS General Agriculture

02.0102 Agricultural Extension
- BS Agricultural Extension
- M Agricultural Extension
- MS Agricultural Extension

02.0201 Animal Sciences, General
- BS Animal Science
- PHD Animal Science
- M Animal Science
- MS Animal Science

02.0209 Poultry Science
- BS Poultry Science
- M Poultry Science
- MS Poultry Science

02.0301 Food Sciences and Technology
- BS Food Science
- PHD Food Science
- M Food Science
- MS Food Science

02.0402 Agronomy and Crop Science
- BS Agronomy
- PHD Crop Science
- M Crop Science
- MS Crop Science

02.0403 Horticulture Science
- BS Horticultural Science
- PHD Horticultural Science
- M Horticultural Science
- MS Horticultural Science

02.0408 Plant Protection (Pest Management)
- AAS Agricultural Pest Control

02.0501 Soil Sciences
- PHD Soil Science
- M Soil Science
- MS Soil Science

Conservation & Renewable Natural Resources

03.0101 Natural Resources Conservation, General
- BS Fisheries and Wildlife Sciences
- M Fisheries and Wildlife Sciences
- MS Fisheries and Wildlife Sciences

03.0102 Environmental Science/Studies
- BS Environmental Sciences

03.0201 Natural Resources Management and Policy
- BS Natural Resources
- M Natural Resources
- MS Natural Resources

03.0501 Forestry, General
- PHD Forestry
- M Forestry
- MS Forestry

03.0506 Forest Management
- BS Forest Management

03.0509 Wood Science and Pulp/Paper Technology
- BS Wood Products
- BS Pulp and Paper Science and Technology
- PHD Wood and Paper Science
- M Wood and Paper Science
- MS Wood and Paper Science

Architecture and Related Programs

04.0201 Architecture
- BARC Architecture (5-Year)
- BEDA Environmental Design in Architecture
- MARC Architecture

04.0401 Architectural Environmental Design
- PHD Design

04.0601 Landscape Architecture
- BLA Landscape Architecture
- MLA Landscape Architecture

Communications

09.0101 Communications, General
- BA Communication

09.0501 Public Relations and Organizational Communications
- MS Communication

Computer and Information Sciences

11.0501 Computer Systems Analysis
- MS Computer Networking

11.0701 Computer Science
- BS Computer Science
- PHD Computer Science
- M Computer Science
- MS Computer Science

Education

Academic Program Inventory
North Carolina State University

344 programs
11-30-2001

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

13.0101 Education, General
- BS Education, General Studies

13.0301 Curriculum and Instruction
- PHD Curriculum and Instruction
- MED Curriculum and Instruction
- MS Curriculum and Instruction

13.0401 Education Administration and Supervision, General
- EDD Educational Leadership
- MED Educational Administration and Supervision
- MS Educational Administration and Supervision

13.0403 Adult and Continuing Education Administration
- EDD Adult and Community College Education
- MED Training and Development
- MED Adult and Community College Education
- MS Training and Development
- MS Adult and Community College Education

13.0405 Elementary, Middle and Secondary Education Administration
- MSA School Administration

13.0406 Higher Education Administration
- EDD Higher Education Administration
- MED Higher Education Administration
- MS Higher Education Administration

13.0501 Educational/Instructional Media Design
- MED Curriculum and Instruction, Instructional Technology Specialist-Computers
- MS Curriculum and Instruction, Instructional Technology Specialist-Computers

13.0601 Educational Evaluation and Research
- PHD Educational Research and Policy Analysis

13.1001 Special Education, General
- MED Special Education
- MS Special Education

13.1005 Education of the Emotionally Handicapped
- MED Special Education, Behavior Disorders
- MS Special Education, Behavior Disorders

13.1006 Education of the Mentally Handicapped
- MED Special Education, Mental Retardation
- MS Special Education, Mental Retardation

13.1011 Education of the Specific Learning Disabled
- MED Special Education, Learning Disabilities
- MS Special Education, Learning Disabilities

13.1101 Counselor Education Counseling and Guidance Services
- PHD Counselor Education
- MED Counselor Education
- MS Counselor Education

13.1102 College/Postsecondary Student Counseling and Personnel Services
- MED Counselor Education, Student Personnel in Higher Education
- MED Agency Counseling
- MS Counselor Education, Student Personnel in Higher Education
- MS Agency Counseling

13.1202 Elementary Teacher Education
- MED Curriculum and Instruction, Elementary Education
- MS Curriculum and Instruction, Elementary Education

13.1203 Jr.High/Intermed./Middle Schl. Teacher Ed.
- BS Middle Grades Education
- MED Middle Grades Education
- MS Middle Grades Education

13.1301 Agricultural Teacher Education (Vocational)
- BS Agricultural Education
- M Agricultural Education
- MS Agricultural Education

13.1305 English Teacher Education
- BA English, Teacher Education
- MA Literature, English and American, Teacher Education
- MED Curriculum and Instruction, English Education
- MS Curriculum and Instruction, English Education

13.1309 Technology Teacher Education/Industrial Arts Teacher Education
- BS Technology Education
- EDD Technology Education
- MED Technology Education
- MS Technology Education

13.1310 Marketing Operations Teacher Ed./Mkt. & Distribution Teacher Ed. (Voc.)
- BS Business and Marketing Education

13.1311 Mathematics Teacher Education
- BS Mathematics Education
- PHD Mathematics Education
- MED Mathematics Education
- MS Mathematics Education

13.1315 Reading Teacher Education
- MED Curriculum and Instruction, Reading
- MS Curriculum and Instruction, Reading

13.1316 Science Teacher Education, General
- BS Science Education
- PHD Science Education
- MED Science Education
- MS Science Education

13.1317 Social Science Teacher Education
- MA Sociology, Teacher Education

13.1318 Social Studies Teacher Education
- BA Sociology: Social Studies Teacher Education
- BA Political Science: Social Studies Teacher Education
- BA History: Social Studies Teacher Education
- MED Curriculum and Instruction, Social Studies Education
- MS Curriculum and Instruction, Social Studies Education

13.1319 Technical Teacher Education (Vocational)
- EDD Occupational Education
- MED Occupational Education
- MS Occupational Education

13.1325 French Language Teacher Education
- BA French Language and Literature, Teacher Education

13.1327 Health Occupations Teacher Education (Vocational)
- BS Health Occupations Education

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

MED Health Occupations Education
MS Health Occupations Education

13.1328 History Teacher Education
MA History, Teacher Education

13.1330 Spanish Language Teacher Education
BA Spanish Language and Literature, Teacher Education

Engineering

14.0101 Engineering, General
BS Engineering
M Engineering

14.0201 Aerospace, Aeronautical and Astronautical Engineering
PB Prof Aerospace Engineering
BS Aerospace Engineering
PHD Aerospace Engineering
MS Aerospace Engineering

14.0301 Agricultural Engineering
BS Biological Engineering
PHD Biological and Agricultural Engineering
M Biological and Agricultural Engineering
MS Biological and Agricultural Engineering

14.0501 Bioengineering and Biomedical Engineering
BS Biomedical Engineering

14.0701 Chemical Engineering
PB Prof Chemical Engineering
BS Chemical Engineering
PHD Chemical Engineering
M Chemical Engineering
MS Chemical Engineering

14.0801 Civil Engineering, General
PB Prof Civil Engineering
BS Civil Engineering
PHD Civil Engineering
M Civil Engineering
MS Civil Engineering

14.0899 Civil Engineering, Other
BS Construction Engineering and Management

14.0901 Computer Engineering
BS Computer Engineering
PHD Computer Engineering
MS Computer Engineering

14.1001 Electrical, Electronics and Communication Engineering
PB Prof Electrical Engineering
BS Electrical Engineering
PHD Electrical Engineering
M Electrical Engineering
MS Electrical Engineering

14.1401 Environmental/Environmental Health Engineering
BS Environmental Engineering

14.1701 Industrial/Manufacturing Engineering
PB Prof Industrial Engineering
BS Industrial Engineering, Furniture Manufacturing
BS Industrial Engineering
PHD Industrial Engineering
M Integrated Manufacturing Systems Engineering
M Industrial Engineering
MS Industrial Engineering

14.1801 Material Engineering
PB Materials Science and Engineering
BS Materials Science and Engineering
PHD Materials Science and Engineering
M Materials Science and Engineering
MS Materials Science and Engineering

14.1901 Mechanical Engineering
PB Prof Mechanical Engineering
BS Mechanical Engineering
PHD Mechanical Engineering
M Mechanical Engineering
MS Mechanical Engineering

14.2301 Nuclear Engineering
PB Prof Nuclear Engineering
BS Nuclear Engineering
PHD Nuclear Engineering
M Nuclear Engineering
MS Nuclear Engineering

14.2801 Textile Sciences and Engineering
BS Textile Technology
BS Textile Materials Science
BS Textile Engineering
BS Textile Chemistry
BS Textile and Apparel Management
PHD Textile Technology and Management
PHD Fiber and Polymer Science
M Textiles
MS Textiles
MS Textile Engineering
MS Textile Chemistry

14.9999 Engineering, Other
BS Agricultural and Environmental Technology

Foreign Languages and Literatures

16.0901 French Language and Literature
BA French Language and Literature

16.0905 Spanish Language and Literature
BA Spanish Language and Literature

English Language and Literatures/Letters

23.0101 English Language and Literature, General
BA English
BS English
MA Literature, English and American

23.0501 English Creative Writing
BA Creative Writing
BS Creative Writing

23.1101 English Technical and Business Writing
MS Technical Communication

Academic Program Inventory
North Carolina State University

344 programs
11-30-2001

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

Liberal Arts & Sciences, General Studies & Humanities

24.0101 Liberal Arts and Sciences/Liberal Studies

BA Multidisciplinary Studies
BS Multidisciplinary Studies
MA Liberal Studies

Biological Sciences/Life Sciences

26.0101 Biology, General

BS Biological Sciences

26.0202 Biochemistry

BS Biochemistry
PHD Biochemistry
M Biochemistry
MS Biochemistry

26.0301 Botany, General

BS Botany
PHD Botany
M Botany
MS Botany

26.0305 Plant Pathology

PHD Plant Pathology
M Plant Pathology
MS Plant Pathology

26.0501 Microbiology/Bacteriology

BS Microbiology
PHD Microbiology
M Microbiology
MS Microbiology

26.0609 Nutritional Sciences

PHD Nutrition
M Nutrition
MS Nutrition

26.0612 Toxicology

PHD Toxicology
M Toxicology
MS Toxicology

26.0613 Genetics, Plant and Animal

PHD Genetics
M Genetics
MS Genetics

26.0614 Biometrics

PHD Biomathematics
M Biomathematics
MS Biomathematics

26.0618 Biological Immunology

PHD Immunology
M Immunology
MS Immunology

26.0699 Miscellaneous Biological Specializations, Other

PHD Functional Genomics
PHD Bioinformatics
M Functional Genomics
M Bioinformatics
MS Functional Genomics

26.0701 Zoology, General

BS Zoology
PHD Zoology
M Zoology
MS Zoology

26.0702 Entomology

PHD Entomology
M Entomology
MS Entomology

26.0706 Physiology, Human and Animal

PHD Physiology
M Physiology
MS Physiology

Mathematics

27.0101 Mathematics

BS Mathematics
PHD Mathematics
MS Mathematics

27.0301 Applied Mathematics, General

BS Applied Mathematics
PHD Applied Mathematics
MS Applied Mathematics

27.0302 Operations Research

PHD Operations Research
M Operations Research
MS Operations Research

27.0501 Mathematical Statistics

BS Statistics
PHD Statistics
M Statistics
MS Statistics

Multi/Interdisciplinary Studies

30.1501 Science, Tech. and Society

BA Science, Technology and Society
BS Science, Technology and Society

Parks, Recreation, Leisure, & Fitness Studies

31.0301 Parks, Recreation and Leisure Facilities Management

BS Parks, Recreation, and Tourism Management
PHD Parks, Recreation, and Tourism Management
M Parks, Recreation, and Tourism Management
MS Parks, Recreation, and Tourism Management

Philosophy and Religion

38.0101 Philosophy

BA Philosophy
BS Philosophy

38.0201 Religion/Religious Studies

BA Religious Studies

Physical Sciences

40.0401 Atmospheric Sciences and Meteorology

BS Meteorology

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

40.0501 Chemistry, General
- BA Chemistry
- BS Chemistry
- PHD Chemistry
- M Chemistry
- MS Chemistry

40.0601 Geology
- BA Geology
- BS Geology

40.0702 Oceanography
- BS Marine Science

40.0801 Physics, General
- BA Physics
- BS Physics
- PHD Physics
- MS Physics

40.9999 Physical Sciences, Other
- PHD Marine, Earth and Atmospheric Sciences
- MS Marine, Earth and Atmospheric Sciences

Psychology

42.0101 Psychology, General
- BA Psychology
- PHD Psychology
- MS Psychology

42.1701 School Psychology
- PHD School Psychology
- MS School Psychology

Public Administration and Services

44.0401 Public Administration
- PHD Public Administration
- MPA Public Administration

44.0701 Social Work
- BSW Social Work

Social Sciences and History

45.0201 Anthropology
- BA Anthropology

45.0401 Criminology
- BA Criminology
- BS Criminology

45.0601 Economics, General
- BA Economics
- BS Economics
- PHD Economics
- M Economics
- MA Economics

45.0701 Geography
- C Geographical Information Systems

45.0801 History, General
- BA History
- BS History
- MA History

45.0805 Public/Applied History and Archival Administration
- MA Public History

45.0901 International Relations and Affairs
- M International Studies

45.1001 Political Science, General
- BA Political Science
- BS Political Science

45.1101 Sociology
- BA Sociology
- BS Applied Sociology
- PHD Sociology
- M Sociology
- MS Sociology

Visual and Performing Arts

50.0401 Design and Visual Communications
- B Art and Design

50.0402 Graphic Design, Commercial Art and Illustration
- B Graphic Design
- M Graphic Design

50.0404 Industrial Design
- B Industrial Design
- M Industrial Design

50.0704 Arts Management
- BA Arts Applications

Health Professions and Related Sciences

51.1005 Medical Technology
- BS Medical Technology

51.2401 Veterinary Medicine (D.V.M.)
- DVM Veterinary Medicine

51.2501 Veterinary Clinical Sciences (M.S., Ph.D.)
- PHD Comparative Biomedical Sciences
- M Specialized Veterinary Medicine
- MS Comparative Biomedical Sciences

Business Management & Administrative Services

52.0201 Business Administration and Management, General
- BS Business Management
- MS Management

52.0301 Accounting
- BS Accounting
- M Accounting

Academic Program Inventory

University of North Carolina at Asheville

47 programs
11-30-2001

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

Conservation & Renewable Natural Resources

03.0102 Environmental Science/Studies

BS Environmental Science/Studies

Communications

09.0499 Journalism and Mass Communication, Other

BA Journalism and Mass Communication

Computer and Information Sciences

11.0701 Computer Science

BS Computer Science

Foreign Languages and Literatures

16.0501 German Language and Literature

BA German with Teacher Licensure
BA German

16.0901 French Language and Literature

BA French with Teacher Licensure
BA French

16.0905 Spanish Language and Literature

BA Spanish with Teacher Licensure
BA Spanish

16.1201 Classics and Classical Languages and Literatures

BA Classics with Teacher Licensure
BA Classics

English Language and Literatures/Letters

23.0101 English Language and Literature, General

BA English with Teacher Licensure
BA English

Liberal Arts & Sciences, General Studies & Humanities

24.0101 Liberal Arts and Sciences/Liberal Studies

BA Multimedia Arts and Sciences
BA Interdisciplinary Studies
MA Liberal Studies

Biological Sciences/Life Sciences

26.0101 Biology, General

BA Biology with Teacher Licensure
BA Biology

Mathematics

27.0101 Mathematics

BA Mathematics with Teacher Licensure
BA Mathematics

Philosophy and Religion

38.0101 Philosophy

BA Philosophy

Physical Sciences

40.0401 Atmospheric Sciences and Meteorology

BS Atmospheric Science and Meteorology

40.0501 Chemistry, General

BA Chemistry with Teacher Licensure
BA Chemistry
BS Chemistry with Teacher Licensure
BS Chemistry

40.0801 Physics, General

BS Physics with Teacher Licensure
BS Physics

Psychology

42.0101 Psychology, General

BA Psychology

Social Sciences and History

45.0601 Economics, General

BA Economics with Teacher Licensure in Social Studies
BA Economics

45.0801 History, General

BA History with Teacher Licensure in Social Studies
BA History

45.1001 Political Science, General

BA Political Science with Teacher Licensure in Social Studies
BA Political Science

45.1101 Sociology

BA Sociology with Teacher Licensure in Social Studies
BA Sociology

Visual and Performing Arts

50.0501 Drama/Theater Arts, General

BA Drama with Teacher Licensure
BA Drama

50.0701 Art, General

BA Art with Teacher Licensure
BA Art

50.0702 Fine/Studio Arts

BFA Art

50.0901 Music, General

BA Music

50.0999 Music, Other

BS Music Technology

Business Management & Administrative 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

Academic Program Inventory
University of North Carolina at Chapel Hill

265 programs
11-30-2001

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

Conservation & Renewable Natural Resources

03.0102 Environmental Science/Studies

- AB Environmental Sciences
- BS Environmental Sciences
- PHD Environmental Sciences and Engineering
- MPH Environmental Sciences and Engineering
- MS Environmental Sciences and Engineering
- MSEE Environmental Sciences and Engineering
- MSPH Environmental Sciences and Engineering

Architecture and Related Programs

04.0301 City/Urban, Community and Regional Planning

- PHD City and Regional Planning
- MRP City and Regional Planning

Area, Ethnic and Cultural Studies

05.0102 American Studies/Civilization

- AB American Studies

05.0103 Asian Studies

- AB Asian Studies

05.0107 Latin American Studies

- AB Latin American Studies

05.0110 Russian and Slavic Area Studies

- AB Russian & East European Studies
- MA Russian & East European Studies

05.0201 Afro-American (Black) Studies

- AB African and Afro-American Studies

05.0207 Women's Studies

- AB Women's Studies

05.9999 Area, Ethnic and Cultural Studies, Other

- AB International Studies

Communications

09.0101 Communications, General

- AB Communication Studies
- PHD Communication Studies
- MA Communication Studies

09.0403 Mass Communications

- AB Journalism and Mass Communication
- PHD Mass Communication
- MA Mass Communication

Computer and Information Sciences

11.0401 Information Sciences and Systems

- MSIS Information Science

11.0701 Computer Science

- PHD Computer Science
- BS Computer Science
- MS Computer Science

Education

13.0101 Education, General

- PHD Education
- MA Education
- MED Master's for Experienced Teachers

13.0301 Curriculum and Instruction

- EDD Curriculum and Instruction
- MED Curriculum and Instruction

13.0401 Education Administration and Supervision, General

- EDD Educational Leadership

13.0405 Elementary, Middle and Secondary Education Administration

- MSA School Administration

13.0802 Educational Psychology

- MA Educational Psychology

13.1011 Education of the Specific Learning Disabled

- MED Special Education, Learning Disabilities

13.1101 Counselor Education Counseling and Guidance Services

- MED Guidance and Counseling

13.1202 Elementary Teacher Education

- ABED Elementary Education

13.1203 Jr.High/Intermed./Middle Schl. Teacher Ed.

- ABED Middle Grades Education

13.1204 Pre-Elementary/Early Childhood/Kindergarten Teacher Education

- AB Child Development and Family Studies
- MED Early Intervention (B-K Licensure)

13.1299 General Teacher Education, Other

- MAT Master of Arts in Teaching

Engineering

14.3101 Materials Science

- PHD Materials Science
- MS Materials Science

Foreign Languages and Literatures

16.0102 Linguistics

- AB Linguistics
- PHD Linguistics
- MA Linguistics

16.0499 East European Languages and Literatures, Other

- AB Slavic Languages
- PHD Slavic Languages
- MA Slavic Languages

16.0501 German Language and Literature

- AB German
- PHD Germanic Languages
- MA Germanic Languages

16.0999 Romance Languages and Literatures, Other

- AB Romance Languages, Spanish
- AB Romance Languages, Portuguese
- AB Romance Languages, Italian
- AB Romance Languages, French
- PHD Romance Languages and Literatures, Spanish-American Language and Literature
- PHD Romance Languages and Literatures, Spanish Language and Literature
- PHD Romance Languages and Literatures, Romance Philology
- PHD Romance Languages and Literatures, Portuguese (Luso-Brazilian) Language and Literature

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

PHD Romance Languages and Literatures, Italian Language and Literature
PHD Romance Languages and Literatures, French Language and Literature
PHD Romance Languages and Literatures
MA Romance Languages and Literatures, Spanish-American Literature
MA Romance Languages and Literatures, Spanish Literature
MA Romance Languages and Literatures, Portuguese (Luso-Brazilian) Literature
MA Romance Languages and Literatures, Italian Literature
MA Romance Languages and Literatures, French Literature

16.1201 Classics and Classical Languages and Literatures
AB Classics
PHD Classics
MA Classics

Home Economics

19.0501 Foods and Nutrition Studies, General
BSPH Nutrition

Law and Legal Studies

22.0101 Law (LL.B., J.D.)
JD Law

English Language and Literatures/Letters

23.0101 English Language and Literature, General
AB English
PHD English
MA English

23.0301 Comparative Literature
AB Comparative Literature
PHD Comparative Literature
MA Comparative Literature

Liberal Arts & Sciences, General Studies & Humanities

24.0101 Liberal Arts and Sciences/Liberal Studies
AB Interdisciplinary Studies

Library Science

25.0101 Library Science/Librarianship
PHD Information and Library Science
C Post-Master's Certificate in Information and Library Science
MSLS Library Science

Biological Sciences/Life Sciences

26.0101 Biology, General
AB Biology
BS Biology
PHD Biology
MA Biology
MS Biology

26.0603 Ecology
PHD Ecology
MA Ecology
MS Ecology

26.0609 Nutritional Sciences
PHD Nutrition
DRPH Nutrition
MPH Nutrition
MS Nutrition

26.0613 Genetics, Plant and Animal
PHD Genetics and Molecular Biology
MS Genetics and Molecular Biology

26.0614 Biometrics
PHD Biomedical Engineering and Mathematics
MS Biomedical Engineering and Mathematics

26.0704 Pathology, Human and Animal
PHD Pathology
MS Pathology

26.0705 Pharmacology, Human and Animal
PHD Pharmacology
MS Pharmacology

26.0706 Physiology, Human and Animal
PHD Physiology
MS Physiology

Mathematics

27.0101 Mathematics
AB Mathematics
BS Mathematics
PHD Mathematics
MA Mathematics
MS Mathematics

27.0301 Applied Mathematics, General
BS Mathematical Sciences

27.0302 Operations Research
PHD Operations Research
MS Operations Research

27.0501 Mathematical Statistics
PHD Statistics
MS Statistics

Multi/Interdisciplinary Studies

30.0501 Peace and Conflict Studies
AB Peace, War and Defense

30.9999 Multi/Interdisciplinary Studies, Other
MA Folklore

Parks, Recreation, Leisure, & 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 Religion

38.0101 Philosophy
AB Philosophy
PHD Philosophy
MA Philosophy

38.0201 Religion/Religious Studies
AB Religious Studies

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

PHD Religious Studies
MA Religious Studies

Physical Sciences

40.0501 Chemistry, General
AB Chemistry
BS Chemistry
PHD Chemistry
MA Chemistry
MS Chemistry

40.0601 Geology
AB Geological Sciences
BS Geological Sciences
PHD Geological Sciences
MA Geological Sciences
MS Geological Sciences

40.0702 Oceanography
PHD Marine Sciences
MS Marine Sciences

40.0801 Physics, General
AB Physics
BS Physics
PHD Physics
MS Physics

40.9999 Physical Sciences, Other
BS Applied Science

Psychology

42.0101 Psychology, General
AB Psychology
BS Psychology
PHD Psychology
MA Psychology

42.1701 School Psychology
PHD School Psychology
MA School Psychology
MED School Psychology

Public Administration and Services

44.0401 Public Administration
MPA Public Administration

44.0501 Public Policy Analysis
AB Public Policy Analysis
PHD Public Policy

44.0701 Social Work
PHD Social Work
MSW Social Work

Social Sciences and History

45.0201 Anthropology
AB Anthropology
PHD Anthropology
MA Anthropology

45.0601 Economics, General
AB Economics
PHD Economics
MS Economics

45.0701 Geography
AB Geography
PHD Geography
MA Geography

45.0801 History, General
AB History
PHD History
MA History

45.1001 Political Science, General
AB Political Science
PHD Political Science
MA Political Science

45.1101 Sociology
AB Sociology
PHD Sociology
MA Sociology

Visual and Performing Arts

50.0501 Drama/Theater Arts, General
AB Dramatic Art
MFA Dramatic Art

50.0702 Fine/Studio Arts
AB Studio Art
BFA Studio Art
MFA Studio Art

50.0703 Art History, Criticism and Conservation
AB Art History
PHD Art History
MA Art History

50.0901 Music, General
AB Music

50.0902 Music History and Literature
PHD Music
MA Music

50.0903 Music - General Performance
BM Music (Performing, Composition)

Health Professions and Related Sciences

51.0202 Audiology/Hearing Sciences
AUD Audiology
MS Speech and Hearing Sciences, Audiology

51.0203 Speech-Language Pathology
MS Speech and Hearing Sciences, Speech and Language Pathology

51.0204 Speech-Language Pathology and Audiology
PHD Speech and Hearing Sciences
MS Speech and Hearing Sciences

51.0401 Dentistry (D.D.S., D.M.D.)
DDS Dentistry

51.0501 Dental Clinical Sciences/Graduate Dentistry (M.S., Ph.D.)
PHD Oral Biology
MS Prosthodontics
MS Periodontology

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

MS Pediatric Dentistry
MS Orthodontics
MS Oral Maxillofacial Radiology
MS Oral Biology
MS Oral and Maxillofacial Surgery
MS Operative Dentistry
MS Endodontics
MS Dental Hygiene Education

51.0601 Dental Assistant
1C Dental Assisting

51.0602 Dental Hygienist
1C Dental Hygiene
BS Dental Hygiene

51.0701 Health System/Health Services Administration
BSPH Health Administration
PHD Health Administration
DRPH Health Administration
MPH Health Administration
MHA Health Administration
MSPH Health Administration

51.0905 Nuclear Medical Tech./Technician
1C Nuclear Medicine Technology

51.0907 Medical Radiologic Tech./Technician
1C Radiation Therapy
BS Radiologic Science

51.1002 Cytotechnologist
1C Cytotechnology

51.1005 Medical Technology
BS Clinical Laboratory Science

51.1201 Medicine (M.D.)
MD Medicine

51.1302 Medical Biochemistry
PHD Biochemistry and Biophysics
MS Biochemistry and Biophysics

51.1305 Medical Cell Biology
PHD Cell Biology and Anatomy
MS Cell Biology and Developmental Biology

51.1308 Medical Microbiology
PHD Microbiology and Immunology
MS Microbiology and Immunology

51.1310 Medical Neurobiology
PHD Neurobiology

51.1314 Medical Toxicology
PHD Toxicology
MS Toxicology

51.1601 Nursing (R.N. Training)
BSN Nursing

51.1608 Nursing Science (Post-R.N.)
PHD Nursing

51.1611 Nursing, Public Health (Post-R.N.)
MS Public Health Nursing

51.1699 Nursing, Other
MSN Nursing

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

51.2001 Pharmacy (B. Pharm., Pharm.D.)
PHAR Pharmacy

51.2003 Medical Pharmacology and Pharmaceutical Sciences
PHD Pharmaceutical Sciences
MS Pharmaceutical Sciences

51.2201 Public Health, General
MPH Public Health Practice and Leadership

51.2202 Environmental Health
BSPH Environmental Science and Policy

51.2203 Epidemiology
PHD Epidemiology
DRPH Epidemiology
MPH Epidemiology
MSPH Epidemiology

51.2204 Health and Medical Biostatistics
BSPH Biostatistics
PHD Biostatistics
DRPH Biostatistics
MPH Biostatistics
MS Biostatistics
MSPH Biostatistics

51.2207 Public Health Education and Promotion
PHD Health Behavior and Health Education
DRPH Health Behavior and Health Education
MPH Health Behavior and Health Education
MSPH Health Behavior and Health Education

51.2299 Public Health, Other
PHD Maternal and Child Health
DRPH Maternal and Child Health
MPH Maternal and Child Health
MSPH Maternal and Child Health

51.2304 Movement Therapy
PHD Human Movement Science
MS Human Movement Science

51.2306 Occupational Therapy
MS Occupational Therapy

51.2308 Physical Therapy
MPT Master of Physical Therapy

51.2310 Vocational Rehabilitation Counseling
MS Rehabilitation Psychology and Counseling

Business Management & Administrative Services

52.0201 Business Administration and Management, General
BSBA Business Administration
PHD Business Administration
MBA Business Administration

52.0301 Accounting
M Accounting

52.1001 Human Resources Management
AB Management and Society

Academic Program Inventory
University of North Carolina at Charlotte

143 programs
11-30-2001

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

Architecture and Related Programs

04.0201 Architecture

BA Architecture

BARC Architecture

MARC Architecture

Area, Ethnic and Cultural Studies

05.0201 Afro-American (Black) Studies

BA African-American and African Studies

05.9999 Area, Ethnic and Cultural Studies, Other

BA International Studies

Communications

09.0101 Communications, General

BA Communication Studies

MA Communication Studies

Computer and Information Sciences

11.0101 Computer and Information Sciences, General

PHD Information Technology

MS 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

13.0401 Education Administration and Supervision, General

EDD Educational Leadership

CAS Educational Administration

13.0405 Elementary, Middle and Secondary Education Administration

MSA School Administration

13.0501 Educational/Instructional Media Design

MED Instructional Systems Technology

13.1001 Special Education, General

PHD Special Education

MED Special Education, Cross-Categorical Disabilities

13.1004 Education of the Gifted and Talented

MED Special Education, Academically Gifted

13.1005 Education of the Emotionally Handicapped

MED Special Education, Behavioral-Emotional Handicaps

13.1006 Education of the Mentally Handicapped

BA Special Education: Mental Handicaps

MED Special Education, Mental Handicaps

13.1011 Education of the Specific Learning Disabled

MED Special Education, Learning Disabilities

13.1099 Special Education, Other

MED Special Education, Severe and Profound Handicaps

13.1101 Counselor Education Counseling and Guidance Services

PHD Counseling

MA Counseling, School Counseling

13.1102 College/Postsecondary Student Counseling and Personnel Services

MA Counseling, Community Counseling

13.1202 Elementary Teacher Education

BA Elementary Education

MED Elementary Education

13.1203 Jr.High/Intermed./Middle Schl. Teacher Ed.

BA Middle Grades Education

13.1204 Pre-Elementary/Early Childhood/Kindergarten Teacher Education

BA Child and Family, (B-K) Teacher Licensure

MED Child and Family Studies: Early Education

13.1206 Teacher Education, Multiple Levels

MED Middle Grades and Secondary Education

13.1302 Art Teacher Education

BA Art Education

BFA Art Education

13.1305 English 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 Theatre Education (K-12)

BA Dance 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

13.1330 Spanish Language Teacher Education

BA Spanish, K-12

13.1401 Teaching English as a Second Language/Foreign Language

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

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

MSCE Civil Engineering

14.0901 Computer Engineering

BS Computer Engineering

14.1001 Electrical, Electronics and Communication Engineering

BSEE Electrical Engineering

PHD Electrical Engineering

MSEE Electrical Engineering

14.1901 Mechanical Engineering

BSME Mechanical Engineering

PHD Mechanical Engineering

MSME Mechanical Engineering

14.3001 Engineering/Industrial Management

MS Engineering Management

Engineering-Related Technologies

15.0201 Civil Engineering/Civil Tech./Technician

BSET Engineering Technologies, Civil

15.0303 Electrical, Electronic and Communications Engin. Tech./Technician

BSET Engineering Technologies, Electrical

15.0603 Industrial/Manufacturing Tech./Technician

BSET Manufacturing Engineering Technology

15.0805 Mechanical Engineering/Mechanical Tech./Technician

BSET Engineering Technologies, Mechanical

Foreign Languages and Literatures

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 and Literatures, Other

MA Spanish

Home Economics

19.0701 Individual and Family Development Studies, General

BA Child and Family Development

English Language and Literatures/Letters

23.0101 English Language and Literature, General

BA English

MA English

Liberal Arts & Sciences, General Studies & Humanities

24.0101 Liberal Arts and Sciences/Liberal Studies

MA Liberal Studies

Biological Sciences/Life Sciences

26.0101 Biology, General

BA Biology

BS Biology

PHD Biology

MA Biology

MS Biology

Mathematics

27.0101 Mathematics

BA Mathematics

BS Mathematics

MS Mathematics

27.0301 Applied Mathematics, General

PHD Applied Mathematics

Multi/Interdisciplinary Studies

30.1101 Gerontology

MA Gerontology

Parks, Recreation, Leisure, & Fitness Studies

31.0501 Health and Physical Education, General

BS Health Fitness

Philosophy and Religion

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

40.0601 Geology

BS Geology

40.0703 Earth and Planetary Sciences

BA Earth Sciences

BS Earth Sciences

MS Earth Sciences

40.0801 Physics, General

BA Physics

BS Physics

MS Applied Physics

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

Protective Services

43.0104 Criminal Justice Studies

BA Criminal Justice

MS Criminal Justice

43.0202 Fire Services Administration

BSET Fire Safety Engineering Technology

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

Public Administration and Services

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 and History

45.0201 Anthropology

BA Anthropology

45.0601 Economics, General

BA Economics, Social Sciences

45.0701 Geography

BA Geography

BS Geography

MA Geography

45.0801 History, General

BA History

MA History

45.1001 Political Science, General

BA Political Science

45.1101 Sociology

BA Sociology

MA Sociology

Visual and Performing Arts

50.0301 Dance

BA Dance

50.0501 Drama/Theater Arts, General

BA Theatre

50.0701 Art, General

BA Art

50.0702 Fine/Studio Arts

BFA Art

50.0901 Music, General

BA Music

50.0903 Music - General Performance

BM Music (Performance)

Health Professions and Related Sciences

51.0701 Health System/Health Services Administration

MHA Health Administration

51.1005 Medical Technology

BA Chemistry, Medical Technology

BA Biology, Medical Technology

51.1601 Nursing (R.N. Training)

BSN Nursing

51.1699 Nursing, Other

MSN Nursing

51.2207 Public Health Education and Promotion

MS Health Promotion

Business Management & Administrative Services

52.0201 Business Administration and Management, General

BSBA Management

BSBA Business Administration

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

BA Economics, Business Administration

MS Economics

52.0801 Finance, General

BSBA Finance

52.1101 International Business

BSBA International Business

52.1201 Management Information Systems and Business Data Processing, General

BSBA Management Information Systems

52.1401 Business Marketing and Marketing Management

BSBA Marketing

Academic Program Inventory
University of North Carolina at Greensboro

177 programs
11-30-2001

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

Area, Ethnic and Cultural Studies

05.0207 Women's Studies
- BA Women's Studies

Communications

09.0403 Mass Communications
- BA Media Studies

Computer and Information Sciences

11.0701 Computer Science
- BS Computer Science
- MS Computer Science

Education

13.0301 Curriculum and Instruction
- PHD Curriculum and Teaching
- MED Curriculum and Instruction

13.0401 Education Administration and Supervision, General
- EDD Educational Leadership
- EDS Educational Leadership

13.0404 Educational Supervision
- MED Educational Supervision

13.0405 Elementary, Middle and Secondary Education Administration
- MSA School Administration

13.0406 Higher Education Administration
- MED Higher Education,Administration

13.0604 Educational Assessment, Testing and Measurement
- PHD Educational Research, Measurement, and Evaluation
- MED Educational Research, Measurement, and Evaluation

13.1001 Special Education, General
- BS Special Education,General
- MED Special Education,General

13.1003 Education of the Deaf and Hearing Impaired
- BS Training Teachers of the Deaf

13.1101 Counselor Education Counseling and Guidance Services
- EDD School Counseling
- PHD Counseling and Counselor Education
- EDS School Counseling
- MS School Counseling

13.1102 College/Postsecondary Student Counseling and Personnel Services
- EDD Student Development in Higher Education
- EDD Community Counseling
- EDS Student Development in Higher Education
- EDS Community Counseling
- MS Student Development in Higher Education
- MS Community Counseling

13.1202 Elementary Teacher Education
- BS Elementary Education (K-6)
- MED Elementary Education (K-6)

13.1203 Jr.High/Intermed./Middle Schl. Teacher Ed.
- BS Middle Grades Education
- MED Middle Grades Education

13.1204 Pre-Elementary/Early Childhood/Kindergarten Teacher Education
- BS Developmental Foundations in Preschool Education
- MED Human Development and Family Studies

13.1302 Art Teacher Education
- BFA Art Education (K-12)

13.1303 Business Teacher Education (Vocational)
- MSBE Business Education

13.1305 English 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
- PHD Music Education
- MM Music Education

13.1314 Physical Education Teaching and Coaching
- BS Physical Education, Teacher Education (K-12)

13.1317 Social Science Teacher Education
- BA Sociology, Secondary Education
- BA Psychology, Secondary Education
- BA Political Science, Secondary Education
- BA Geography, Secondary Education
- BA Economics, 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
- MED Biology, Secondary Education

13.1323 Chemistry Teacher Education
- MED Chemistry, 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

13.1330 Spanish Language Teacher Education
- BA Spanish, Secondary Education

13.1331 Speech Teacher Education
- BA Communication Studies, Education (K-12)
- MED Communication Studies

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

13.1399 Teacher Education, Specific Academic and Vocational Programs, Other

MED Latin

Foreign Languages and Literatures

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 and Literatures, Other

MA Romance Languages and Literatures, Spanish Education
MA Romance Languages and Literatures, Spanish
MA Romance Languages and Literatures, French Education
MA Romance Languages and Literatures, French

16.1201 Classics and Classical Languages and Literatures

BA Classical Studies

Home Economics

19.0501 Foods and Nutrition Studies, General

BS Nutrition and Foodservice Systems
MED Nutrition and Foodservice Systems
MS Nutrition and Foodservice Systems

19.0502 Foods and Nutrition Science

PHD Nutrition

19.0505 Food Systems Administration

BS Restaurant and Institution Management

19.0701 Individual and Family Development Studies, General

BS Human Development and Family Studies
PHD Human Development and Family Studies
MS Human Development and Family Studies

19.0706 Child Growth, Care and Development Studies

BS Child and Adolescent Development in the Family

19.0901 Clothing/Apparel and Textile Studies

BS Textile Products Design and Marketing
PHD Textile Products Marketing
MED Textile Products Design and Marketing
MS Textile Products Design and Marketing

English Language and Literatures/Letters

23.0101 English Language and Literature, General

BA English
PHD English
MA English

23.0501 English Creative Writing

MFA Creative Writing

23.1001 Speech and Rhetorical Studies

BA Communication Studies
MA Communication Studies

Liberal Arts & Sciences, General Studies & 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 Sciences/Life Sciences

26.0101 Biology, General

BA Biology
BS Biology
MS Biology

26.0202 Biochemistry

BS Biochemistry

Mathematics

27.0101 Mathematics

BA Mathematics
BS Mathematics
MA Mathematics

Multi/Interdisciplinary Studies

30.1101 Gerontology

MS Gerontology

Parks, Recreation, Leisure, & 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 Exercise Sciences/Physiology and Movement Studies

BS Exercise and Sport Science
EDD Exercise and Sport Science
PHD Exercise and Sport Science
MED Exercise and Sport Science
MS Exercise and Sport Science

Philosophy and Religion

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

40.0801 Physics, General

BA Physics
BS Physics

Psychology

42.0101 Psychology, General

BA Psychology
PHD Psychology
MA Psychology

Public Administration and Services

44.0401 Public Administration

MPA Public Affairs

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

44.0701 Social Work

BS School Social Work
BSW Social Work
MSW Social Work (Jt with NCA&TSU)

Social Sciences and History

45.0201 Anthropology

BA Anthropology

45.0601 Economics, General

BA Economics

45.0701 Geography

BA Geography
MA Applied Geography

45.0801 History, General

BA History
MA History

45.1001 Political Science, General

BA Political Science
MA Political Science

45.1101 Sociology

BA Sociology
MA Sociology

Visual and Performing Arts

50.0301 Dance

BA Dance
BFA Dance
MA Dance
MFA Dance

50.0408 Interior Design

BS Interior Design
MS Interior Design

50.0501 Drama/Theater Arts, General

BA Drama
BFA Drama
MFA Drama

50.0701 Art, General

BA Art

50.0702 Fine/Studio Arts

BFA Studio Art
MFA Studio Arts

50.0901 Music, General

BA Music

50.0903 Music - General Performance

BM Performance
BM Jazz Studies
DMA Performance
MM Performance

50.0904 Music Theory and Composition

BM Composition
MM Theory
MM Composition

Health Professions and Related Sciences

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

51.0204 Speech-Language Pathology and Audiology

BS Speech Pathology and Audiology
MA Speech Pathology and Audiology

51.0701 Health System/Health Services Administration

MSN/ Health Management

51.1005 Medical Technology

BSMT Medical Technology

51.1306 Medical Genetics

MS Genetic Counseling

51.1601 Nursing (R.N. Training)

BSN Nursing

51.1608 Nursing Science (Post-R.N.)

PM Post-Master's Certificate in Nursing
MSN Nursing

51.2207 Public Health Education and Promotion

BS Community Health Education
MPH Public Health

Business Management & Administrative Services

52.0201 Business Administration and Management, General

BS Business Administration
MBA Business Administration

52.0301 Accounting

BS Accounting
MS Accounting

52.0601 Business/Managerial Economics

BS Economics
MA Applied Economics

52.0801 Finance, General

BS Finance, Insurance, and Real Estate

52.0901 Hospitality/Administration Management

BA Hospitality Management

52.1101 International Business

BS International Business Studies

52.1201 Management Information Systems and Business Data Processing, General

BS Information Systems and Operations Management
MS Information Technology and Management

Academic Program Inventory

University of North Carolina at Pembroke

52 programs
11-30-2001

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

Area, Ethnic and Cultural Studies

05.0102 American Studies/Civilization
BA American Studies

05.0202 American Indian/Native American Studies
BA American Indian Studies

Communications

09.0403 Mass Communications
BS Mass Communications

Computer and Information Sciences

11.0701 Computer Science
BS Computer Science

Education

13.1006 Education of the Mentally Handicapped
BS Special Education, Mentally Handicapped

13.1011 Education of the Specific Learning Disabled
BS Special Education, Learning Disabilities

13.1101 Counselor Education Counseling and Guidance Services
MA School Counseling

13.1102 College/Postsecondary Student Counseling and Personnel Services
MA Service Agency Counseling

13.1202 Elementary Teacher Education
BS Elementary Education (K-6)
MAED Elementary Education (K-6)

13.1203 Jr.High/Intermed./Middle Schl. Teacher Ed.
BS Middle Grades Education (6-9)
MAED Middle Grades Education (6-9)

13.1204 Pre-Elementary/Early Childhood/Kindergarten Teacher Education
BS Birth-Kindergarten Education

13.1302 Art Teacher Education
BA Art Education
MAED Art Education

13.1305 English Teacher Education
BA English Education
MA English Education

13.1311 Mathematics Teacher Education
BS Mathematics, Secondary Education
MAED Mathematics Education

13.1312 Music Teacher Education
BM Music Education

13.1314 Physical Education Teaching and Coaching
BS Physical Education (Teaching Licensure)
MAED Physical Education

13.1315 Reading Teacher Education
MAED Reading Education

13.1316 Science Teacher Education, General
BS Science Education
MAED Science Education

13.1318 Social Studies Teacher Education
BA History: Social Studies Education
MAED History: Social Studies Education

13.1322 Biology Teacher Education
BS Biology, Secondary Education

English Language and Literatures/Letters

23.0101 English Language and Literature, General
BA English

Biological Sciences/Life Sciences

26.0101 Biology, General
BS Biology

Mathematics

27.0101 Mathematics
BS Mathematics

Parks, Recreation, Leisure, & Fitness Studies

31.0301 Parks, Recreation and Leisure Facilities Management
BS Recreation Management/Administration

31.0501 Health and Physical Education, General
BS Physical Education (Non-Teacher Licensure)

31.0503 Athletic Training and Sports Medicine
BS Physical Education: Athletic Training

Philosophy and Religion

38.9999 Philosophy and Religion
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

Protective Services

43.0104 Criminal Justice Studies
BA Criminal Justice

Public Administration and Services

44.0701 Social Work
BSW Social Work

Social Sciences and History

45.0801 History, General
BA History

45.1001 Political Science, General
BA Political Science

45.1101 Sociology
BA Sociology

Visual and Performing Arts

50.0501 Drama/Theater Arts, General
BA English: Theatre Arts

50.0702 Fine/Studio Arts
BA Studio Art

50.0901 Music, General
BA Music

Academic Program Inventory
University of North Carolina at Pembroke

52 programs
11-30-2001

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

Health Professions and Related Sciences

51.1601 Nursing (R.N. Training)

BSN Nursing (RN/BSN) (Jt. with Fayetteville State University)

51.2207 Public Health Education and Promotion

BS Community Health Education

Business Management & Administrative Services

52.0201 Business Administration and Management, General

BS Business Administration

MBA Business Administration

52.0299 Business Administration and Management, Other

MS Public Management

52.0301 Accounting

BS Accounting

Academic Program Inventory
University of North Carolina at Wilmington

96 programs
11-30-2001

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

Conservation & Renewable Natural Resources

03.0102 Environmental Science/Studies

BA Environmental Studies
BS Environmental Sciences

Computer and Information Sciences

11.0701 Computer Science

BS Computer Science

Education

13.0301 Curriculum and Instruction

MED Curriculum/Instruction Supervision

13.0405 Elementary, Middle and Secondary Education Administration

MSA School Administration

13.0501 Educational/Instructional Media Design

MS Instructional Technology

13.1001 Special Education, General

MED Special Education (Cross-Categorical)

13.1005 Education of the Emotionally Handicapped

BA Special Education (Behaviorally/Emotionally Handicapped)

13.1006 Education of the Mentally Handicapped

BA Special Education (Mental Retardation)

13.1011 Education of the Specific Learning Disabled

BA Special Education (Learning Disabilities)

13.1202 Elementary Teacher Education

BA Elementary Education (K-6)
MED Elementary Education

13.1203 Jr.High/Intermed./Middle Schl. Teacher Ed.

BA Middle Grades Education
MED Middle Grades Education

13.1204 Pre-Elementary/Early Childhood/Kindergarten Teacher Education

BA Preparing Educators of Young Children

13.1205 Secondary Teacher Education

MED Secondary Education

13.1299 General Teacher Education, Other

MAT Master of Arts in Teaching

13.1305 English 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 Marine Biology, Secondary Education
BS 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, Specific Academic and Vocational Programs, Other

BA Geology, Secondary Education (Earth Science)
BS Geology, Secondary Education (Earth Science)

Foreign Languages and Literatures

16.0901 French Language and Literature

BA French

16.0905 Spanish Language and Literature

PB Spanish
BA Spanish

English Language and Literatures/Letters

23.0101 English Language and Literature, General

BA English
MA English

23.0501 English Creative Writing

BFA Creative Writing
MFA Creative Writing

23.1001 Speech and Rhetorical Studies

BA Communication Studies

Liberal Arts & Sciences, General Studies & Humanities

24.0101 Liberal Arts and Sciences/Liberal Studies

MA Liberal Studies

Biological Sciences/Life Sciences

26.0101 Biology, General

BA Biology
BS Biology
MS Biology

26.0607 Marine/Aquatic Biology

BS Marine Biology
MS Marine Biology

Mathematics

27.0101 Mathematics

BA Mathematics
BS Mathematics
MA Mathematics
MS Mathematics

Parks, Recreation, Leisure, & 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

Academic Program Inventory
University of North Carolina at Wilmington

96 programs
11-30-2001

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

31.0502 Adapted Physical Education/Therapeutic Recreation
- BA Therapeutic Recreation

31.0503 Athletic Training and Sports Medicine
- BA Athletic Training

Philosophy and Religion

38.9999 Philosophy and Religion
- BA Philosophy and Religion

Physical Sciences

40.0501 Chemistry, General
- BA Chemistry, General
- BS Chemistry, General
- MS Chemistry

40.0601 Geology
- BA Geology
- BS Geology
- MS Geology

40.0702 Oceanography
- MS Marine Sciences

40.0801 Physics, General
- BA Physics
- BS Physics

Psychology

42.0101 Psychology, General
- BA Psychology
- MA Psychology

Protective Services

43.0104 Criminal Justice Studies
- BA Criminal Justice

Public Administration and Services

44.0401 Public Administration
- MPA Public Administration

44.0701 Social Work
- BSW Social Work

Social Sciences and History

45.0201 Anthropology
- BA Anthropology

45.0601 Economics, General
- BA Economics

45.0701 Geography
- BA Geography

45.0801 History, General
- BA History
- MA History

45.1001 Political Science, General
- BA Political Science

45.1101 Sociology
- BA Sociology

Visual and Performing Arts

50.0501 Drama/Theater Arts, General
- BA Theatre

50.0602 Film-Video Making/Cinematography and Production
- BA Film Studies

50.0702 Fine/Studio Arts
- BA Studio Art

50.0703 Art History, Criticism and Conservation
- BA Art History

50.0901 Music, General
- BA Music

50.0903 Music - General Performance
- BM Music Performance

Health Professions and Related Sciences

51.1005 Medical Technology
- BS Clinical Laboratory Science

51.1601 Nursing (R.N. Training)
- BS Nursing

51.1605 Nursing, Family Practice (Post-R.N.)
- MSN Family Nurse Practitioner

Business Management & Administrative 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 and Business Data Processing, General
- BS Business Systems

52.1401 Business Marketing and Marketing Management
- BS Marketing

Academic Program Inventory
Western Carolina University

109 programs
11-30-2001

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

Conservation & Renewable Natural Resources

03.0201 Natural Resources Management and Policy

BS Natural Resources Management

Area, Ethnic and Cultural Studies

05.0202 American Indian/Native American Studies

MA American History, Cherokee Studies

Communications

09.0101 Communications, General

BS Communication

Computer and Information Sciences

11.0701 Computer Science

BS Computer Science

Education

13.0101 Education, General

MAED Comprehensive Education

13.0401 Education Administration and Supervision, General

EDD Educational Leadership

EDS Educational Leadership

13.0404 Educational Supervision

MAED Educational Supervision

13.0405 Elementary, Middle and Secondary Education Administration

MSA School Administration

13.0407 Community and Junior College Administration

MAED Educational Administration, 2-Yr College

13.0501 Educational/Instructional Media Design

MAED Instructional Technology Specialist-Computers

13.1001 Special Education, General

BSED Special Education, Learning Disabilities and Mentally Retarded

13.1101 Counselor Education Counseling and Guidance Services

MAED School Counseling

13.1102 College/Postsecondary Student Counseling and Personnel Services

MS Community Counseling

13.1202 Elementary Teacher Education

BSED Elementary Education, K-6

13.1203 Jr.High/Intermed./Middle Schl. Teacher Ed.

BSED Middle Grades Education

13.1204 Pre-Elementary/Early Childhood/Kindergarten Teacher Education

BS Birth-Kindergarten

13.1299 General Teacher Education, Other

MAT Master of Arts in Teaching

13.1302 Art Teacher Education

BSED Art Education

13.1305 English Teacher Education

BSED English, Secondary Education

MAED English, 2-Yr College Teaching

13.1311 Mathematics Teacher Education

BSED Mathematics, Secondary Education

MAED Mathematics, 2-Yr College Teaching

13.1312 Music Teacher Education

BSED Music Education

13.1314 Physical Education Teaching and Coaching

BSED Physical Education

MAED Physical Education, 2-Year College Teaching

13.1316 Science Teacher Education, General

BSED Science Education

13.1318 Social Studies Teacher Education

BSED Social Sciences, Secondary Education

13.1322 Biology Teacher Education

MAED Biology, 2-Yr College Teaching

13.1325 French Language Teacher Education

BSED French, Secondary Education

13.1326 German Language Teacher Education

BSED German, Secondary Education

13.1330 Spanish Language Teacher Education

BSED Spanish, Secondary Education

Engineering-Related Technologies

15.0303 Electrical, Electronic and Communications Engin. Tech./Technician

BS Telecommunications Engineering Technology

BS Electronics Engineering Technology

15.0603 Industrial/Manufacturing Tech./Technician

BS Industrial Technology

BS Industrial Distribution

BS Engineering Technologies Manufacturing

MS Technology

Foreign Languages and Literatures

16.0501 German Language and Literature

BA German

16.0901 French Language and Literature

BA French

16.0905 Spanish Language and Literature

BA Spanish

Home Economics

19.0503 Dietetics/Human Nutritional Services

BS Nutrition and Dietetics

English Language and Literatures/Letters

23.0101 English Language and Literature, General

BA English

MA English

Liberal Arts & Sciences, General Studies & Humanities

24.0101 Liberal Arts and Sciences/Liberal Studies

BA Special Studies

BS Special Studies

Biological Sciences/Life Sciences

26.0101 Biology, General

BS Biology

MS Biology

Mathematics

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

27.0101 Mathematics
BS Mathematics
27.0301 Applied Mathematics, General
MS Applied Mathematics

Parks, Recreation, Leisure, & 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 Religion

38.0101 Philosophy
BA Philosophy

Physical Sciences

40.0501 Chemistry, General
BA Chemistry
BS Industrial Chemistry
BS Chemistry
MS Chemistry
40.0601 Geology
BS Geology

Psychology

42.0101 Psychology, General
BS Psychology
42.0201 Clinical Psychology
MA Clinical Psychology
42.1701 School Psychology
MA School Psychology

Protective Services

43.0104 Criminal Justice Studies
BS Criminal Justice

Public Administration and Services

44.0401 Public Administration
MPA Public Affairs
44.0701 Social Work
BS Social Work

Social Sciences and History

45.0101 Social Sciences, General
BA Social Sciences
BS Social Sciences
45.0201 Anthropology
BA Anthropology
BS Anthropology
45.0701 Geography
BS Geography
45.0801 History, General
BA History
BS History
45.0802 American (United States) History
MA American History
45.1001 Political Science, 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/Theater Arts, General
BA Speech and Theatre Arts
BFA Theatre
50.0701 Art, General
BA Art
50.0702 Fine/Studio Arts
BFA Art
MFA Fine Arts
50.0901 Music, General
BA Music
MA Music
50.0903 Music - General Performance
BM Music

Health Professions and Related Sciences

51.0201 Communication Disorders, General
BSED Communication Disorders
MS Communication Disorders
51.0706 Medical Records Administration
BS Health Information Management
51.0799 Health and Medical Administrative Services, Other
MHS Health Science
51.0904 Emergency Medical Tech./Technician
BS Emergency Medical Care
51.1005 Medical Technology
BS Clinical Laboratory Sciences
51.1601 Nursing (R.N. Training)
BSN Nursing
51.1605 Nursing, Family Practice (Post-R.N.)
MS Family Nurse Practitioner (FNP)
51.2202 Environmental Health
BS Environmental Health
51.2308 Physical Therapy
MPT Physical Therapy
51.2309 Recreational Therapy
BS Recreational Therapy

Business Management & Administrative Services

52.0201 Business Administration and Management, General
BSBA Management
BSBA Business Administration and Law
MBA Business Administration
52.0299 Business Administration and Management, Other
MPM Project Management
52.0301 Accounting
BSBA Accounting
M Accountancy

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

52.0801 Finance, General

BSBA Finance

52.0901 Hospitality/Administration Management

BS Hospitality Management

52.1001 Human Resources Management

MS Human Resource Development

52.1101 International Business

BS International Business

52.1201 Management Information Systems and Business Data Processing, General

BSBA Computer Information Systems

52.1401 Business Marketing and Marketing Management

BSBA Marketing

52.1498 Entrepreneurship

BSBA Entrepreneurship

Academic Program Inventory

Winston-Salem State University

40 programs
11-30-2001

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

Communications

09.0403 Mass Communications

BA Mass Communications

Computer and Information Sciences

11.0201 Computer Programming

C Certificate in Computer Programming

11.0701 Computer Science

BS Computer Science

Education

13.1011 Education of the Specific Learning Disabled

BS Special Education, Specific Learning Disabilities (K-12)

13.1202 Elementary Teacher Education

BS Elementary Education (K-6)

MED Elementary Education

13.1203 Jr.High/Intermed./Middle Schl. Teacher Ed.

BS Middle Grades (6-9)

13.1204 Pre-Elementary/Early Childhood/Kindergarten Teacher Education

BS Birth to Kindergarten Education

13.1302 Art Teacher Education

BA Art Education

13.1305 English 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 and Literatures

16.0905 Spanish Language and Literature

BA Spanish

English Language and Literatures/Letters

23.0101 English Language and Literature, General

BA English

Liberal Arts & Sciences, General Studies & Humanities

24.0102 General Studies

BS Applied Science

Biological Sciences/Life Sciences

26.0101 Biology, General

BS Biology

26.0402 Molecular Biology

BS Molecular Biology

Mathematics

27.0101 Mathematics

BS Mathematics

Multi/Interdisciplinary Studies

30.1101 Sociology

BA Gerontology

Parks, Recreation, Leisure, & Fitness Studies

31.0502 Adapted Physical Education/Therapeutic Recreation

BS Therapeutic Recreation

31.0504 Sport and Fitness Administration/Management

BS Sport Management

31.0505 Exercise Sciences/Physiology and Movement Studies

BS Exercise Science

Physical Sciences

40.0501 Chemistry, General

BS Chemistry

Psychology

42.0101 Psychology, General

BS Psychology

Social Sciences and History

45.0601 Economics, General

BS Economics

45.0801 History, General

BA History

45.1001 Political Science, General

BA Political Science

45.1101 Sociology

BA Sociology

Visual and Performing Arts

50.0701 Art, General

BA Art

50.0909 Music Business Management and Merchandising

BS Music Business

Health Professions and Related Sciences

51.1005 Medical Technology

BS Clinical Laboratory Science

51.1601 Nursing (R.N. Training)

BSN Nursing

51.2306 Occupational Therapy

BSOT Occupational Therapy

51.2308 Physical Therapy

MPT Physical Therapy

Business Management & Administrative Services

52.0201 Business Administration and Management, General

BS Business Administration

52.0301 Accounting

BS Accounting

52.1201 Management Information Systems and Business Data Processing, General

BS Management Information Systems

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, 2001

Program Area	Degree Level				
	Bachelor's	Master's	Professional	Doctoral	Total
Agriculture & Natural Resources	3	3			6
Architecture & Environmental Design	3	1		1	5
Area Studies	6	2			8
Biological Sciences	2	9		14	25
Business and Management	12	16			28
Communications	7	2		1	10
Computer & Information Sciences	9	11		1	1
Education	24	51		8	8
Engineering	12	11		7	7
Fine and Applied Arts	13	5		1	19
Foreign Languages	3	2			5
Health Professions	19	19	3	8	49
Home Economics	3	4			7
Law					
Letters	8	5		1	14
Library Science				1	1
Mathematics	2	5		1	8
Physical Sciences	11	9		1	21
Psychology	3	5		1	9
Public Affairs & Services	16	17		3	36
Social Sciences	14	10		1	25
Interdisciplinary Studies	20	9		2	31
Total	190	196	3	52	441

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, 2001

Program Area	Degree Level				
	Bachelor's	Master's	Professional	Doctoral	Total
Agriculture & Natural Resources	5	2			7
Architecture & Environmental Design		1			1
Area Studies	2				2
Biological Studies	7	3		2	12
Business Management	12	2			12
Communications		1			
Computer & Information Sciences					
Education	58	67		3	128
Engineering	6	3		1	10
Fine and Applied Arts	9	3			12
Foreign Languages	11	12			23
Health Professions	15	3		1	18
Home Economics	7	3		2	12
Law	1				1
Letters	2	3			4
Library Science	2				2
Mathematics	2	4			6
Physical Sciences	8	8			16
Psychology	1	7			8
Public Affairs & Services	4	1			4
Social Sciences	17	12			28
Interdisciplinary Studies	8	2			10
Total	177	137	0	9	323
Associate (AA) programs discontinued					18
Intermediate (CAS & EdS) programs discontinued					77
Total (all programs)					418

Appendix E
Interinstitutional Research Centers Approved as of November 30, 2001

(Total Centers = 13)

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-Chapel Hill
Wake Forest University
- Western Carolina University

Highway Safety Research Center

North Carolina A&T State University
North Carolina State University
- 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-Chapel Hill

Institute of Nutrition

East Carolina University
North Carolina A&T State University
North Carolina State University
UNC Greensboro
- UNC-Chapel Hill

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 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

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

East Carolina University
- North Carolina State University
UNC Wilmington
UNC-Chapel Hill

• ***Institution serving as administrative unit***

Institutional Research Centers Approved as of November 30, 2001

(Total Centers = 113)

Appalachian State University

Brantley Risk and Insurance Center

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

Rockwell Solid State Electronics Laboratory

Transportation Institute

North Carolina Central University

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 Chemical Toxicology and Residue Pharmacology

Center for Computational Biology

Center for Earth Observation

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 Pest Management

Center for Marine Sciences and Technology

Center for Mathematics and Science Education

Center for Nuclear Power Plant Structures, Equipment and Piping

Center for Research in Scientific Computation

Center for Research on Textile Protection and Comfort

Center for Robotics and Intelligent Machines

Center for Transportation and the Environment

Center for Transportation Engineering Studies

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

Literacy Systems Center

Materials Research Center

Minerals Research Laboratory

Network Technology Institute

Nonwovens Cooperative Research Center

North Carolina Japan Center

Nuclear Reactor Program

Pollution Prevention Research Center

Power Semiconductor Research Center

Precision Engineering 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

UNC Charlotte

Center for Precision Metrology

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

Center for the Study of Social Issues

Family Research Center

Human Environmental Sciences Center for Research

Institute for Health, Science, and Society

UNC Pembroke

Native American Resource Center

UNC Wilmington

Center for Marine Science

UNC-Chapel Hill

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 and Lung Biology

Center for European Studies

Center for Health Ethics and Policy

Center for Health Promotion and Disease Prevention

Center for Infectious Diseases

Center for Pharmaceutical Outcomes Research

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 Thrombosis and Hemostasis

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 Center

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

Western Carolina University

Center for Regional Development

Mountain Aquaculture Research Center

Interinstitutional Public Service Centers Approved as of November 30, 2001

(Total Centers = 7)

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

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 Charlotte
UNC Greensboro
- UNC Office of the President
UNC Wilmington
UNC-Chapel Hill
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 Charlotte
UNC Greensboro
UNC Pembroke
UNC Wilmington
- UNC-Chapel Hill
Western Carolina University
Winston-Salem State University

- ***Institution serving as administrative unit***

Institutional Public Service Centers Approved as of November 30, 2001

(Total Centers = 47)

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

Diabetes and Obesity Center

East Carolina Cardiovascular Center

Leo W. Jenkins Cancer Center

Regional Development Institute

Rural Education Institute

Telemedicine Center

North Carolina School of the Arts

Community Music School

Kenan Institute for the Arts Foundation

North Carolina School of the Arts Summer Institute on Roanoke Island

North Carolina State University

Center for Universal Design

Community Growth Strategies Group

Encore Center for Lifelong Enrichment

Institute for Emerging Issues

North Carolina Ergonomics Resource Center

North Carolina Solar Center

State Climate Office of North Carolina

UNC Charlotte

Center for International Studies

Center for Professional and Applied Ethics

Office of Educational Outreach

UNC Greensboro

Center for Educational Studies and Development

Center for New North Carolinians

Instructional and Information Technologies Education Center

National Paideia Center

Reading Together USA Institute

University of North Carolina at Greensboro Psychology Clinic

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

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 Government

Institute of Outdoor Drama

Jordan Institute for Families

Morehead Planetarium

North Carolina Botanical Garden (Coker Arboretum)

Western Carolina University

Developmental Evaluation Center

Reading Center

Speech and Hearing Center

Winston-Salem State University

Maya Angelou Institute for the Improvement of Child and Family Education

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://northcarolina.edu/bog/code/code.cfm*
Board of Governors' Report: *http://northcarolina.edu/bog/reports/reports.cfm*

Office of the President: *http://www.northcarolina.edu/pres/*
Office of the President Initiatives: *http://northcarolina.edu/pres/initiatives/initiatives.cfm*
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, 2000-01:
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/applications/secretary/admin_directory/
Facilities Inventory and Utilization Study, 1999:
http://www.northcarolina.edu/pres/publications/facilities/99/99index.cfm

Academic Affairs: *http://www.northcarolina.edu/aa/aa.cfm*
Academic Program Inventory and Distance Education Program Inventory:
http://www.northcarolina.edu/aa/reports/reports.cfm
Administrative Memorandum 406 (developing academic degree programs):
http://www.northcarolina.edu/aa/reports/plan_intent/doc_index.cfm
Administrative Memorandum 407 (distance education policies):
http://www.northcarolina.edu/aa/reports/mem407/doc_index.cfm
Phased Retirement Program:
http://www.northcarolina.edu/aa/reports/planned_retirement/
Academic Planning: *http://www.northcarolina.edu/aa/planning/planning.cfm*
Long-Range Planning, 2000-2005:
http://www.northcarolina.edu/aa/planning/reports/longplan/contents.cfm
Program Assessment Reports: *http://northcarolina.edu/assessment/reports/reports.cfm*
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
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/*
Available in Acrobat PDF format:
University of North Carolina Enrollment Plan
UNC Fall Headcount Enrollment Projections, 2001-2011 (on-campus and off-campus)
Third Annual Report on UNC Enrollment Planning

Finance: *http://www.northcarolina.edu/finance/*
UNC Policies and Procedures Manual (Services Office):
http://www.northcarolina.edu/finance/services/services.cfm
UNC Budget Flexibility Guidelines:
http://www.northcarolina.edu/finance/projects/budget/flexguide.htm
CAPSTAT home page: *http://www4.ga.unc.edu/CAPSTAT/index.html*
Available in Acrobat PDF format:
UNC Campus Facilities Profiles and 10-Year Capital Plans
UNC Student Credit Hour Enrollment Change Funding Model Manual
UNC 2001-2003 Budget Request
UNC Budget Process
UNC Chart of Accounts
UNC Design and Construction Guidelines

Human Resources: *http://www.northcarolina.edu/hr/*
University Benefits Office: *http://www.northcarolina.edu/hr/benefits/benefits.cfm*
Employment Opportunities: *http://www.northcarolina.edu/hr/jobs/jobs.cfm*
UNC Human Resources Best Practices:
http://www.northcarolina.edu/hr/bestpractices/bestpractices.cfm

Information Resources: *http://www.northcarolina.edu/ir/*
UNC Links newsletter: *http://www.northcarolina.edu/ir/newsletter/newsletter.cfm*
UNC Information Technology Strategy:
http://www.northcarolina.edu/ir/strategy/strategy.cfm
Computing, Supercomputing, Networking, and Videoconferencing documents:
http://www.northcarolina.edu/ir/supercom/supercom.cfm
UNC E-Learning Readiness Assessment Project Final Report:
http://northcarolina.edu/docs/ir/reports/UNC_eLRA_FinalReport_101101.pdf
UNC Libraries: *http://www.northcarolina.edu/libraries/libraries.cfm*
UNC Teaching & Learning with Technology Collaborative: *http://www.unctlt.org/tlt/*
UNC Shared Services Alliance: *http://www.northcarolina.edu/ir/alliance/alliance.cfm*
Prospective Student Portal Application: *http://ncaweb2.ais.unc.edu/*

Legal Affairs: *http://northcarolina.edu/legal/leg.cfm*
The Administrative Manual of UNC (Acrobat PDF and HTML):
http://northcarolina.edu/legal/manual/manual.cfm
Tenure Regulations: *http://northcarolina.edu/legal/tenure/tenure.cfm*

Public Affairs: *http://northcarolina.edu/pa/*
UNC-OP news: *http://northcarolina.edu/pres/news/news.cfm*

Research and Sponsored Programs: *http://northcarolina.edu/aa/research/research.cfm*
Reports: *http://northcarolina.edu/aa/research/reports/reports.cfm*
Administrative Memorandum 408 on Administration of Sponsored Programs:
http://northcarolina.edu/aa/research/sparc/spadmin.cfm
UNC Copyright Policy & Intellectual Property:
http://northcarolina.edu/aa/research/copyright/copyright.cfm
Campus research office directory: *http://northcarolina.edu/aa/research/uncoffices.cfm*
Centers and Institutes: *http://northcarolina.edu/aa/research/reports/centers.cfm*

Secretary of the University: *http://northcarolina.edu/secretary/*

University-School Programs: *http://21stCenturySchools.NorthCarolina.edu/*

UNC Center for School Leadership Development:
http://21stcenturyschools.northcarolina.edu/center/

Teaching and Technology: *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.cfm*

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/directories.cfm

UNC Press: *http://uncpress.unc.edu/*

UNC Professional Development Portal: *http://www.unctlt.org/pdp/*